

INFLUENCE OF TEACHERS' MOTIVATION AND SELF-ESTEEM ON ACADEMIC ACHIEVEMENT OF STUDENTS IN ECONOMICS

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Abstract

This study sought to determine the influence of teachers' motivation and self-esteem on academic achievement of secondary school students' in Economics in Calabar Metropolis of Cross River State. Two research objectives and hypotheses were formulated to guide the study. Three theories guided this study; Abraham Maslow's (1954) motivation theory, Frederick Herzberg's (1959) two factor theory of motivation, and Rosenberg's (1960) Self-esteem theory. The study adopted ex-post-facto research design. Simple random and purposive sampling techniques were used to select a total of 92 teachers and 2940 students as respondents. Two sets of instruments were used for data collection: Teacher Variables Questionnaire (TVQ) and Economics Achievement Test (EAT). The reliability instruments were Cronbach Alpha reliability method for (TVQ) and Kudre-Richardson 20 for (EAT); the reliability estimates for the instruments were 0.70 and 0.82 respectively. Pearson Product Moment Correlation Analysis was carried out on data collected at .05 level of significance and results were presented in tables. The result from the analysis of the two hypotheses indicated that there is a significant relationship between teachers' motivation and academic achievement of secondary school students in Economics and there is a strong significant positive correlation between teachers' self-esteem and academic achievement of students" ($t=.679$; $p=.000$). The study recommended that government and school administrators should" give attention to the motivational incentives of the teachers for effective impart into students academic performance.

Keywords; Teachers' motivation, teachers' self-esteem, academic achievement, students, Calabar Metropolis

Introduction and background

Students' academic achievement is at the centre of every education system. Decisions made by the Ministry of Education are mostly influenced by the outcome of students' academic achievement. The quality of education is also inferred from the students' academic achievement especially at the end of secondary education in

Senior Secondary School Certificate Examination (SSCE) in both West African Examination Council (WAEC) and National Examination Council (NECO). In recent times, there has been a general outcry on the poor academic achievement of students in various subjects in their final examination. The West African Examination Council (WAEC) Chief Examiner's Report (2018) identifies students' poor achievement in various school subjects to be on the increase. The report stated that the poor achievement of students could be attributed to so many factors such as inadequate coverage of the syllabus, students being taught by inexperienced teachers, shallow knowledge of the subject, inability of the students to expound on their points due to poor command of English Language and so on. This students' poor academic achievement in their academic subjects has become a hindrance to their being admitted into tertiary institutions. The problem has become so much that it has led to such terms as fallen standard of education in Nigeria. Academic achievements of students in Economics at Senior Secondary Schools play a major role in their admission into the study of either management sciences or social sciences in tertiary institution level. It also forms the foundation and set standards needed to help institutions of higher learning and other stakeholders make informed decisions (Koloi-Keaikitse, 2012).

Failure in (SSCE or NECO) is a thing of concern to the whole nation. Some people lay blame on the government for not providing the necessary facilities, others lay blame on the principals' administrative inefficiency, while others blame the teachers for incompetence in their various areas of specialization and non-commitment to their duties. Etim (1989) opined "that the academic achievement of students is seen as purely dependent to a large part on the quality of the teacher and his motivation. Teachers have received the greatest blame, accused by the parents or guidance, the government, and the public for poor academic achievement of students and low standard of education (Ofegbu, 2001). This accusation is so because "teachers are at the forefront of any educational system" and that is the reason why they are considered essential "resources in the school system."

Educational quality at all levels depends also on the quality of the teachers though little or no attention is paid to teacher's welfare. It is obvious that for teachers to be effective, productive and committed; they should be adequately motivated. Teachers are "seen as the hub of the educational system of any society and" they also determine the quality of the educational system. Teachers play vital part in manpower development and are at the forefront of national development, this attestation is in line with that of Long (2000) who opined that teachers are crucial in educational development of any nation. Therefore they ought to be motivated, provided with a conducive working environment, tools and equally be given the chance to develop intellectually in order to bring out the desired change in the students for better academic achievement.

Gage in Unachukwu (1990) sees teaching as any interpersonal influence aimed at changing the way and manner in which other persons can or will behave. Teaching is an attempt to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. For this change to be effected effectively the teacher is a factor. The teacher imparts knowledge and through the process interacts with the students, thereby effecting changes which in the long run would affect the welfare of the society. In view of this crucial role of the teacher in teaching-learning situation and the need to improve teaching and learning in order to achieve high

academic achievement, teachers ought to be motivated to enable them bring out the best in their students for high academic achievement in Economics.

For teachers to undertake a task depends on their expected reward. Efficient teaching and high morale will take place in our school system when there is strong motivation from the employers. The ultimate criterion for testing all curricula is improvement in the experience of students. No matter how elaborate a programme may be or how enthusiastic the staff planner is, if the end experiences of the students are not changed so that educational outcomes are better than before, the work cannot be considered successful. For this desirable change in experience to occur, the teacher therefore has to be adequately motivated or the students' academic achievement would be marred.

The National policy on Education (FRN, 2014) observes the relevance of teacher education in an educational system by stating thus:

Since no educational system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development... the goals are to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system, provides teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations....(p 39).

The National Policy emphasizes this because teachers are the most accessible staff to students in their daily interactions and they are a fundamental resource to the development of the school system. Therefore, they are the most important people to be motivated in order to be productive.

Goldstein (2001) describes motivation as an inner state that energizes activities or moves and directs or channels behaviours towards goals. Ukeje (1991) says that motivation could make a mule dance. Ofegbu (2001) also describes motivation as a "management function that stimulates individuals to accomplish laid down institutional oriented behaviour and goals." Goals can be achieved when the teacher is intrinsically and extrinsically motivated. To be motivated means to be moved to do something (Akinwunmi, 2000). For a teacher to be moved to do something by performing his duties effectively, be productive, making the curriculum implementation to be a great success, the extrinsic and intrinsic part of the job should be met. The extrinsic part of the job such as regular payment of salaries and fringe benefits, good working conditions, opportunity for professional advancement and so on while the intrinsic aspect of the job such as job satisfaction, level of commitment and having a good inter-personal relationship with the management, colleagues and students and so on should be provided. These are the inducements that will serve as a driving force for teachers to work hard to achieve the set educational objectives in order to enhance high academic achievements of students. This assertion is also the views of Ndifon (2006).

The role and performance of teachers are very important to the development of any nation, therefore the teacher's commitment to the teaching profession should not be underestimated. This is so because the development of any nation is at the mercy of the teachers. The teachers' commitment in discharging their duties will determine their productivity. High productivity of teachers may result in high students' achievement and this may be achieved if teachers are adequately motivated. Fadina (2004) opines that in-service training is one of the basis for motivating teachers for high productivity. If teachers are exposed to new ideas, new innovations they will be able to implement the curriculum in a way that the learning

outcomes will be better than before. Lack of in-service training for teachers will definitely contribute to teachers' ineffectiveness and inefficiency, poor attitude to work, low performance and so on and this will lead to poor students' academic achievements in their examinations. If this opportunity is deprived of teachers, they will not live up to expectations rather they will show nonchalant attitude to work and this may lead to frustration and this behaviour of teachers may affect student's academic achievement. Teachers when given opportunity to attend programmes such as seminars, workshops and conferences will improve their skills and knowledge. This will keep them abreast of new ideas and innovations in their profession and this thus enhance high achievement academically amongst students in Economics.

In education, it is said that the most satisfied teachers were the most effective and committed. A vital factor in attaining educational objectives which include high achievement of students in examination, organizational effectiveness is the management of human resources. Nowhere are these factors more critical than in our schools where the "kind of education that children receive is keenly dependent on the quality and performance of the teachers." Akanni (1987) defines motivation as inner state that energizes activities or moves and directs or channels behaviour towards goals. This change in behaviour will take place when a teacher is intrinsically and extrinsically motivated. Motivation has an important role in the teaching job. Everybody seeks to satisfy two basic needs; lower level needs and higher level needs. Harmer (2001) opines that motivation is a "kind of internal drive which pushes someone to do things in order to achieve something." In this same vein Asagwara (2002) views motivation as an internally generated force which initiates action in a man, directs and sustains it until the desired goal is achieved. He further stated that motivation determines the specific action of an individual in any given situation and how long the individual will persist on the action. Though motivation is not measured directly, but is inferred from changes in behaviour or attitude. Even though motivation is intangible its' presence or absence can be fully felt in the behavioural outcome of the affected persons. In addition Guskey (2003) conceptualised of motivation as that which energises, directs and sustains behavior. In other words, motivation is responsible for people's decision to perform an activity, the time they are ready to commit to the activity and the effort they will put to sustain the activity. Blumende (2001) stated that to be motivated means to be moved to do something. A motivated teacher is energized and activated while an unmotivated teacher will lose impetus and inspiration to act. This assertion is in line with Darling-Hammond et al (2009), Guskey (2003).

The relative incidence of specific behaviour such as teaching and learning, performance and achievement in schools could be undermined if staff is not adequately motivated." In our contemporary society, the low prestige attached to the teaching profession is not new. This emanated from what conditions of service and motivational system the government or the employers provide for the teachers. Thus, the attitude of the teachers towards their job has come to be a reflection of what the job offers them. In this light, Ofegbu (2001) reported that "motivation is a management function that stimulates individuals to accomplish laid down institutional oriented behavior that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour. Empirical studies lend credence to the importance of motivation in work performance and students'

achievement. For instance, Namso (2008) carried out a study on staff motivation and students' achievement in Business studies in Calabar South Local Government Area. Using a purposive sampling technique to select 120 teachers and 240 students, Pearson Product Moment Co-relation Co-efficient as the statistical tool, the researcher found a positive correlation between staff motivation and academic achievement of students.

Similarly, Essien (2004) carried out a study on “teachers' variables and secondary school students' academic achievement in social studies in Cross River State.” Five hypotheses were formulated, one of which is the social studies teachers' level of motivation does not significantly influence “students' academic achievement. The hypothesis was tested with Pearson Product Moment Correlation Co-efficient. The result shows a positive relationship between teachers' level of motivation and students' academic achievement” in social studies. This observation indicates that as teachers' level of motivation increases, the students' academic achievement also increases. Udom (2005) carried out a study on motivation, duty consciousness and teacher effectiveness “in selected secondary schools in Cross River State.” For the study, seven hypotheses were formulated. A six point Likert type questionnaire was developed validated and administered on two hundred (200) teachers and one thousand (1000) students randomly selected from twenty (20) secondary schools. The questionnaires (TSEQ) measured teachers' level of motivation and duty consciousness, while the other teacher evaluation questionnaire (TEXY) was administered on the students who had to rate the teaching effectiveness of their teachers. The data obtained from the two sets of questionnaire were statistically treated using population t- test, Pearson product moment correlation analysis, one way analysis of variance (ANOVA), fishers LSD, multiple comparison Test and independent t-test analysis at 0.05 alpha levels. Some of the findings were:

- i) The level of motivation and duty consciousness of teachers were high.
- ii) There was a significant- positive relationship between teachers' level of motivation and their duty consciousness.
- iii) Teachers' intrinsic motivation had no significant relationship with duty consciousness of teachers.

This finding reveals that teachers' motivation “has a positive relationship with their job performance” and the findings also collaborate with the work of Weiss and Pasley (2009), who stated that teachers are conscious of their duty when they are motivated. Teachers' motivation could therefore be referred to as those factors that operates within the school system which if not made available to the teachers could hamper performance and cause stress, discontentment and frustration all of which would subsequently reduce class effectiveness and student's quality output” that is in form of low achievement in their examination.

Consequently, Alota (1992) proposed needs as a major factor why people take to any profession. He stressed that whatever organization one chooses to work in, his primary reason is to satisfy his present and future needs. Alota (1992) quoting Getzels and Guba agreed with the assertion by proposing that while the organization is created to attain certain goals, people enter the organization to meet their individual needs; and if a teacher who enters teaching profession cannot meet his needs because of poor pay, late payment of salary, they may experience dissatisfaction. According to Maslow (1968) states that gratification of one's need is important for psychological health and is related to performance. Lack of

satisfaction of teachers' needs, will lead to frustration and reduces teachers' efficiency which will negatively affect academic achievement of students in Economics.

Teachers' needs satisfaction has a vital role in their job performance. In a study carried out by John (1986) on "Application of Maslow's needs theory among teachers in Cross River State", one of his findings was that the teachers' most important need was significantly related to their interest in the job. He concluded that since teachers' needs were not met, they were not efficient and effective. It should be noted that not much can motivate a teacher who has not reasonably satisfied his basic physiological needs. Maslow (1954) had noted that "for the man who is extremely hungry, no other interest exists but food." He dreams of food, he perceives only food and wants only food. Similarly, Economics teachers' whose salaries are delayed unnecessarily and their ability to sustain themselves and families are threatened are de-motivated, they show nonchalant attitude in their school work and this could greatly affect "academic achievement of students in Economics." In this perspective, Igboeli (1996) asserted that the basic physiological needs of teachers must be satisfied by a wage sufficient to feed, shelter and protect them and their families satisfactorily and more so a safe working environment. If these needs are adequately met, teachers will be encouraged to move to the next higher need; until they achieve self-actualization. Based on the provision of these needs, teachers will be encouraged, motivated and instill in the students hard work to achieve success in their studies which will lead to high academic achievement.

Fafunwa (1974) maintained that teachers whose needs are not adequately met cannot put in their best and this will affect students' academic achievement. To enable any system of education achieve its aims, teachers have to be adequately motivated by satisfying their needs, encouraging them in all forms to elicit the desire to work hard for better academic achievement of students. Teachers have to be given that which induces them to perform efficiently and effectively. This assertion also collaborates the work of "Esu, Erukoha and Umoren (2006, p.212) who opined that "a vital ingredient in functional curriculum implementation is teachers' professional commitment and motivation. According to them, teachers' needs must be met for them to" show commitment to the curriculum. When teachers' needs are not met and their efforts are unrewarded through incentives, promotions, professional advancement, prompt payment of salaries, then it could be predicated that such innovation would face decay and eventually crumble in the face of antagonistic stance that would be adopted by the teachers (p. 212).

This assertion collaborate the work of Mbanefoh (1982) who concluded in his research, "that practicing teachers are particularly concerned about the late payment of salaries and non-payment of fringe benefits. School principals often complained about teachers not willing to work because of the delays in payment of their salaries. Ayeni (2005) and Ubom (2002) found that in Nigeria, prompt payment of salaries induces greater commitment to teaching and high achievement of students." This therefore means that if teachers' needs are not met, their best cannot be assured in their profession and academic achievement of students will be low. This statement is in accordance with the work of Akinwunmi (2000) who infers that motivation is a driving force that energizes a teacher to show more commitment to work and improve his productivity.

Karabenick and Conley (2011) conducted a study in form of workshop

termed Teacher Professional Development (TPD) as a source of motivation and “essential feature of instructional interventions for improvement of students' achievement. The sample size consist 552 teachers. It was discovered that teachers in general indicated they were positively motivated to participate in professional development. Majority of the participants felt that Professional Development is useful for improving their teaching practice, student learning and achievement. Watt and Richardson (2007) in a recent international research developed scales to assess teachers according to what motivates them to pursue teaching as a career. One of the motives is social in origin which includes the opportunity to influence the next generation, to raise the ambitions of less fortunate youth, and to make a worthwhile social contribution, a second set is intrinsic, such as being interested in and liked teaching, and that teaching is suited to one's ability. The third set is extrinsic; teaching offers a secure career path and a reliable source of income.” Based on this, a teacher whose salary is not paid regularly will not be motivated to put in his or her best in order to bring out the desired changes in the behaviour of the students, and that would mar the students' performance academically.

Razquin (2004) in her “study of teacher career incentives in Nigeria is that personal motivation was the main reason why teachers are encouraged to choose the profession. Other reasons are shorter working hours, holidays, salary and the job security.” If these needs are not met, teachers will not put in their best in their profession and academic achievement of students would be marred. Kazeem (1999) opines that motivation is a form of incentives such as regular and prompt payment of salary; conducive working environment, adequate funding and so on. If all these incentives are provided, teachers definitely will be efficient and effective and hence better achievement of students in examination will be guaranteed. This assertion collaborate the work of Watt and Richardson (2007) who state that when adequate incentives are given to teachers, their best can be assured and can also ensure that students excel in examination.

A study was conducted by Oyene, Fabiyi and Oladipo (2000) on “motivating staff towards effective retention in teaching profession in Lagos State Secondary Schools.” It was discovered that lack of motivation negatively influenced absenteeism of teachers from schools. The study concluded that professionally trained and motivated teachers were needed to boost the achievement of students and also job satisfaction of teachers. This finding re-echoes the very fact that there is a problem with teaching effectiveness and academic achievement of students in most Nigerian schools as teachers are not adequately motivated.

In a study carried out by Wolf, Lichtenstein, Bartellett and Douglas (1996) on 829 teachers in Colorado, United States of America, it concluded that rewarding teachers financially for outstanding performance was a success and such a programme will also make teachers strive for excellence. Mbon (2006) in his work on retirement plans of teachers supports the view that pre-retirement plans on the part of government and teacher's retirement preparation are indices of motivation in the schools. He further stated that both retirement plan on part of the employer and employees are correlated to teaching effectiveness and students' achievement. In other words, a socially secured system has capacity of retaining the best teachers thereby reducing the incidence of brain drain in teaching profession.

This was the thesis of Sullivan (2001) who argued that teacher turnover is as a result of institutional motivation. Today in Nigeria there is the drain of academics to

countries in the West African sub region like Ghana, Togo, Liberia and so on, this is because teachers are not adequately motivated and this speaks volumes in this direction. The decay and rot in the school system, articulated a number of issues which revolve around teacher motivation via funding, lack of conducive working environment, decay in infrastructures, late payment of salary and fringe benefit, delay in promotion and so on. Teachers' agitation is on the basis that education and their welfare in the country is given inadequate attention and thus they are not adequately motivated to put in their best and this affects academic achievement of students at all levels of education.

Umoinyang (2003) carried out a study on Administrative factors and secondary school teachers' job performance in Akwa Ibom State. One of the hypothesis stated was there is no significant influence of staff motivation on teachers' performance, a sample of 310 teachers, 3100 students, and independent t-test as the statistical tool was used. The result was statistically indicating that a significant influence exist between teacher's job performance and motivation as it relates to students' academic achievement. This finding corresponds with the work of Greenberg (2008) who opines that lack of motivation inform of recognition creates underdeveloped mindfulness and puts one at a competitive disadvantage.

Abua (1992) conducted a research on Teacher effectiveness and students' academic performance in secondary schools. In his findings, he indicated that teachers are more effective when they are adequately motivated. This finding agrees with the work of Arguris (1964) quoted in Abua (1992), in a study of 200 workers in an industrial estate found out that employers worked up to 80 percent of their potential ability when they are highly motivated. In a study conducted by Enuokoha (2007), using 600 teachers in Calabar educational zone and Pearson product moment correlation co-efficient as evaluation tool found out that a significant link exist between teachers' motivation and how they are committed to work as it affects academic performance of students in examination. Nowadays, educational system and teaching profession has been relegated to the background that teachers are frustrated, depressed and discouraged due to lack of adequate motivation, this affects their input in terms of commitment and output will be poor academic achievement of students in their examination.

Robins (1998) opined that teachers are motivated in various ways such as monetary allowance, fringe benefits, promotion, in-service training, and regular payment of salary. He maintained that a teacher who is paid every month is a happy person because he can plan his activities well. But irregular payment causes a lot of frustration and kills the teachers' financial encouragement to work. He went further and stated that when teachers are frustrated financially, they began to look for other avenues of getting money, hence ignoring their primary duties as teachers; and this invariably affects students' achievement. This assertion complies with Tittle (2006). "Motivation could be viewed as only factor that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life."

Nirenberg (1981) posited that good working conditions are pre-requisite in motivating teachers. He noted that the absence of good working conditions demotivates workers and reduces their zeal to work harder. He advised that organizations pride and loyalty, coupled with efforts to improve the work environment, the job itself and conducive working environment will stimulate employees to achieve their performance potential. Heinemann (1998) studied the

“assessment of the motivation reactions of teachers to a school based performance award programme.” In the study, he assessed teachers' motivation reactions to an award in the Charlotte Mecklenburg (North Carolina) schools programme in Kentucky. From his findings, he concluded that teachers had concerns about meeting higher future goals. Monetary bonuses were less motivating to teachers than helping students learn and meet achieved goals. This indicates that teachers are ever ready to do their work once they are encouraged with motivational incentives.

Motivation of teachers is a very important responsibility of school management, according to Ejiogu (1990) citing Albenese (1978) states that job performance is a function of three situational factors. These factors are; abilities and skills, role perception, and motivation. He explained further that the individual can control abilities and skills as well as role perception, that motivation is essentially a management responsibility. However, some workers are highly motivated while others are not. Sometimes, if you observe a group of teachers in a school system, you would obviously discover that some work harder and are thus more productive than others (Ejiogu, 1990). In view of this, Bankole (2000:80) states: “it behoves management of every organization to find out what motivation is all about and how it can be harnessed to elicit the best out of workers”. If in our school the people who see to the affairs of teachers find out what motivates teachers they will put in their best and educational goals will be achieved.

In the area of teacher self-esteem, the teaching profession ought not to be undermined in our society. Teachers when given proper attention by motivating them with good and prompt “payment of salaries and allowances, adequate provision of facilities, training and re-training” of teachers in form of workshops, seminars and conferences, will definitely raise their self esteem. When teachers cannot perform their domestic functions, their self-esteem, self-worth and self-respect will be lost. Bourne (2004) attests that teachers' self-esteem influences students' academic achievements, to the effect that teachers with positive or high self-esteem do well in their teaching job which will significantly enhance high academic achievement of students in examination more than those teachers with low or negative self-esteem.

According to Erukoha (2007) teaching profession is noble and anyone that goes into it should be accorded respect. The author further stated that Nigerian teachers used to be respected and they prided themselves as teachers. In recent times, the story has changed and many people do not want to be associated with the teaching profession because it has lost its former prestige. Teachers are held responsible for the fallen standard of education and poor students' achievement, indiscipline in schools, low morality among students and above all most teachers cannot even perform their domestic functions as parents. Due to the neglect of the teachers and their profession by government, teachers nowadays seek opportunities to switch to other more lucrative jobs because the teaching profession in the country is undermined.

The concept of self-esteem is as old as mankind. Its influence has extended to the field of education. Great philosophers like Aristotle and Socrates from time immemorial have recognized that self-esteem plays a crucial role in human happiness and effectiveness. People like Carl Rogers, William James wrote on the subject, though the concept did not receive significant attention then, recently there is an increased awareness of the important role which self-esteem plays in the life of a man.

Arogundade and Onabanjo (2013) asserted that “self-esteem is the collection of attitudes, judgment and values that a person” holds with respect to his behaviour, ability, appearance, social relationship and worth as a person. Joshua (2005) deduced that self-esteem is the individuals' comprehension, evaluation, perception of himself in terms of the totality of his abilities, qualities, values and judgments. He further stated that self-esteem is based on one's attitude to his value as a person, the job one does, his achievements, his purpose in life, his place in the world, his potential for success, how he thinks others see him, his social status and how he relates to others.

Eyam (2006) opined that “self-esteem is a multi-dimensional construct” with various indices, some measure self-regard, others self-worth and others self-ideal congruence. Leary and Downs (1995) believed that the “self is the central aspect of personality. He viewed the self as a phenomenological concept which he regards as a pattern of conscious perceptions experienced by the individual that is of central importance to that individual's behaviour and adjustment. He opined that the self is a social product developing out of interpersonal relationship and striving for consistency. He also emphasized that for every human being, there is a tendency towards self-actualization” when a conducive or threat free environment is created. In this line the teacher needs a conducive atmosphere to work, free from threat of retrenchment, opportunity to develop, and involvement in the school affairs in order to effectively change the behaviour of the students positively to achieve high in Economics.

Baumeister, Boden and Smart (1996) see self-esteem as a favourable global evaluation of oneself, a particular way of experiencing the self and the deepest vision of one's competence and worth. Thus a teacher's self-worth, self-perception and his interpretation of other people's perception of him are likely to affect his classroom activities. The measurement of “self-esteem is important because” self-esteem is directly related to academic motivation and success, occupational motivation and mental adjustment (Denga, 2003). Joshua (2005) upheld that for some, self-esteem can be positive, while to others, it could be negative thus affecting one's entire life process. He further maintained that self-esteem occupies a central place in a person's personality, shaping and giving consistency to individual behaviour.

Noad (1979) explored the relationship “among Maslow's needs hierarchy, educational attitudes and self-esteem of elementary student teachers using 128 elementary student teachers in their under graduate professional preparation programme at the university of Houston, Houston, Texas. The self-esteem was measured by the Adjective Self Description instrument (ASD), the instrument includes the following scales: social attitude, social, behaviour, performance habits, emotional stability, ideological orientation, appearance and charm. The findings indicate that self-esteem and attitudes towards teaching are related to student teacher motivation scales of basic safety and self-actualization” needs.

Many educators and social scientists believe “that self-esteem is a very important variable of the teacher” for the prediction of academic achievement of students. Bourne (2004), in his “study have shown that teacher's self-esteem influences student academic achievement,” to the effect that teacher's with positive or high self-esteem do well in their teaching job which will significantly enhance better academic achievement of students in examination than those teachers with low or negative self-esteem. Maslow (1954) contended “that satisfaction of self-esteem needs leads to feelings of self-confidence, worth, capability and adequacy of

being useful and necessary in the world, but thwarting of these needs produces feelings of inferiority, weakness and helplessness.”

Doherty (1980) “carried out a study to investigate into the relationship between self- esteem and teaching performance in a group of 174 students comprising 75 men and 99 women, who attended courses at the Faculty of Education, University of Birmingham,” and the aim was to ascertain if student teachers with low self-esteem could perform effectively as those with high self-esteem. She administered the Doherty self-esteem inventory as her questionnaires. The student teachers were also asked to fill a questionnaire based on the Osgood somatic Differential Techniques. Analysis of variance was the statistical instrument to test the hypotheses. From her findings, it was discovered that student teachers with low self-esteem were hardly stable, they experience a higher degree of stress while teaching,” frequent absenteeism to classes unlike the student teachers with positive or high self-esteem. The above findings are very important and essential in our school, for an average Nigerian teacher can hardly maintain or build his self-esteem. This is so because teachers are the major victims when people complain that the “standard of education is falling; the esteem needs of the teachers are adversely affected, and that affects their performance level in the classroom and consequently affects academic achievement of students” in examination.

Most of the researches carried out have shown that there exists a positive relationship between teachers' self-esteem and academic achievement at various school levels (Branden, 1994 and Amphaiphong, 2004). These researches have led educators into the field of behavioural sciences to conclude that positive self-esteem relates consistently with better academic achievement. Hattie and Hansford (1980) conducted a research and analyzed one hundred and twenty six (126) studies based on sixty eight thousand, seven hundred and fifty six (68,756) persons in an attempt to find out whether there is any correlation between self- esteem and students achievement academically. In their findings, they indicated a significant relationship between self-esteem and academic achievement. This finding is corroborated by the works of Woodward (2003), Wilson (2002) that showed a positive relationship between teachers' self-esteem and academic achievement of students.

In relation to the above Amphaiphong (2004) “conducted a study to determine the relationships among self-esteem, occupational commitment, job satisfaction and career success of teachers in private schools, the samples were 421 teachers in 3 private schools. The research instruments consisted of 5 measures; demographic questionnaires, self-esteem scale, occupational commitment scale, job satisfaction scale and career success scale. Among the findings, it was discovered that self-esteem, occupational commitment were positively related to job satisfaction and career success of teachers in private schools.” Teachers who perceive themselves as high achievers do well in their occupation leading to job satisfaction and success in their career, this success will bring about hard work, content on the part of the teachers and these attitudes of the teachers are significant to the students because whatever the teacher does in the classroom is noticed by the students.

Moreover, Ikiyei (2006) conducted a study on teachers' self-esteem, attitude and job performance in primary schools in Northern Bayelsa State, Nigeria. The sample of 520 teachers from 52 primary schools was selected by the use of stratified random sampling techniques. One of the eight hypotheses stated for the study

include “there is no significant relationship of teachers self-esteem and their occupational commitment” The finding reveals that the calculated r value for self-esteem and occupational commitment is 129, indicating that as teachers' self-esteem increases, their occupational commitment also increase. This indicates an important relationship between teachers' self-esteem and their occupational commitment as it affects academic achievement of the students. From the preceding finding, it is evident that if teachers' self-esteem increases, their occupational commitment increases and there will also be increase in academic achievement of the students because of teachers' commitment to their job. If a teacher perceives himself as an achiever, he will instill in the students that which will make them achieve in their studies to enhance high academic achievement in the examination. Zimmerman (1997) and Umoinyang (1999) contribute related views. They suggested that the way a person perceives, evaluates and construct the self, including self-conception of ability are relevant to his achievement. Therefore, favourable self-perception of “teachers is closely related to academic achievement of students” in their various school subjects.

Researchers have contributed that one of the difficulties which teachers experience is closely related to the way they see themselves (Olagunju, 2002 and Ikeyie, 2006). Many secondary school teachers perceive themselves as low achievers in their various areas because they cannot match with their counterparts in other professions. The consequence of this inferiority is ineffective teaching of the subject in the class, lack of dedication and commitment and this affects “academic achievement of the students. The problems self-esteem of teachers pose in an educational setting has made researchers give increasing attention to self-esteem as an important educational variable. The improvement of self-esteem is a valuable educational objective and its enhancement will serve as a vehicle for the improvement of other outcomes such as “academic achievement. A positive self-esteem is valued as a desirable outcome in many educational settings and is frequently posited as a mediating variable that facilitates the attainment of other desired outcome like academic achievement of students. Studies however have shown that self-esteem” is mostly correlated with academic achievement.

Teachers with high self-esteem will perform effectively and equally showing the objectives of their job, while teachers with low self-esteem are at variance with this assertion. Zimmerman (1997) asserts that teachers with high self-esteem do well in their subject and this effectiveness can cause his students to perform significantly high in the subject. Anthony, Wood and Holmes (2007) found that people with high self-esteem show high overall level of effectiveness than people whose self-esteem is low. This is in line with Iheanacho (2002) who opines that teacher' self-esteem affects his teaching and this invariably affects the achievements of the students he teaches. The general attitudes that a teacher possesses about himself will determine his actions towards the students which will either motivate them or discourage them in their studies. This assertion agrees with the work of Baumeister, Campbell, Kruger and Vohs (2003), Wallace and Baumeister (2002) who believes self-esteem to be a system of attitudes, feelings, perceptions and conceptions about oneself. Eyam (2006) opines that self-esteem is the impression an individual has about himself and how other people see him. If a student sees his teacher as an unserious teacher, a person that shows nonchalant attitude to his work, the student will emulate the behaviour and that will affect the student and thereby may lead to poor academic

achievement. Students do well in some subjects more than other subjects this is because each teacher has his own gender, self-esteem and achievement in life. In the educational system, the proper planting and nurturing of teachers self-esteem is of great importance for better academic achievement.

Baumeister Campbell, Kruger and Vohs (2003) assert that there is a reciprocal relationship between teachers' self-esteem and academic achievement. When a teacher feels good about himself he wants to teach the students, and normally does so, as he teaches and the students learn, his self-esteem is strengthened and he is more open to challenges. Self-esteem is important to teachers for both their personal happiness and public behaviour. Negative self-esteem is a disadvantage to one, if a teacher perceives himself as a low achiever, invariably it will have a great negative influence on the students than a teacher who perceives himself positively high. This category of teacher tends to excel and his students also excel to (Davies and Brember 1999). Maslow (1954) in his theory "suggested that self-esteem is a basic human need or motivation. There are two different forms of esteem, the need for respect from others and the need for self-respect or inner self-esteem. He maintained that without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization" for teachers whose self-esteem needs are not met, such teachers are always absent from their duty post that is the classrooms, they engage in militancy to express their feelings of frustration and dissatisfaction. These evidences of low work morale often have devastating effects on the students. Different studies have revealed "that self-esteem and academic achievement are positively correlated Bankstorm and Zhou (2002) Lockett and Harrell (2003) in their various studies found a positive correlation of teaches' self-esteem and academic" achievement of students.

Denga (1988) had also posited that like students, teachers have their peculiar problems. Where such problems are not promptly addressed, it may make teachers not to be committed. He described teachers not committed to their jobs as a symptom of maladjustment. Lack of commitment by the teacher may arise due to conditions of insecurity especially when teachers are starved of their basic needs and not given opportunities for future academic development. Stagnation may induce such teachers to backslide and not to be committed. In a situation like this, the students are at a disadvantage. The study of teachers' self-esteem is relevant to our educational system, for a favourable self-esteem is essential to personal happiness and effective functioning. Teachers who feel good about themselves, seem to have an easier time handling conflict and resisting negative pressures; these teachers are realistic and generally optimistic. In contrast to teachers who have low self-esteem, challenges can become sources of major anxiety and frustration. Branden (1994) posited that it is only high self-esteem workers who can make independent decisions, taking risks, vigorously pursuing new ideas and acting on their own initiative. These are the exact ingredients the teachers need in this era. Until teachers put on traits or characteristics of persons with high self-esteem, persons who are confident of their abilities and fine tune methods of coping with their problems, student's high achievement will continue to remain an illusion. Teachers should learn to practice problem-solving with clarity, resolving conflicts and clearly communicate their thoughts and desires." These techniques may not only be good for them but it is also good for the students whom they teach.

If teachers are dissatisfied, they treat the school curriculum with levity, sneak in and out of class, teach only selected topics and their actions lead to mass failure or poor academic achievement of the students in their examination (Bessong and Obo 2003). This study therefore sought to examine teachers' motivation and self-esteem as they relate to academic achievement of secondary school students in Economics in Calabar Metropolis of Cross River State.

The aim of Nigerian education system is to improve the quality of education to ensure higher standard of learning and to improve the quality of instruction for all those who attend school. This aim seems defeated because despite the huge economic investment in education at all levels, students' achievement has not been encouraging particularly the end of school examinations in Mathematics, English, Science and Social science with reference to Economics. The percentage of passes at credit level and failure at F9 rate from 1998 to 2000 released by WAEC in Punch Newspaper on Friday, June 18 2004, page 40 is a worrisome situation. The percentage passes at credit level is as follows 22.09%, 21.66% and 35.20% while the failure rate stood at 46.83%, 41.43% and 29.91% respectively. The rate of failure is high when compared with the passes in these years with a little difference in 2000. The WAEC and NECO result 2012/2013 and WAEC results 2013/2014 recently released in July 2014, as well as 2018 is a thing of concern (WAEC Chief Examiners Report, 2014 & 2018). This poor academic achievement of students has become a matter of great concern to parents, teachers, educators, administrators, policy makers, government and the society at large.

This development has raised series of questions as what could be responsible for the ugly phenomena. All accusing fingers are pointing at the teachers because they are seen as an "important factor influencing learning. The teachers stand in as the interface of transmission of knowledge, values and skills in the learning process. It is believed that if teachers are ineffective, students under the teacher's tutelage will achieve inadequate progress academically. They are seen as the hub of any educational system; the key in the entire educational system," because they can make or mar the best educational programme in the world. The current practice of giving Economics to people that studied related disciplines in secondary schools to teach "creates the impression that these teachers are necessary effective Economics teachers." It has to be noted that this impression is false because the contents of those disciplines are different, and a teacher cannot teach effectively what he does not have mastery of. So, a student is intellectually deficient where a teacher is bereft of ideas, for he will only teach the shallow aspect of the subject but not the in-depth (WAEC Chief Examiner's Report 2018). Hence, poor quality instruction may be given to students and deficient learning could be recorded.

The incidence of teacher attrition occasioned by inadequate infrastructures, poor remuneration for teachers has compounded the existing problem of students' poor academic achievement. The lack of pecuniary value on part of government has constrained teachers frequency at in-service programmes meant to serve as input for their refinement. Lack of economic motivation as exemplified in teachers' agitations for improved remuneration and other welfare packages also speak volumes of the nature of the end-product in Calabar Metropolis which of course has been observed by the researcher as declining.

The declining scenario in students' academic achievement might affect a greater proportion of subjects in social sciences especially Economics. Therefore,

the researcher explores whether the poor academic achievement of students in Economics in SSCE that is in WAEC or NECO could be attributed to teachers' motivation and self-esteem. Hence the statement of the problem is summarized in a question form thus: Do teachers' motivation and self-esteem influence the academic achievement of secondary school students in Economics?

The main purpose of this study was to determine the influence of teachers' motivation and self-esteem on academic achievement of secondary school students' in Economics in Calabar Metropolis of Cross River State. Specifically, the study sought to:

- i. assess whether teachers' motivation relate with the academic achievement of students in Economic;
- ii. determine the extent to which teachers' self-esteem relate with the academic achievement of students in Economic;

RESEARCH QUESTIONS

In order to carry out the investigation for this study the following research questions were formulated to guide the direction of the study:"

- i. How does teachers' motivation and the academic achievement of students in Economics relate?
- ii. What is the relationship between teachers' self-esteem and academic achievement of students' in Economics?

STATEMENT OF HYPOTHESES

"In an attempt to answer the research questions the following hypotheses were formulated to guide the study:"

- i. Teachers' motivation does not significantly relate with "the academic achievement of students in Economics."
- ii. Teachers' self-esteem does not significantly relate to the academic achievement of students in Economics.

RESEARCH METHODOLOGY

This study was conducted in Calabar Metropolis consisting of Calabar South Local Government Area and Calabar Municipality. Calabar lies between latitude 040 15' North and longitude 080 25' East. Calabar is the capital of Cross River State of Nigeria. Indigenously Calabar is called "ObioEfik" meaning the land of Efik people. Calabar also consist of Qua and Efut (Charles & Charles, 2004). They speak Efik and Ejagham as their native languages and English as a common language. Culturally, Calabar people love cultural dances and they have Ekpe Masquerade as their common heritage."

The Cross River State statistical year book (CRSSYB 2002) gave the projected population of Calabar Metropolis as 447, 044 people as at 2002. This population which grows at 2.83 percent covers a land area of 427.05 square kilometres (CRSSYB 2002). The major occupation of the people ranges from fishing, farming, trading, craft works, civil to public service. The repositioning of the state for tourism and industrialization attracts thousands of migrants yearly.

Calabar is a cosmopolitan city endowed with several tertiary institutions such as; the University of Calabar (UNICAL), the Cross River University of

Technology (CRUTECH) and the School of Health Technology. These make the population of the city thick, especially during school session. In addition to tertiary institutions, there are 92 public and private post primary schools in the Metropolis. Students' enrolment was 43, 142 in 2014/2015 academic session. The enrolment stood at 28, 408 for Calabar Municipality and 14, 734 for Calabar South Local Government Area. This population of students was taught by 2974 teachers (Planning Research & Statistics Department (PRSD) Ministry of Education, 2015).

The research design adopted for this study is the ex-post facto design (causal comparative). The research design” was adopted because the manifestation of the independent variable is already there and the researcher is studying in retrospect the possible cause of the observed phenomenon.

Out of the population of ninety two (92) secondary schools in the metropolis; fifty eight (58) schools in Calabar Municipality and thirty four (34) schools in Calabar South Local Government Area; fifteen (15) public and forty three (43) approved private secondary schools in Calabar Municipality, seven (7) public and twenty seven (27) approved private schools in Calabar South were taught by one hundred and fifty seven (157) Economics teachers, and out of these teachers one hundred and four (104) teach SS2 students. The simple random and purposive sampling techniques were adopted in this study to select the teachers. A sample of 92 teachers which consists 49 males and 43 females and 2940 SS2 Economics students were used for the study meaning 88.5% of teachers and 89% of the students in the population were used in the study.

In order to acquire relevant data for “this study, two (2) sets of instruments were used for data collection. The instruments were: Teacher Variables Questionnaire (TVQ) and Economics Achievement Test (EAT). The first instrument TVQ was designed to obtain information from the teachers.” The questionnaire was made up of two (2) sections, section A was designed to obtain information on demographic data of teachers such as sex, age, marital status, teachers' educational qualifications and teaching experience. Section B is developed to elicit information on teacher motivation and teachers' self- esteem and it uses a four Point modified Likert- type scale of questionnaire. This section had twenty two (22) items. Twelve (12) items measured self-esteem and ten (10) items measured motivation. The options were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The “second instrument was a 50-item multiple- choice Economics achievement test” to assess the students' academic achievement in Economics, the instruments was developed by the researcher. The respondents were expected to choose the correct option from the given options lettered A – D. The test covers the major content areas in Economics in senior secondary one (SS1) and senior secondary two (SS2). A table of specification (test blue- print) of 50 test items was prepared. Pearson Product Moment Correlation Analysis was used as the statistical tool. Results were presented in tables.

Results

The results of the study are presented according to the research questions and hypotheses of the study.

Hypothesis one

The null hypothesis states that teacher's motivation does not significantly relate with the academic achievement of students in Economics. To test this hypothesis the motivation of teachers was correlated with the students' academic achievement "using Pearson Product Moment Correlation Analysis. The result is presented in Table 1. The result reveals that students' academic achievement in Economics relates significantly with the teachers' motivation ($r=.522$; $P=.000$). With this result, it is clear that students' academic achievement increases with increase in teachers' motivation. Hence, the null hypothesis that teachers' motivation does not significantly relate with the "academic achievement of students in Economics" is rejected at the 0.05 level of significance.

TABLE 1
Pearson product moment correlation analysis of the relationship between" teachers' motivation and academic achievement of students (N=92)

Variable	\bar{X}	SD	R	Sig of r
Teachers motivation	25.90	4.61	.522*	.000
Students' academic achievement	30.33	4.42		

* Significant at the 0.05 level of significance

Hypothesis two

The null hypothesis states that self-esteem of teachers does not significantly relate with the student's academic achievement in Economics. To test this hypothesis, the teacher's self-esteem was correlated with students' academic achievement using the "Pearson product moment correlation analysis as reported in Table 2. The result shows that there is a strong and positive significant correlation between teachers' self-esteem and their students' academic achievement in Economics ($r = .679$; $p= .000$). Hence the null hypothesis that there is no significant relationship between teachers' self-esteem and students' academic achievement is rejected at the 0.05 level of significance.

TABLE 2
Pearson product moment correlation analysis of the relationship between teacher's self-esteem and students' academic achievement" (N=92)

Variable	\bar{X}	SD	r	Sig of r
Teachers' self-esteem	38.09	5.50	.679*	.000
Students' achievement	30.33	4.42		

*Significant at the 0.05 level of significance.

Discussion of findings

Teacher motivation and academic achievement

The result from the analysis of this hypothesis indicated that there is a significant relationship between teachers' motivation and academic achievement of secondary school students in Economics. Therefore, the null hypothesis is not accepted. The finding indicates that adequate teacher motivation influences their

productivity and hence enhances students' high achievement in examination. Teachers when motivated by monetary allowance, fringe benefits, promotion, "in service training in form of workshops, seminars conferences" and regular payment of salary, will have the impetus and inspiration to work harder (Blumende, 2001).

The findings of this study are in line with that of Guskey (2003) and Darling Hammond et al (2009) that a motivated teacher is energized and activated. This finding implies that if a teacher's salary is regular, it will reduce financial frustration. When teachers are frustrated financially, they will look for other avenues of getting money thereby ignoring their primary responsibilities as teachers. The present finding also lends credence to the results of the works of Harmer (2001), Karabenick and Conley (2011) and Richardson (2007) which revealed that when adequate incentives are given to teachers, their best can be assured and thus students' excellent result in examination. This finding moreover supports Tittle (2006) who maintain that lack of motivation negatively influence absenteeism of teachers from school, lack of commitment to their duties and ineffectiveness in their job.

The implication of this finding to the study is that when teachers are adequately motivated in both intrinsic and extrinsic ways they are bound to be more committed and effective and thus the output which is student's academic achievement will be high and this will also reduce the incidence of brain drain in teaching profession. It is inferred from this study that motivation of teachers in terms of professional development like organizing workshops, seminars and conferences have a "positive relationship with teachers' performance and students' academic achievement.

Teacher self-esteem and academic achievement

The finding of this hypothesis revealed that there is a strong positive correlation between teachers' self-esteem and academic achievement of students" ($t=.679$; $p=.000$). Thus the null hypothesis was rejected. Hence teachers' self-esteem has a positive influence on students' academic achievement because a teacher who sees himself as an achiever will want to teach the students and as he does so, the students will achieve higher especially in the examination.

This finding is in agreement with Bourne (2004), who found out in their various studies that teachers' with positive self-esteem do well in their teaching job which significantly influences students' high achievement in Economics. This is also in line with Amphaiphong (2004), Baumeister et al. (2003) who found out that there exists a positive relationship between teachers' self-esteem and academic achievement of students. This finding is also agreeing with Woodward (2003) and Wilson (2002) who maintained that teachers perceive themselves as low achievers when they compare themselves with their counterpart in other professions who are excelling more than they do. This perception brings about inferiority and ineffectiveness in their job and that affects their output which is students' academic achievement.

In the same vein Greenberg (2008) opines that "low self-esteem and underdeveloped mindfulness puts one at a competitive disadvantage." This also agrees with Zimmerman (1997) who asserts that teachers with high self-esteem do well and this invariably enhances students' academic achievement. This finding, also support the views of Brandon (1994) and Amphaiphong (2004) "that there exists a positive correlation between teacher's self-esteem and their students' academic achievement. They further emphasized that teachers with positive or high self-esteem perform significantly better than those teachers with negative or low self-esteem."

In line with the present finding, Amphaihong (2004) maintained that teachers who perceive themselves as high achievers will do well and become successful in their career and this success will raise their ego and they will be more conscientious in their work. This behaviour will have influence on student's achievement in examination. Furthermore, the finding is in consonance with Zimmerman (1997), and Umoinyang (1999) who maintained that favourable self-perception of teachers has a close relationship with the performance of students academically in their various school subjects.

Baumeister et al (2003), however, observed that teacher's self-esteem has a reciprocal relationship with student's academic achievement for when a teacher have a high self-esteem, he feels good about himself and wants to teach the students, as he teaches and the students learn, his self-esteem is strengthened. This finding corroborates the views of Davis and Brember (1999) that negative self-esteem is impairment to a teacher. The author concluded that if a teacher perceives himself as a low achiever, invariably he would have a more negative influence on the students than a teacher who perceives himself positively.

This is important because self-esteem according to Maslow (1954) is a human need or motivator. When teachers are unable to meet this need, they will engage in militancy to express their feelings of frustration and dissatisfaction, lack of commitment to their duty, they sneak in and out of school, treat the school curriculum with levity and the result will be poor students' achievement.

The effect of this present findings is that when teachers are seen as important factors in our educational system, by regular payment of their salaries, provision of facilities for effective teaching, promotion and payment of their allowances as at when due, recognition by the school authorities, assigning of responsibilities to them, being allowed to take part in the decision making concerning the students they teach as in other professions, they will feel good, be realistic and optimistic, have high morale which will bring about effectiveness and consequently high academic achievement of students in Economics.

Conclusion

Based on the findings of this study, the following conclusions were drawn; student's academic achievement in Economics is significantly related to teacher motivation and self-esteem. "Academic achievement of secondary school students in Economics" is determined by teacher motivation which can be in form of training while in service, attendance in workshops, conferences, seminars, payment of salaries and fringe benefits on time and as at when due influence academic achievement of students. Self-esteem of teachers also exact influence on academic achievement of students. The perception of teachers about themselves and the way others see their weaknesses and strength has a positive correlation on academic achievement of students in Economics. Conclusively, higher students' academic achievement depends on teacher motivation and self-esteem. "This is so because teachers play a vital role in academic achievement" of students. Therefore teacher motivation and teacher self-esteem become a very important factor to be considered in the school system because students academic achievement in WAEC and NECO depends on teachers' motivation and their self-esteem.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. The government and school administrators should give attention to the motivational incentives of the teachers. Government and school administrators should note that allowances, fringe benefits, promotions and in-service training are very crucial incentives which poke the teachers to put in all their best. Hence, a reduction or non-payment of these incentives will affect teachers' morale to work which invariably will affect academic achievement of students.
- ii. Since teachers depend on "monthly salaries to satisfy their physiological needs, the government and school administrators should ensure prompt and regular payment of teachers' salary.
- iii. Teachers should be recognized in our school system for this will help them develop high level of self-esteem and be realistic about their strengths and weaknesses; set goals and work towards them with optimism.
- iv. Teacher self-esteem should be given a great emphasis in our educational system for it will help the teachers to fit in among other professions

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