

**THE INFLUENCE OF GENDER, SOCIO-ECONOMIC STATUS AND
MOTIVATION ON ACADEMIC ACHIEVEMENT AMONG UPGRADING
PRIMARY SCHOOL TEACHERS IN SA'ADATAU RIMI
COLLEGE OF EDUCATION KANO NIGERIA.**

BY

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DEGREE IN EDUCATIONAL PSYCHOLOGY**

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DECLARATION

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CERTIFICATION

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DEDICATION

This Reseach work is dedicated to my late father Alhaji Abdulkadir Shu`aibu for his love, financial support, care and prayers toward my upbringing, may Allah grant him eternal peace, ameen.

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OPERATIONAL DEFINITION OF KEY TERMS

Gender: refers to NCE 2 male and female upgrading teachers of School of Science and Vocational Education attending upgrading programme in Sa'adatu Rimi College of Education 2015/216 academic session.

Socio-economic Status: is considered to be either low or high socio economic status, and upgrading teachers that are in Level 06 down ward are classified as low SES while those that start from Grade level 07 to above are considered as high SES.

Motivation: is the process of influencing or stimulating a person to take action that will help them to accomplish desired goals. It includes both intrinsic and the extrinsic. Intrinsic motivation refers to the motivation that is driven by an interest or enjoyment in the task itself. While extrinsic motivation refers to the performance of an activity in order to attain an outcome.

Academic Achievement: is the result of upgrading teachers work at the end of the semester, Quantitatively, it refers to the Cumulative Grade Point Average (CGPA) obtained by upgrading teachers in Sa'adatu Rimi College of Education in the second semester 2015/216 NCE 2 upgrading teachers.

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ABSTRACT

The study examined the influence of gender, socio-economic status and motivation on academic achievement among NCE II upgrading primary school teachers of the School of Science and Vocational Education Sa'adatu Rimi College of Education Kumbotso, Kano. Survey design was adopted in conducting the study using population of 625 students of School Science and Vocational Education SRCOE. 244 were proportionately sampled through multi-stage sampling techniques. Intrinsic motivation scale (IMS) and extrinsic motivation scale (EMS) with reliability indices of 0.87 and 0.90 respectively were used as data collection instrument. However, academic achievement was collected by the researcher from respective departmental examination offices. The data collected were analyzed by the means of frequency distribution to answer Research Question One and Two while t-test for the independent sample was used for testing all hypotheses for the study. The findings of the study revealed a high level of motivation among the participants, Students with low level SES were the majority, Both gender and socio-economic status (SES) positively correlated with academic achievement among them. The study concludes that the level of motivation could be used as a mechanism to improve the performance of upgrading students in Sa'adatu Rimi College of Education through the provision of incentives, demonstrating that incentives other than the type of interpersonal type traditionally included in the study of accountability can influence the rating levels and feelings of staff. The tendency to use incentives to influence performance may be quite powerful, even in the absence of specific incentives. Incentives can play a vital role in the improving performance of teacher if use wisely. It is recommended among others that: the Ministry of education and LGA should ensure that the performance of teachers is improved through incentives so as to remove the negative attitudes and create positive ones on performance. This will counteract the effect of previous failures and rankings in the subject which may degenerate into negative school culture and definitely low performance. The present research suggests that one simple way to counteract non-performance is by involving more incentive measures.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Upgrading teachers have been working with either Grade 11 certificates, Diploma or SSCE etc. These teachers are mandated to undergo a special training programme organized by the Kano state government in collaboration with N.C.E awarding institutions in Kano state. This programme will lead to the acquisition of N.C.E or the minimum teaching qualification nowadays. These teachers that are required to undergo upgrading course are mostly old people and some have few years to retire. Government provided incentives aimed at motivating them to accomplish the mission, and built commitment among them individually and collectively and motivated them effectively towards the realization of educational goals and objectives. Kano state government thus decided to send all unqualified teachers to various colleges of education in the state, in order to update their teaching credentials for them to become familiar with recent pedagogy and curricular development. Hence, teacher's motivation and quality education are matters of great concern. The researcher considers it important to highlight the influence of gender, socio-economic status and motivation on academic achievement among upgrading primary school teachers in Sa'adatu Rimi College of Education Kano, and determine the appropriate role applicable by government to promote teacher motivation. Without a properly motivated workforce even the professional teachers cannot perform as expected. It is therefore important for the government to have the knowledge on how to motivate teachers. Staff motivation is one of the key factors that will lead to teaching effectiveness. Socio-economic status (SES) is seen as family relative position in a community determined by a combination of

parent income, occupation and level of education. Similarly, APA (2013) stated that socio-economic status is often measured as the combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. Teachers socio-economic status could directly affect teacher`s morale. they suffer from low morale due to the low-pay-high cost of living gap. One of the powerful factors related to school performance is socio-economic status. Hence, teachers in high socio-economic status are not only able to provide their family`s basic needs but also provide an adequate learning facility at home to develop his or her capabilities and their children potential as well. Teachers of high socio-economic background are even able to provide a more special time for learning, preparing materials and the media needed in tomorrow`s teaching learning process, and checking and evaluating pupil`s work. On the contrary teachers in low economic status are not only able to provide their family`s basic needs but also are not able to provide time and facilities at home to develop their knowledge and the skills needed to deal with today`s challenges and have not enough time to evaluate pupil`s work due to the fact that they are busy to earn money for the need of their families. The researcher was prompted to undertake the study after meeting one of the upgrading teachers who complaint about the fact that government compelled them to joint the upgrading course while he was about to retire and had large family with huge responsibility that even his salary was not sufficient to cover his needs andthat he was old enough to study but he went further to say thank god government is the sponsor of the programme and provides incentives aimed at motivating upgrading teachers and make learning easier. This is what make the researcher embarked upon the present study.

In any organization the employer is expected to know how to motivate employees for work to be properly and efficiently done. Despite the fact that there are many techniques by which an

employer in the education sector can motivate his employees, The following can be regarded to be essential welfare packages for motivational purposes; in-service training, staff development trainings, attractive salary and promotional opportunities. Therefore governments must be conversant with the techniques of motivating unqualified teachers as long as they want to create a conducive atmosphere for an effective teaching and Learning process. In order to upgrade teachers and make them do their work effectively. Leaders in the educational sector may choose to adopt various motivational techniques to encourage teachers to perform their jobs more effectively. It is on that basis the researcher is prompted to examine how such motivational techniques and socio-economic status influence academic achievement among upgrading primary school teachers in Saa'datu Rimi College of Education, Kumbotso, Kano State.

1.2 Statement of the Problem

Motivation is one of the ingredients that keep teachers motivated. and can be in any form. it becomes a necessary and virtually significant condition to have optimum productivity among teachers especially at the primary school level. Inadequate motivation in form of capacity building, financial incentives and the recognition of one's effort etc, hampers the input being injected by the teachers. When they are not motivated their commitment to the job may likely be low, thereby leading to low morale, which subsequently affects the school itself and its product.

Academic achievement with respect to males and females has generated a considerable interest in the field of educational testing over the years. Differences in the academic achievement of the two genders are likely to contribute disparities in the allocation of cognitive roles in the world of work. Numerous studies on sex differences in cognitive performance can be found.

When teachers are not motivated, their level of job commitment may be low and the school objectives may not be achieved. As such, the influence of the motivational techniques employed by government in upgrading unqualified primary school teachers cannot be easily ascertained as no result will show whether these techniques have effect on teacher`s task performance, However, the primary school teacher who is deemed to be unqualified lacks the National Certificate of Education (NCE), which is the minimum qualification for teaching at the primary level. More importantly it means that such an individual does not possess the basic skills to teach impressionable young children in their first formal education setting. The implications of this are horrifying. Generations of pupils have been at the mercy of ill-trained and poorly motivated teachers, thereby creating a dislike for learning rather than a love of it. Another problem related to teacher`s performance is socio-economic status, Henceteachers in high socio-economic status are evenable to provide a more special time for learning, preparing materials and the media needed in tomorrow`s teaching learning process and checking and evaluating pupil`s work. On the contrary, teachers in low economic status are not only able to provide their family`s basic needs but also are not able to provide time and facilities at home to develop their knowledge and the skills needed to deal with today`s challenges and have no enough time to evaluate pupils work due to the fact that they are busy earning money for the needs of the families.

Available academic achievement records from the examination office of the Department of Science and Vocational Education showed that out of six hundred-and-twenty-five (625) NCE11 students of the 2015/2016 academic session,only eighty-seven (87)representing (14 % failure)progressed to NCE 111 on probation based on poor academic achievement with CGPAof less than 1.00 Also 22.8% of less achievers) have less than average academic achievement with CGPA less than 250 and courses to carry over. This signifies that apart from

college and student factors there may be another student's factors, that lead to student academic achievement which positively affects the level of productivity among the majority of upgrading students in which gender, SES, and motivation might be.

Therefore, in view of this, the study is to investigate the influence of gender, socio-economic status, and motivation among upgrading primary school teachers in Sa'adatu Rimi College of Education Kumbotso Kano.

1.3 Objectives of the Study

The study was set to have the following objectives;

- 1) To determine the level of motivation among the upgrading teachers attending upgrading programs in Sa'adatu Rimi College of Education Kumbotso.
- 2) To examine the level of SES among the upgrading teachers attending the upgrading programs.
- 3) To find out the relationship between motivation and academic achievement among the upgrading primary school teachers attending the upgrading programs.
- 4) To examine if there is any difference in academic achievement (CGPA) between rural and urban upgrading primary school teachers attending the upgrading programs.
- 5) To find out the differences in academic achievement between male and female upgrading teachers attending the upgrading course in Sa'adatu Rimi College of Education, Kumbotso.

1.4 Research Questions

- 1) What are the levels of motivation among the upgrading teachers attending upgrading programs in Sa'adatu Rimi College of Education Kumbotso?
- 2) What are the levels of SES among the upgrading teachers attending upgrading programs?
- 3) Is there any relationship between motivation and academic achievement among the upgrading teachers attending the upgrading programs?
- 4) Is there any difference in academic achievement between rural and urban teachers attending the upgrading programs?
- 5) Is there any difference in academic achievement between male and female students attending the upgrading programs in Sa'adatu Rimi College of Education Kumbotso.

1.5 Research Hypotheses

- 1) There is no significant difference in academic achievement between high and low motivated upgrading teachers attending upgrading programme in Sa'adatu Rimi College of Education Kumbotso.
- 2) There is no significant difference in the levels of SES among upgrading teachers attending the upgrading programs in Sa'adatu Rimi College of Education Kumbotso.
- 3) There is no significant correlation between motivation and academic achievement among the upgrading teachers attending the upgrading programs in Sa'adatu Rimi College of Education Kumbotso.

- 4) There is no significant difference in academic achievement(CGPA) between rural and urban teachers attending the upgrading course in Sa'adatu Rimi College of Education Kumbotso.
- 5) There is no significant difference in academic achievement between male and female teachers attending the upgrading course in Sa'adatu Rimi College of Education, Kumbotso.

1.6 Significance of the Study

However, the findings of this study stand to benefit the followings: Upgrading teachers, SUBEB, COES, and policy makers etc.

a) The research stands to benefit upgrading teachers in putting their efforts towards their education performances, confidence, competences and their abilities to understand the use of learning facilities on the child educational development. This is because the knowledge, and positive attitude they acquire in this program, will help them to be fully committed in delivering their very best in teaching pupils, thereby provide their them with high quality child-care, books, and other learning materials that will encourage them in various learning activities.

b) The study is beneficial to State Universal Basic Education (SUBEB) to be informed about how best to introduce meaningful and reasonable incentives that is capable of motivating the public-school teachers to perform their jobs more effectively. As they become aware about what motivate teachers perform their job more. The findings of this research if properly utilized or used could likely lead to greater improvement in the quality of primary school education.

c) The study is beneficial to COES to be informed about how best to introduce meaningful and reasonable incentives capable of motivating public school teachers to perform their jobs more effectively, and also be aware with the extrinsic and intrinsic motivation needs of teachers. Hence, Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity in order to obtain some reward, such as increase salary. COES will be fully aware about these differences so that they can understand how best to treat these teachers appropriately.

d) Also, the educational administrators and policy makers will as well benefit from the research with regards to knowing the best motivational strategy to adopt in motivating their teachers to perform their primary assignment with greater output and social class inequalities that exist among teachers thereby providing all the teaching-learning materials for better academic achievement. Educational administrators and policy makers will be able to forge better partnerships with teachers and introduce new ideas and approaches in their school with greater receptivity.

1.7 Scope and Delimitation of the study

This research work was limited to ascertaining the influence of gender, socio-economic status and motivation on academic achievement among male and female NCE two upgrading primary school teachers of science and vocational education in Sa'adatu Rimi College of Education Kano Nigeria. In the 2015/ 2016 session, Other levels, such as NCE One and Two, regular and part time NCE students, other upgrading teachers in other training institutions such as, FCE, Kano, FCE, Bichi, Aminu, Kano College of Art and Islamic Studies, and Audu, Bako, college of

Agriculture, Danbatta where delimited. The study also delimited gender, motivation and socio-economic status on academic achievement among secondary school teachers and tertiary institution teacher

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter is concerned with the review of the related literature on the concept of motivation, socioeconomic status, academic achievements and teacher motivation. Theories relate to motivation, such as the Self-determination theory of motivation and that is related to socioeconomic status by Talcott parson, as well as theory that is related to academic achievement such as McClelland achievement motivation theory. The Empirical studies, concern the relationship between gender and academic achievement, motivation and teacher performance, and the relationship between socioeconomic status and motivation, Socio-economic status and academic achievement, Finally, summary and the uniqueness of the study will also be presented in this chapter.

2.2 Conceptual Frame Work

2.2.1 Academic Achievement

The construct academic achievement has been defined in different ways by different researchers. Some have used it interchangeably with academic performance and learning outcomes thereby see the terms as similar; while others have tried to differentiate the three from each other. However, this study considers the construct of ‘Academic Achievement’ but first “achievement” according to Simpson and Weiner in (Yusuf 2002) is measurable behaviour in a standardized series of tests. Then Bruce and Neville in same (Yusuf 2002) posited that ‘Educational achievement is measured by standardized achievement test developed for school,

Meanwhile, Yusuf (2002) concluded that academic achievement is measured in relation to what is attained at the end of a course since it is the accomplishment of medium- or long-term objective of study. In other words, Academic achievement is the result of a students work at the end of a term (semester or session) in one or many subjects, Still, academic achievement, insimple terms, refers to what a student can achieve or do at the end of a particular learning period. Quantitatively, it refers to a grade point average (GPA) obtained by a student at the end of a learning period. It ranges from 1.00 to 5.00 based on a grade point aggregate (GPA). Through the GPA students are categorized to different classes of achievement based on their performance during the learning and testing (examination) period.

Academic Achievement can also be regarded as the level of attainment or performance obtained by a child taught and may include experiences, knowledge skills and the like (Lawton2014) explained that the child's good or poor performance does not depend on any attributes he or she happens to be born with, but is a complex response to the family, the home environment his community and its values, his or her peer groups, his social contact, his teachers. and the overall climate of his school and its assessment procedures.

Adediwura and Tayo (2007) define Academic Achievement as the display of knowledge attained or skills developed in the school subjects designed by test and examination scores or marks assigned by the subject teachers. They added that it could be any expression used to represent students, the schools standard average scores of students in examination. As submitted by Lavin and Manjug (1991, in Anjesi 2005 as cited by Calvin and Chimba 2011), Academic Achievement refers to some method of expressing student scholastic standing usually in grade for a course or subjects.

They refer to Academic Achievement as the average scores got from test which could either be termed good, average or poor. Paul (1986 in Awoyemi 2004) sees academic performance as the acquisition of more facts, concepts and problemsolving, skills that are reflected in achievement test score and grades. Academic performance is determined by the achievement of students in different school subjects over a period of time.

Intelligence as measured by Raven's standard progressive matrice was found to be the best predictor of students Grade point average (GPA) in all grades. Among personality traits (measured by self- reports on Estonian big five questionnaire for children grade 2 to 4 and by Neo five-factor inventory in grade 6 to 12), openness, aggressiveness and conscientiousness correlated positively and Neuroticism correlated negatively with GPA in almost every grade. When all measured into regression models, intelligence was still the strongest predictor of GPA being followed by agreeableness in Grade 2 to 4 and conscientiousness in Grade 6 to 1. Interactions between predictor variables and age accounted for only a smallpercentage of variables in GPA: suggesting that academic achievement relies basically in the same mechanism through school years.

Various studies have been carried out on the factors that affect student academic performance or achievement in colleges of education. Some of the factors identified and reported to have affected the academic achievement of students in this setting are:

Student`s efforts, previous or prior educational performance, self- motivation, The socio-economic status, Parents, the student ages, number of hours of study per day, admission points, different entry qualifications, tuition trend, and the student area of residence (rural and urban Faruq, Choudry Shafiq and Berhanu 2011),

This research and many others have confirmed the significant relationship of socio-economic status and academic achievement. In view of this Renzulli (2013) described general ability, which lead to school achievement as capability to process information to integrate experience which result in appropriate and adaptive responses in new situations. For instances, verbal, Numerical reasoning, spatial relations, memory and word fluency constitute aspect of school achievement. Renzulli (2013) also said that school achievement connotes the accomplishment of tasks presented in real life situation in relation to what has been learnt. For instance, the ability to use knowledge acquired after instruction to solve novel problems to reason, compare, generalized and figure out answer anything the individual has been taught.

2.2.2 Gender

Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity. (Haig, 2004). Depending on the context, the term may refer to biological sex (i.e. the state of being male, female or intersex), sex based social structure (including gender roles and other social roles) or gender identity (Udry, 1994). Gender issues are currently the main focus of discussion and research all over the world, Nigeria inclusive. The question of gender is a matter of grave concern especially among academics and policy formulators. Intellectuals are worried about the role of males and females in the psychological, political, social, economic, religious, scientific and technological development of nations. Meanwhile, concerns about academic achievement with respect to males and females have generated considerable interest in the field of educational testing over the years. Differences in academic achievement of the two genders are likely to contribute to disparities in the allocation of cognitive roles in the world of work. Numerous studies on sex differences in cognitive performance can be found. Colom and Lynn (2004) asserted that males have larger

average brain sizes than females and therefore, would be expected to have higher average IQs. Mackintosh (1998) on the other hand, claims that there is no sex difference in general intelligence. And proposes that general intelligence should be defined as reasoning ability and that the best measure of this is the progressive matrices. Examining two tests administered by the Israel Defense Forces which qualify as IQ tests, one of them is an adaptation of progressive matrices. Flynn (1998) found no sex difference. Investigating academic performance at pre-collegiate level, Lao (1980) found female students to obtain higher Cumulative Grade Point Average (CGPA) compared to males. Kloosterman (1995) noted that although gender differences in math achievement continue to exist on high cognitive level tasks at the high school level, such differences appear to be declining. Young and Fisler (2000), examining SAT-M scores of high school seniors, found males to score better than females. However, they noted that males generally come from households where the parents' socioeconomic status as measured by examinee reported educational levels and income, is higher. In contrast, female test takers are more diverse and include more low-income students than the boy's group.

Others have argued that the content of the test or of its administration favors males (Bridgemen & Wendler, 1991). Yet, other researchers have explained the gap by adhering to such factors as differences in course taking behaviour, classroom experiences and processing (Young & Fisler, 2000). The studies conducted outside of the US presented differing outcomes. Younger, Warrington and Williams (1999) focused on the gender gap in English secondary schools. Their analysis is based on the performance of boys and girls in GCSE examinations in the UK and girls are found to get better grades than boys. This phenomenon is explained by boys' disregard for authority, academic work and formal achievement, differences in students' attitudes to work and their goals and aspirations and girls' increased maturity and more effective learning strategies.

Baker and Jones (1993) analyzed sex differences in the eighth Grade, math performance of over 77,000 students in 19 developed and developing countries. They found no evidence of a significant gender gap. Both cross-national variation in sex differences in mathematical performance and the trend toward less of a difference between males and females question any innate male superiority in intelligence. OECD (2001) analyzed gender differences in mathematics and science achievement in the eighth grade for fourteen OECD countries including Turkey. The study found that gender differences in mathematics achievement were statistically insignificant in all countries but the Czech Republic. In science, gender differences favoured males and were often statistically significant except for five countries including Turkey. In higher education, women are often found to outperform men. Hyde and Kling (2000) stated this to be the case irrespective of the measure of success used. Betts and Morell (1999) reported that sex remains a significant predictor of CGPA after controlling for various individual attributes, such as ethnic background, SAT scores and the high school attended. Similarly, investigating about 60,000 students from 22 public research universities, Kim, Rhoades and Woodard (2003) found that SAT scores had a significant impact on student graduation, although at the individual level gender was a more powerful correlate of graduation than the SAT score. Women are also found to obtain better grades than would be predicted from their SAT scores (Leonard and Jiang, 1999, Hyde and Kline, 2001 and Bridgeman and Steinberg, 1992). Many researchers claim that a large part of the under-prediction derives from the difference in course taking patterns of male and female college students. Ruling out differential course selection as an explanation for the under-prediction of female grades, Leonard and Jiang (1999) suggested that females had better study skills than males' students. Other researchers have argued that women receive higher grades than men because they work harder and attend class more frequently (Wainer, Steinberg, 1992).

Investigating success in terms of course grades, (Bridgeman and Wendler 1991) found out that women typically had equal or higher grades in math classes. Wainer and Steinberg (1992) on a sample of 62,000 students concluded that, although women had lower SAT-M scores, they received similar grades from first-year math courses. Cohn,Cohn,,Hult,,Balch and Bradley (1998) on the other hand, found gender to be an insignificant determinant of success in courses on Macroeconomics.

2.2.3 Motivation

According to Nel (2004), motivation can be described as intentional and directional. The word “intentional” refers to personal choice and persistence of action. While the word “directional” indicates the presence of a driving force aimed at attaining specific goals. Peretamode (1991) argued that motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teacher`s motivation is a way of empowering teachers in their occupation and involves the perceptions, variables, methods, strategies and activities used by employers for the purpose of providing a climate that is conducive to the satisfaction of the various needs of employees, so that they may become satisfied, dedicated and effective in performing their tasks. According to Bagraim, Cunningham, Potgieter and Viedge (2007:69) the concept of motivation Is the force within us that arouses, directs and sustains our behaviour. inthe first part of the definition, arousal is about the energy that drives our behaviour. The second part of the definition is about the choices we make between different behaviours to achieve our goals, The direction of our behavior, which is the third part of the definition, is concerned with how long we are willing to persist at attempts to meet our goals to sustain our behavior.

Tracy (2000) defined motivation as all those inner striving conditions described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated teachers have a

sense of professionalism and are enthusiastic and totally committed to teaching. In this regard, Steyn (2002) identified the following indicators of high morale closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate change.

Olubadewu (1992) sees motivation as a concept which in the recent past attracted the attention of psychologists of various fields. Various writers have given different definitions, but all the definitions geared towards common goals or ends. Motivation is a theoretical concept that accounts for the fact the people choose to engage in particular behavior at a particular time (Beck 2000:3) Steyn (2002:85) expands on this by including three components in the definition: energizing human behaviour, directing behaviour by creating goal orientation for individuals and maintaining and supporting behaviour. In line with these three components, Steyn (2002:85) further defines motivation as the complex forces, incentives, needs, tensions and other mechanisms which energize and sustain human behaviour to carry out a particular action. For the purpose of this research, motivation refers to the degree of energy and commitment with which a person performs a job (Barnes 2003:178). it is a psychological feature that arouses an organization to act towards desired goals and elicits controls and sustains certain goals directed behavior. It can be considered a driving force; a psychological one that compels or reinforces an action towards desired goals. i.e hunger is a motivation that elicits the desire to eat.

Motivation can be divided into two types:

Intrinsic motivation and extrinsic motivation:

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task, and exists within the individual rather than relying on external pressure or the desire for reward.

Intrinsic motivation has been studied in the 1970s. It has been observed that students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills and increase their capabilities.

Teachers are likely to be intrinsically motivated if they

1. Attribute their educational results to factors under their own control also known as the autonomic.
2. Believe to have the skills to be effective agent in reaching their desired goals also known as self-efficiency beliefs.
3. Are interested in mastering a topic not just in achieving grades.

Intrinsic motivation is the act of being motivated by internal factors to perform certain actions and behavior and there neither pressure nor any sort of reward for the actions one perform to the needs or causes that lead to intrinsic motivation are;

- a) Autonomy: The need to have complete control over one's own life.
- b) Relatedness: The need to maintain companionship or connection with others.
- c) Competence: The need to do the best and succeed.

Intrinsic motivation lasts for longer periods and often leads to higher levels of success.

Extrinsic motivation, on the other hand, refers to the performance of an activity in order to attain an outcome whether or not that activity is intrinsically motivated, (Extrinsic motivation comes from outside of the individual. Common extrinsic motivation is towards for example, money or grade) showing the desired behaviour and the threat of punishment. Following misbehavior, competition is an extrinsic motivation, because it encourages the performer to win

and beat others not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic motivation. For the purpose of this study, both intrinsic and extrinsic motivation are applicable to upgrading teachers in Sa'adatu Rimi College of Education, Kumbotso, Kano.

2.2.3.1 Motivational Techniques

In a complex and dynamic environment, the leader of the organization used to create the environment in which employees feel trusted and are empowered to take decisions in the organization which leads to enhance the motivational level of employees and ultimately organization performance re-enhanced. Such techniques that will improve teacher's motivation in the educational system include the following;

Staff Training and Development

Staff training and development is one of the important motivational techniques that can be used to enhance quality assurance in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influence educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-services trainings in service training, on-the-job training, workshop trainings, etc.

Ngu (2016) sees training and development to be the process of behavioural modification or molding workers to integrate organizational needs with their characteristics. Oribabor (Kulkarni 2013) added that training and development aims at developing competencies, such as technical, human, the conceptual and the managerial for the furtherance of individual and organizational growth. However, Tetfund Academic staff training and development (2010) sponsorship result

revealed that training and development program improve employee's skills and performance at the work place, enhance their technical knowhow to withstand the challenges of contemporary times. Thus, effective tools sustaining and enhance worker's productivity in academia, Finally, teacher's training and development stand to increase their intellectual and professional backgrounds, to produce knowledgeable, competent and effective teachers capable of inspiring children to learn, produce academically and professionally sound and highly motivated and dynamic breed of teachers; and enhance their commitment to the teaching profession.

Good working conditions

According to Advertus (2016), motivating teachers is critical to their effectiveness in delivering instruction. To put it simply, every professional, including the teachers, deserves to be given the opportunity that would harness his or her professional growth and development. Anticipation of being transformed from a current to a higher and better state in future years energizes one to do the things he or she does with dedication and passion. Teachers are no exception, In their case, there is little or no cash benefits, especially in underdeveloped nations, so it is important for them to know in a year or two, They will be provided with career advancement opportunity, capacity building opportunity, low interest loan opportunity, housing allowance opportunity, scholarship opportunity, and national recognition as exemplary in the execution of his or her duties, the availability of improved and conducive learning environment, participatory opportunity in decision making regarding their welfare, the feeling of being valued appreciated and important in the process of preparing a nation's future leaders and finally, giving them all the professional support that will motivate them to remain in the profession until retirement.

Monetary incentive

As summarized by Park (2010), monetary incentives act as a stimulus for greater action and indicate zeal and enthusiasm toward work; it helps an employee in the recognition of achievement. Likewise Beretti et al (2013) discussed that monetary incentives used to build a positive environment and maintain job interest which is consistent among employees and offers a zeal in employees for better performance.

Promotion

A study by Smith, identified that the perceptions of a promotion system affects organizational justice and job satisfaction. Likewise, Koch and Naziger (2012) specified that promotions are desirable for most employees only because they work harder to compensate for their incompetence. As a result, promotion at a regular interval of time has an optimistic approach behind and is generally seen to satisfy the psychological requirement of employees in the organization.

2.2.3.2 Teachers Motivation

Teacher motivation for the purpose of quality education is a matter of great concern. In Nigeria, for instance Adelabu (2005) identified teacher motivation as based on the way teachers are deployed concerning Working conditions, teacher competence, teacher status, vocational intent, career advancement, fringe benefits. and remunerations, ASituation were schools are inadequate, dilapidated, overcrowded, and lack of teaching materials, all these constitute a hindrance on teachers performance and academic quality. From teacher`s responses in his study Iymo (2014) showed that teacher`s salary is not enough to meet their basic needs. Some teachers are isolated from their family social activities because they cannot contribute financially. They face

difficulties to help their extended family members due to low income, this agrees with Davidson's research, which revealed that teacher's payment being delayed and insufficient to meet their needs (Davidson 2005). Therefore, there is the need to increase their salaries, and training and their allowances paid on time so that they may be motivated to concentrate on teaching activities this will possibly improve teaching and learning. Teacher motivation promotes them to plan for teaching activities like preparing teaching aids and lesson plans.

2.2.4 Socio Economic Status

For Burden and Byrd (1999), socio-economic status (SES) is a measure of the family's relative position in a community determined by a combination of parent's income occupation and level of education. Similarly, ApA stated that socio-economic status is often measured as the combination of Education, income and occupation. It is commonly conceptualized as social standing and the class of an individual or group. Teacher socio-economic status could directly affect their work morale. The socio-economic status of teachers has been found to affect the educational goals of their students Demarest (1993) had pointed out that a teacher's socio-economic status is based on family income, education and occupation Teachers from high socio-economic status often have more success in teaching students because they typically have access to a wide range of resources and adequate time for learning and preparing materials and the media needed for tomorrow's teaching learning process, checking and evaluating pupils work. On the other hand, teachers in low socio-economic status are not only able to provide their family's basic needs but are not able to provide time and facilities at home to develop their knowledge and the skills needed to deal with today's challenges and have not enough time to evaluate pupil's work due to the fact that they are busy to earning money for the needs of the families.

2.2.4.1 the Determinant Factors for Socio-Economic Status

In view of the above concept of socio-economic status below are some of the determinant that classify the level of earning of different individuals (Hollingshed 1970):

- i. Income
- ii. Education
- iii. Occupation

Income: This refers to the wages, salaries, profits and any flow of earning. Received income can also come in the form of an employment or worker's compensation, social security, pension, interest or individual Royalties, trusts or other governmental, public or family financial assistance. Income can be looked at in two terms relative and absolute. Absolute income as theorized by economist John Maynard Keynes. is the relationship in which as income increases so will consumption but not at the same rate, while relative income dictates a person's or a family's saving and consumption based on the family's income in relation to others. Income is the commonly used measure of SES because it is relatively easy to figure for most individuals.

Income inequality is most commonly measured around the world by the Gini coefficients where 0 corresponds to perfect equality and 1 means perfect in equality. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations. thus increasing inequality. Families with higher and expandable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

Education: Education also plays a role in income, Medium earnings increase with each level of education in academic environment, for example the highest degrees for professional and

doctoral degrees make the highest earning while others without a high school certificate earn less. Higher levels of education are associated with better economic and psychological outcomes. (i.e more income, more control and greater social support and networking). Education plays a major role for acquiring jobs, as well as specific qualities that stratify with higher socio-economic status from lower socio-economic status. Education plays a major role in the skill set for acquiring Jobs,as well as specific qualities that stratify people with higher SES from lower. (George Davey Smith 2006).

Annete laureau (2003) argues that families with lower income do not participate in this movement, causing their children to have a sense of constraints. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in their interactions while those with a higher SES are more likely to interact and play with their children. A division in educational attainment is thus born out of these two differences in child rearing. Research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households.

Who do not succeed to the level of middle- income children who can have a greater sense of entitlements and be more argumentative or be better prepared for adult life. These language skills affect their abilities to learn and thus exacerbate the problem of education disparity between low and high SES neighborhoods. Research shows that lower SES standards have lower and slower academic achievement as compared with students of higher SES.

Occupation: Occupational prestige is one of the components of socio-economic status. Both income and educational attainment require to obtain the job and income levels that vary with different jobs. Occupation status measures social position by describing job characteristics, decision making control and psychological demands on the job. Occupations are ranked by

census (among other organizations) and opinion polls. From the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, university professors and communication analysts. These jobs are considered to be grouped in the high SES.

Classifications provides more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, Counter attendants, bartenders and helpers, dishwashers, Janitors, maids and housekeepers, vehicle cleaners and parking lot attendants, The jobs that are less valued also offer significantly lower wages, and often are more laborious and very hazardous and provide lesser autonomy.

In sum the majority of researchers agree that income education and occupation together represent SES.

2.3 Theoretical Framework

2.3.1 The Self – Determination Theory

Psychologists Edward Deci and Richard Ryan developed a theory of motivation, which suggests that people tend to be driven by a need to growth and gain fulfillment. The first assumption of the self-determination theory is that people are activity-directed toward growth. Gaining mastery over challenges and taking in new experiences are essential for developing a cohesive sense of self, while people are often motivated to act by external rewards, such as money, prizes and acclaim (known as extrinsic motivation) The self-determination theory focuses primarily on the internal sources of motivation, such as need to gain knowledge or independence (known as intrinsic motivation) According to the self- determination theory, people need to feel the following in order to get such psychological growth;

Competence: People need to gain mastery of tasks and learn different skills.

Connection or relatedness: People need to experience a sense of belonging and attachment to other people.

Autonomy: People need to feel in control their own behavior and goals.

Deci and Ryan suggest that when people experience these three things, they become self – determined and able to be intrinsically motivated to pursue the things that interest them. It is important to realize that the psychological growth described by self- determination does not simply happen automatically. While people might be oriented toward such growth, it requires continual sustenance.

According to Deci and Ryan, social support is the key through our relationships and interactions with others. We can either foster or thwart wellbeing and personal growth. What other things that can help or hinder the three elements needed for growth? According to Deci, giving people extrinsic rewards for already intrinsically motivated behavior can undermine autonomy. As the behavior becomes increasingly controlled by external rewards, people begin to feel less in control of their own behavior and intrinsic motivation is diminished. Deci also suggested that offering unexpected possible encouragement and feedback on a person's performance on a task can increase intrinsic motivation. Why? Because such feedback helps people to feel more competent, One of the key needs for personal growth. the Self-determination theory begins by embracing the assumption that all individuals have natural innate and constructive tendencies to develop an ever more elaborated and unified sense of self. That is, it is assumed people have a primary propensity to forge interconnections among aspects of their own psyches as well as with other individuals and groups in their social world. (Deci and Ryan 2002).

Social environment can, according to this perspective, either facilitate and enable the growth and integration propensities with which the human psyche is endowed or they can disrupt, foretell, and fragment these processes, resulting in behaviors and inner experiences that represent the darker side of humanity. (Deci and Ryan 2002).

Relevance of the theory to the study

The Self-determination theory itself can be helpful in understanding the things that might motivate a given upgrading teacher behavior. Feeling like one has both the autonomy and the capability required to make choices on their own is something that most, if not every, individual would want to have. Upgrading teachers tends to become happier when pursuing things that are intrinsically motivated and aligned with their own goals – it not only makes them feel more responsible about the outcomes, it also helps them to really focus their time on what they want to be doing.

2.3.2 Theories of the Socio-Economic Status

A sociologist in the Person of Talcott Parsons (1970) has been the most influential in delineating the theoretical underpinning of socio-economic status. parsons understood the idea of status as position in structure, as part of the social differentiation in society (different occupation, and family position). Although Persons associated status with position (a status is occupied, such as accounts and a role is performed as in financial auditing), the concept carries with it hierarchically referred as in Weber`s notion of honor and prestige. A status is evaluated and this social evaluation is central to person`s contribution to the idea of socio-economic status. For him, it is the core notion of social stratification or rank. This differential evaluation in terms of honour and prestige lay at heart of inequality, in social relations with others, status distinction affects how people interrelate. For Parsons, income and wealth are important but secondary to social

status or honor. Second, parson understood family units as the key components of stratification. Families are assumed to be units of solidarity, sharing similar interests. He assumed that a family has a bread winner, that is, the concept of the head of a family was central to his understanding of the family unit. Parsons and his followers (Kingsley Davis and Wibert, more in particular) developed the functional theory of stratification. the core premise of this theory, is that society has to differentially evaluate positions, so that members of would be motivated both to pursue the training necessary for the most important positions and, once in those positions, perform them as well as possible. Encouraging the most qualified and competent people in a society to perform the most important jobs require that jobs be differentially ranked. Differences on socioeconomic status are one way to understand this necessary hierarchy.

2.3.3 David C McClelland Achievement Motivation Theory

The need to achieve is the spring-board of the achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs. However, in a competitive society or set-up the desire to excel over others or achieve a higher level than one's peers is intensified and will, in turn, lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the achievement motivation and has been defined in various ways. Two such definitions are now given

Atkinson and Feather (1996):

‘The achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives Performance as instrumental to sense of personal accomplishment (Irving Sarnoff, Mangal, 1989)’

The achievement motive is defined in terms of the way an individual orient himself towards objects or conditions that he does not possess. If he values those objects and condition, and he feels that he ought to possess them he may be regarded as having an achievement motive”. Based on these definitions, we can say that the achievement motive moves or drives an individual to gain the mastery of a difficult and challenging situation or performance in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, that the consequences of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The achievement motive may thus be considered to be the disposition to approach success or the capacity to take pride in accomplishment when success is achieved in an activity. As for the origin and development of the achievement motive, it can be safely said that it is conditioned by one’s early training, experiences and subsequent learning.

The theory of achievement motivation has drawn the attention of psychologists, sociologists and educators in recent years. Everyone is aware of the fact that wide disparities exist in the economic conditions of the various countries of the world. Psychologists thought about these problems in terms of social belief, political and the distribution of power and even their characteristic life philosophy and psychology. How can understanding an individual’s psychology contribute to the worldwide problems of economic growth? This crucial problem of economic disparities among the nature of the world and the psychological causes underlying this problem were attacked by David McClelland of Harvard University (1951). He holds the view

that, the psychological study of the individual and nature can contribute a great deal to understanding this problem. According to his view, psychological and sociological factors are the major variables affecting economic growth. He believes that changes in the fundamental beliefs and attitudes of men gave impetus to economic growth in certain countries.

According to McClelland (Chauhan, 2013:215), human beings differ from one another in the strength of motivation to achieve that is important in understanding the differences in the economic growth of nations. He defined “motives” “as a reintegration of a change in a fact by a cue and the anticipation of a future change in affect contingent upon certain actions.” The definition given by him has two important terms which need further explanation. The first term is “reintegration”, which means the reinstatement of the psychological process in the conscious as a result of the stimulation by an environmental event. Second is the cue which is the cause of affect in an arousal in the individual. For example, if the boy sees his old teacher after a long time, the perception of the teacher works as a cue, which arouses affection feelings and the whole psychological process is reinstated.

However, the basic ideas in McClelland Achievement Motivation Theory, i.e. on what he described as three (3) types of Motivational Need in his book, titled “The Achieving Society (1961)”, McClelland proposed that there are three (3) types of Motivation that drive us all matter what our background is which include:

- a. The Need for Achievement (n-ach); The need for Achievement a person is said to be achievement motivated and, therefore, seeks achievement, the attainment of realistic but challenging goals and advancement on the job. There is a strong need for feedback as to achievement and the need for a sense of accomplishment.

- b. The Need for Authority and Power (n-power); the n-power person is authority motivated. This driver produces a need to be influential, effective and make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and the need toward interposing a person`s status and prestige.
- c. The Need for Affiliation (n-affil); the n-affil person is affiliation motivated and has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and the need to be liked and hold in popular regard. Those people are team players.
- d. However, McClelland theorized that most people possess and exhibit a combination of those characteristics. Some people exhibit a strong bias to a particular motivational need and these motivational needs will consequently affect their behavior and working/means going style. McClelland`s particular fascination was for achievement and his theory about the effect of achievement on people`s motivation. He asserted that while most people do not possess a strong achievement-based motivation, those who display a consistent behavior in setting goals. Thus, McClelland stressed that achievement motivated individuals set goals which they can influence with their effort and, as such, the goal is considered to be achievable.

Relevance of the Theory to the Study

The present study aimed at exploring the influence of gender, socio-economic status and motivation on academic achievement among upgrading primary school teachers in Sa`adatu Rimi College of Education, Kano, Nigeria. McClelland`s theory presented above explains the extent to which motivation associates with needs. Achievement motivation is one of the three (3) motivation that drive individuals to actualize their needs. Hence, the overall need and, or goal set

by students of higher education, including college of education, is to record higher academic achievement usually expressed quantitatively as Cumulative Grade Point Average (CGPA). This theory emphasizes that individual's with high level of achievement motivation lead to set goals which they can influence with their effort and ability, and as such the goal is considered to be achievable, Meaning that students that are achievement-motivated lead to engage themselves in academic activities that help them to realize their academic goals, such as punctuality to school and paying more attention while instruction is in progress, coupled with their homework and assignment read thoroughly, e.t.c all of which facilitate good academic activities or performance. In essence, the theory, stresses that an increase in Achievement Motivation leads to increase in Academic Achievement and the other way round the present study aimed at investigating that.

2.4 Review of Empirical Studies

2.4.1 Gender and Academic Achievement

Various studies on the relationship between gender and academic achievement have been conducted and below are some of the results of the findings reviewed by the researcher. Abdul Raheem (2017) investigated the influence of gender on secondary school students' academic performance in South-West, Nigeria. The results of the 2003/2004 to 2007/2008 West African School Certificate Examinations (WASCE) were collected on English Language, Mathematics, Biology, Chemistry, Physics, Economics, Geography, Government, Yoruba, Christian Religious Studies and French from 10 Secondary Schools selected from 5 States in Nigeria. The samples consisted of 2,305 students. Stratified random sampling was used to select 2 schools from each state. Purposive sampling was used to collect the WASCE results of the students sampled. Chi-Square was used to test the 5 hypotheses raised. The study revealed that male and female students performed equally in English Language. Males performed better than females in

Mathematics, Science and Social Science while females also did better than males in Arts except in Yoruba. It was, therefore, recommended that necessary materials/equipment should be provided to make Mathematics, Science and Social Science interesting to girls, and French and Christian Religious Studies encouraging to boys.

Eugene Okorie (2016) in his study on the influence of gender and location on academic achievement in chemical bonding in which quasi-experimental design was used, with a population of 5,966 senior secondary class one (SS1) chemistry students in 57 senior secondary schools in Nsukka education zone of Enugu State, Nigeria. he Adopted purposive sampling technique, nine schools were selected to draw 311 SS1 students. Intact classes were used. Instruments for data collection were Students' Interest Scale on Chemical Bonding (SISCB) and Chemical Bonding Achievement Test (CBAT). The instruments were validated and had reliability coefficients of 0.68 and 0.87, respectively. Regular chemistry teachers of the selected schools taught the students using the instructional software package method of teaching (ISPMT). Research questions were answered, using descriptive statistics. Hypotheses were tested using analysis of covariance (ANCOVA) at the $P < 0.05$ level of significance. Result of the study showed that the (i) the mean achievement score (10.09) of female students was higher than that (8.02) scored by the male students; (ii) mean achievement score of rural students (9.06) was higher than that of urban students (8.76); (iii) gender as a main effect on students' achievement in chemical bonding is not significant at $p < 0.05$; and (iv) location as a main effect on students' achievement in chemical bonding is significant at $p < 0.05$. The educational implications of the research findings for students, teachers and teacher-training institutions are discussed and recommendations made.

A study by Glory S. Ihenko (2017) looked at the influence of gender on interest and achievement of integrated Science students in Obio Akpor local government area of Rivers State. Two research questions and two hypotheses were raised, the population comprised all the secondary school students in the local government area and a total of 600 students took part in the study. Two instruments were used to collect data: test scores and a Likert scale like interest scale. Mean, standard deviation and t-test were used to analyze the data. The findings showed that gender has a significant influence on the interest but does not have a significant influence on the achievement of Integrated Science students. It was recommended: that Integrated Science teachers should teach in such a way as to rouse the interest of the students, students should be self-motivated, and find joy in learning in order to excel.

Edireweera. (2008) in his study on the influence of gender on academic achievement in University of Kelaniya Srilanka in which sample for the study was selected from the Department of Human Resources Management at University of Kelaniya. the survey was carried out using 5 years' data related to the period, from the 2002/2003 academic year to 2006/2007 academic year. The sample consisted of 382 students. The unit of analysis was at the individual level. For this study, independent sample T-Test was used to compare the academic performance of two gender categories. Results indicated that significant differences exist between the academic performance of the male and female students in this study. Exploratory data analysis indicated that in all the course units considered, female students tend to perform better at university examinations than their male counterparts.

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, and mannerisms to the two. (Mangvwat, 2006). It is a social connotation that has

sound psychological background, and it is used to refer to specific cultural patterns of behaviour that are attributed to the human sexes. Gender relates to the cultural attributes of both males and females (Akpochafo, 2009). Gender, according to Lahey (2003) is a psychological experience of being male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with, only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualization of self. For instance, Singh (2010) opines that gender refers to a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. This definition implies that gender determines the role, which one plays in relation to general political, cultural, social and economic system of the society. According to Betiku (2002), gender refers to all the characteristics of male and female, which a particular society has determined and assigned each sex. Also, Onyeukwu (2000) sees gender as the dichotomy of roles culturally imposed on the sexes.

Achievement test results conducted by Onekutu (2002) showed that boys and girls in the early ages perform equally in all subjects, including English Language, and as they grow to higher classes, the girls begin to get more interested in language Arts, while boys take more to the sciences and Social Sciences. This has resulted to a situation where there are more boys than girls offering Social Sciences. However, the issue of gender and students' academic achievement has remained a controversial one. While some propose that, males perform better than females in academics, others argue the reverse is the case. Veinon (2002) reported many comparisons show average scores of boys and girls to be the same on general intelligence tests. He said girls do a little better on most verbal tests and on tests involving rote memory than boys. On tests of inductive reasoning and arithmetical ability, though with a great deal of overlapping, the average

differences, he said, seldom exceeds about four points of intelligence quotient. He added that, the most marked difference occurs on spatial and mechanical tests, and wonders if such ability might be attributed to the cultural influences on our civilization, which encourage boys to develop physical, constructional and mechanical interests. He concluded many surveys demonstrate that the range or spread of ability is slightly more restricted in girls.

2.4.2 Relationship between Socioeconomic Status and Motivation

Which factors often associated with socioeconomic status levels influenced Motivation? Resource is a critical factor, Poor families have fewer resources to support their children learning outside of school compared with families higher in SES, (Mecce 2012), The resources issue becomes especially critical because lower SES students often display learning problems and require extra assistance. Families that cannot provide academic assistance (i.e. parents or tutors who help the child) place the child at a disadvantage.

Another factor is family socialization: socialization influences in lower SES homes often do not match or prepare students for the middleclass orientation of schools and classrooms. This mismatch and lack of proper training can lead to lower SES students having more behavior and discipline problems in schools, which relate negatively to motivation and achievement. Lower SES students may not understand the full benefit of schooling (Mecce 2012), They may not comprehend that if they get a good education, they increase their chance of securing college acceptances, good jobs and financial stability. In addition, they may not want to or be financially able to put off the short-term benefits of working now in exchange for the long-term benefits of schooling. In their present situation, they may have a few positive role models who have succeeded and display these attributes. Instead, they may believe that college is out of reach and follow the models they do have, many of whom may have quit school.

Stipek and Ryan (2007) compared disadvantaged and non-disadvantaged preschoolers and kindergartners on a variety of cognitive and motivational measures. On the cognitive skills tests (e.g. is reading, memory, language), socioeconomic differences were in the expected direction, with disadvantaged children performing poorer and lower SES children performing especially poorly on tests of mathematical and reading achievement. In contrast, there were virtually no differences on the motivational measures (e.g. perceived competence attitude toward school difficult choice after success or failure). As the authors noted “Most young children whatever their family economic situation, enter school with considerable enthusiasm, self-confidence and willingness to take on learning challenges” Stipek and Ryan 2007.721). To the extent that disadvantaged children later in their schooling display motivational deficits, these may result from negative learning experiences in school coupled with lack of support at home. (Kean, 2005). Parents who are not well educated may not have enough ability or emphasis for providing tutorship for their children’s academic attainment. This may cause children’s academic difficulty to accumulate increasingly over time. With regard to occupation, low occupation status or prestige generally indicates heavy physical labor, long working hours, low wages, and unstable working opportunities (with a relatively high probability of being laid off). This may force parents to expend time and energy that would otherwise be directed toward supporting their children’s study. Previous research has shown that parents’ occupational prestige is related to their involvement and engagement activities with their children, which in turn are positively related to children’s achievement (Hill 2004). With regard to income, families with low income may not be able to provide the necessary living goods, such as a house, a study area, or a computer and other supplements such as extracurricular books, newspapers, and magazines for children. In recent years, studies in cognitive neuroscience have revealed the relationship

between family income and children's academic performance. Income is logarithmically associated with brain surface area. Research found that among children from lower income families, small differences in income were associated with relatively large differences in brain surface area, whereas among children from higher income families, similar income increments were associated with smaller differences in surface area. These relationships were most prominent in regions supporting executive functions, Language, and reading (Noble, 2015). In other words, income is most strongly related to brain structure and reading among the most disadvantaged children. Socioeconomic status can indirectly influence children's reading performance through the parent-child relationship established by parents' speech and behaviors. Within this process, the parent-child relationship is an important form of externalized SES. A harmonious parent-child relationship is an indispensable component of healthy physical, mental and cognitive development for children and is also a non-negligible factor for promoting children's reading ability (Jeynes, 2007). Compared to parents with low education levels, those with high education levels provide more assistance and tutorship directly, and, more importantly, they can aid indirectly, through a better parent-child relationships. They can do so by presenting a positive attitude and expressing educational expectations toward their children. Generally, parents with higher education levels know more about proper parenting and styles and have more approaches for addressing difficulties in their relationships with their children. This ability can create a warm and harmonious parent-child relationship and, consequently, promote children's academic performance.

(Bergin's 2001) research revealed a significant relationship between the affective quality of the parent-child relationship and the child's attitude toward reading as well as the child's reading fluency. The Chinese phrase "children from a scholarly family" emphasizes the importance of

the atmosphere fostered by the education level of parents and other family members for children's academic achievement (Wen, 2016). With regard to the indirect effect of occupation and income on reading ability, parents with low SES often have more negative emotions, such as dissatisfaction and unhappiness, and experience more financial pressures. In such circumstances, they are more likely to take their anger out on their children and discipline them by maltreatment in their rearing methods. As a result, children may feel aggrieved and their academic achievement may be affected.

The mediation effect of the parent–child relationship tells us that parents should not hold the simple view that providing sufficient material conditions for their children is enough for improving their academic performance. By contrast, a positive parent–child relationship and family atmosphere should also be built based on material conditions and educational investment.

We found that students' learning motivation restrained the direct effect of the parent–child relationship on reading ability. The moderating effect of learning motivation revealed the complexity of the effect of SES on reading ability. Although the effect of SES on academic achievement was confirmed, in the real world we can find examples of children in low SES families who achieve academic success and children in high SES families who fail in their academic performance. The reason for this phenomenon is that initiative factors, such as learning motivation, moderate the effect of SES on academic achievement. Children in low SES families or with undesirable parent–child relationships may lack opportunities to obtain material resources and may be faced with stressful life events as well as a passive family atmosphere. If they have strong learning motivation, they may overcome these unfavorable effects through active study attitudes and good learning habits. Thus, learning motivation can enhance the ability of children to cope with the adversity caused by low SES. As for children with high SES,

although they may have more study resources or better academic support, they may face academic failure if their learning motivation is low.

The results of this study and those of (Kim, 2018), mutually verify and support one another.

Kim. (2018) drew on a survey of 503 respondents and found that children from poorer families performed better academically than those from wealthier families. Wealthier children were more likely than poorer children to lack motivation.

2.4.3 Socioeconomic Status and Academic Achievement

Various studies on the relationship between socioeconomic status and academic achievement have been conducted and below are some of the results of the findings reviewed by the researcher. Ramey and Ramey (2008, p.17) in their studies on student`s accessibility to higher learning in Australia, using a population sample of 105 students from different socioeconomic status and analyzing their result using PPMC, they revealed that the impact of socio-economic status and children`s readiness for school, the segregating nature of social class, and the variety of enriching experience were thought to be requisite for creating readiness to learn among children. Socio class, ethnicity and race entail a set of contextual aspects given that dictates neighborhood, housing and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems. Nuku (2010, p. 32) in his research on socio economics, gender environment and access to university education in north western Nigeria, using a sample of 660 students from seven (7) different university and spear man rank order as the instrument for analyzing data, found that families with low socio-economic status often lacked the financial, social, and educational support that characterize families with high socio-economic status. Poor families also may have in adequate or limited access to community resources that promote and support children`s development and school readiness. Parents may have inadequate skills. For

such activities as reading to and with their children, they may lack information about childhood immunization and nutrition.

Damarest (2007, p.2) pointed out that family's socio-economic status is based on family income, occupation, parental education level and social status in the community. Families with high socio-economic status often have more success in preparing their young children for school because they typically lack access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality child care, books and toys to encourage them in various learning activities at home. They also have easy access to information to help them better prepare their young children for school. Gusson (2009) stated that family socio-economic status, which formed the subject of this study, includes housing condition, the availability of reading materials and opportunities for intellectual development. Family factors, such as unsatisfactory housing condition may have a serious effect on the educational achievement of a child. Families that are large in number, and have insufficient amenities due to poor economic condition could distract the interest and attention of the learner, which may affect the whole process. for Children from a satisfactory family, on the other hand, that has sufficient amenities like internet that provides intellectual stimulation, education is a welcome addition, Whereas, on the other hand, children from unsatisfactory families or those lacking those materials or amenities go to school hoping to find the essential qualities lacking in their homes. Naturally, the expectation of these two categories of learners differs. The socio-economic status of the family has its own consequences to educational achievement. inability to pay regular school fees due to unfavorable economic situations forces some parents to send their children to substandard schools or even withdraw them from school.

Some parents move from one area to another due to the inability to pay rent, This may necessitate the transfer of their children from one school to another, thereby interrupting the education of the children. Rumberger (2010) stated that student's family socio-economic background is widely recognized as the most significant important contributor to success in schools. (Gusson, 2009 cited in Fiord and Harris 2008), claimed that poverty contributes toward educational failure, not simply because poor children are "culturally disadvantaged" but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. Evans (2004) viewed that children from a lower income family have fewer stable homes, greater exposure to environmental toxins and violence and so limited extra-familiar social support net-works. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic families. Evans (2011) repeatedly discovered that low socio-economic status children are less cognitively stimulated than high socio-economic status children, as a result of reaching less and experiencing fewer complex communications with parents. Mwet, (2013) in his study on socio-economic factors influencing student's academic performance in public secondary schools in Igembe South District. The objectives of the study were: to established how parental level of education affected student academic performance, examine the extent to which parental involvement in their children education influenced student academic performance, assessed how the amount of income of the parent affected student academic performance and established the extent to which parents provided financial and material support to their children for successful academic performance. The study used descriptive survey design. The target population for this study consisted of 12 school principals, 36 class teachers and 120 students. The sample was

selected using simple random sampling, stratified random sampling and purposeful selection. The study used a Questionnaire as a research instrument which had structured, closed-ended and open-ended questions, they achieved a return rate of 88.7%. The researcher used SPSS to analyze data using descriptive statistics to generate frequencies and percentages. The main findings of the study were parental level of education has no influence on the students' academic performance. The finding also established that parental involvement in child education, their income and the financial and material support given to students by their parents influenced students' academic performance. Based these findings, the following recommendations were made: sensitization of the parents by government agent on the importance of the involvement towards children's education is necessary, so that they can be more involved. Parent-school cooperation should be encouraged by the school management and parents need to be encouraged to buy the necessary support materials for better academic performance. Parents should be encouraged to buy extra textbooks and other learning material for the students to use at home, especially for day scholars.

2.5 Summary and Uniqueness of the Study

This research work focused on the influence of gender, socio economic status and motivation on academic achievement among upgrading primary school teachers in Sa'adatu Rimi College of Education, Kumbotso area of Kano state, Chapter one provides the motivation behind conducting this research work, and the justification of the worthiness of the research in form of statement of the problem. It also contains vividly the objectives of the study which served as the direction of the entire research work. Five research objectives were also formulated to give a more and accurate direction to the study. Finally, the chapter presented the significances of the study as well as its scope and delimitations. In Chapter Two, the concept of academic achievement,

gender, motivation, types of motivation, the motivational techniques, socio-economic status and its determinant factors were discussed. Theoretical framework which entails the self-determination theory, David C. McClelland academic achievement theory, and the socio-economic status theory, and the relevant literatures were reviewed and include: the relationship between gender and academic achievement, socio-economic status and academic achievement and socio-economic status and motivation that are directly related to the study and explained how teacher motivation influences academic achievement. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty, in order to obtain some reward, such as a salary. Extrinsic motivation plays an important role or part in people's life. It is pre-eminent in influencing a person's behavior. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. While socio-economic status plays a significant role in determining teacher performance, Hence, teachers in high socio-economic status are not only able to provide their family's basic needs but also to provide adequate of learning facilities at home to developing his or her capabilities and their children's potential as well. Teachers in high socioeconomic background are even able to provide a more special time for learning, and preparing materials and the media needed for tomorrow's teaching learning process, and checking and evaluating pupils work. On the contrary, teachers in low socioeconomic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and

the skills needed to deal with today's challenges and have not enough time to evaluate pupils work due to the fact that they are busy earning money for the needs of the families.

The uniqueness of this study lies in the fact that, it concentrated only on college of education in Kano states where no study of such had been carried out before in the area under study. And the study also differs in terms of sampling techniques with that on "The impact of teacher's motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala District, Tanzania" in which purposive sampling was used and descriptive survey were employed as a research design and differs with the present study in data collection method. Hence, interview was used while the present study prepared a questionnaire as a means of data collection method.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be used in conducting research work. It portrays the research design to be used as it is the general plan for executing and conducting a research. The chapter also described the target population, procedures that were followed in obtaining sample for the study, sampling technique, data collection instrument, validation of the instrument, data collection instrument, data collection procedure, and the data analysis procedure.

3.2 Research Design

Based on the nature of the study, survey and exposit factor design were adopted in conducting the research. Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, or characteristics of the population. On the other hand, Expost factor study or after - the-fact research is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. in contexts in which it is not practical or ethically acceptable to apply the full protocol of a true experimental design.

3.3 Population and Sample of the study

3.3.1 Population of the Study

The population of this study comprised all the N.C.E. II upgrading teachers of School of Science and Vocational Education Sa'adatu Rimi College of Education, Kumbotso, Kano.

They number six hundred and twenty-five (625) out of which five hundred and sixty-four (564) are male while the remaining sixty-one (61) are female. The researcher decided to choose School of Science and Vocational education so that data collection will be easy. Table 3.1 below shows the breakdown of the population according to subject combination and gender:

TABLE 3.1 BREAKDOWN OF POPULATION ACCORDING TO SUBJECT COMBINATION AND GENDER

S/N	SUBJECT COMBINATION	MALE	FEMALE	TOTAL
1	INTERGRATED SCIENCE	100	14	114
2	PHE	160	02	162
3	CSC	65	02	67
4	FINE ARTS	39	02	41
5	H/ECONS	00	37	37
6	B/EDUC	72	04	76
7	AGRIC SCIENCE	128	00	128
TOTAL		564	61	625

Source: Consultancy Services Directorate (SARCO CONSULT) Sa`adatu Rimi College of Education Kumbotso (May, 2018)

3.3.2 Sample Size

The sample of 244 male and female NCE II students School of Sciences and Vocational Education, Sa`adatu Rimi College of Education was used in conducting the study. The decision to use this sample size was in consideration of the provision of Slovin`s Formula. And According to the Formula, a study of 625 populations required a sample size of 244:

Slovin`s Formula

$$\begin{array}{r}
N \\
\hline
1 + N (P)^2 \\
625 \\
\hline
1 + 625 (P)^2 \\
625 \\
\hline
1 + 626 (0.05)^2 \\
625 \\
\hline
1 + 626 (0.0025) \\
625 \\
\hline
1 + 1.56 \\
625 \\
\hline
2.56
\end{array}$$

$$= 244$$

Proportionate

$$\frac{100}{625} \times 244 = 39$$

Source: Slovin`s Formula (1967). Determining the sample size.

3.3.3 Sampling Techniques

Random sampling technique was employed in identifying the needed sample of the study. The researcher adopted multi-stage random sampling technique in the selection of the sample for the study. This entails randomly choosing subjects from each cluster in the final sampling stage. This technique is considered suitable in view of the large size of the target population.

The above Example clearly identifies the ways each sample was calculated using proportionate sampling techniques.

TABLE 3.2 BREAKDOWN OF SAMPLE ACCRDING TO SUBJECT COMBINATION AND GENDER

S/N	SUBJECT COMBINATION	MALE	FEMALE	TOTAL
1	INTERGRATED SCIENCE	39	05	44
2	PHE	62	01	63
3	CSC	25	01	26
4	FINE ARTS	15	01	16
5	H/ECONS	00	14	14
6	B/EDUC	28	04	32
7	AGRIC SCIENCE	49	00	49
TOTAL		218	26	244

Source: Consultancy Services Directorate (SARCO CONSULT) Sa`adatu Rimi College of Education

Kumbotso (May 2018)

3.4 Data Collection Instruments

The instruments used for data collection for the study are the extrinsic motivation scale (EMS) adopted from Musa Ibrahim (2008) and the intrinsic motivation scale (IMS) adopted as developed by Ryan and Deci (2010).

3.4.1 Intrinsic motivation scale

The instrument i.e. intrinsic motivation scale (IMS), adopted has assess motivational technique based on self- report responses to 7 items tapping the appraisal of motivation in self, Participants will respond by indicating their extent of agreement with each of the statement, using four–point scale of: strongly agree; agree; disagree and strongly disagree.

3.4.2 Extrinsic motivation scale

As for the extrinsic motivation Scale (EMS) adopted from Musa Ibrahim (2008), over the years researchers and practitioners had advocated a variety of measures for evaluating motivation of students at different levels of education, which was developed by Ibrahim (2008). The

instrument has assess motivation based on self-report responses to 8 items tapping the appraisal and expression of what motivate the teachers to do their job effectively.

Participant`s response will indicate their extent of agreement with each of the statement, using four Likert scale from: SA (strongly agree); A (agree); DA (disagree); SDA (strongly disagree). The scale which has 10 items on the scale of Likert Scale with the following scores; Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1.

The Cumulative Grade Point Average (CGPA) of NCE II of the participants was considered as Academic Achievement. Data concerning Academic Achievement was obtained by the use of pro-former data sheet on Academic Achievement. In spite of all these attempts made so far, the researcher also subjected the instruments to other experts of Educational Psychology Department for determining and or proving their face and content validity.

3.5 Scoring procedure

The data that was obtained from sources and statistically scored using a 4-point scale. The data was grouped according to requirement of the study, which is based on Influence of Gender, Socio-economic Status and Motivation on Academic Achievement Among Upgrading primary School Teachers in Sa`adatu Rimi College of Education Kano, Nigeria. Intrinsic and extrinsic motivation scale comprise 15 items on the scale of Likert Scale with the following scores, Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. However, in determining the levels of motivation, average motivation was computed and respondents whose mean values are higher, the average are regarded as having high motivation whereas those whose motivation are below the average are regarded as having low level of motivation. In this, $m = 6.76$ $sd = .797$ was found to be the average motivation and high stood at ($m = 7.31$ $sd = .427$) while low motivation

stood at ($m = 6.06$ $sd = .571$) determines socio-economic status. On the other hand, upgrading teachers having Grade Level 06 below were considered as low SES while those whose Grade level starts from 07 to above were considered as high SES.

Depending on number of possible items in the questionnaire, the researcher obtained the highest and lowest regarding the possible scores any respondent can get, the range and cut-off point provided the conclusion to draw the views of the respondents on the subject of the study.

3.6 Validation of the instrument

3.6.1 Validity of the instrument

Validity of the instrument is the ability of that particular instrument to measure what it intends to measure. The Intrinsic Motivation Scale (IMS) adopted from Henny van der Meijden (2011) as developed by Ryan and Deci (2010) was been tested and found valid. As for the Extrinsic Motivation Scale (EMS) adopted from Musa Ibrahim (2008) the instrument was also subjected to experts in educational psychology for face and content validation. All the observations and corrections made by the experts were affected, and the face validity of the instruments was established.

3.6.2 Reliability of the instrument

Reliability is the ability of the instrument to remain consistent in measuring what it intends to measure. The Intrinsic Motivation Scale (IMS) demonstrated high internal consistency with Crumbach's alpha, ranging from 0.87 to 0.90, as reported by Ninky.

The researcher decided to employ test-retest as a means of determining the reliability of the instrument, Sambo (2005) asserted that the Test-retest form of reliability uses the same test but is administered at two different time. The scores from the two different groups are correlated as an estimate of the reliability of the instrument to two different occasions, like in an interval of two

weeks. Pearson's Product Moment Correlation (PPMC) was used to compute the reliability. coefficient of 0.76 was obtained for the instrument which indicates it possessed a high degree of reliability.

3.7 Data Collection Procedure

An introductory letter was collected by the researcher from the Department of Education. was used to solicit the permission of college authority to use their students. The researcher administered the instrument to them in their various departments and retrieved back the filled instruments immediately with the help of one research assistant from each subject combination. This method was adopted as it enables the researcher to establish a good rapport with the subject, so that any problem that hinders the smooth collection of the data is minimized. The researcher explained the items contained in the instruments for easy understanding in the part of the respondents. However, records on academic achievement were collected by the researcher from the departmental examination offices. It is important to note that 244 sampled respondents were used in the study. However, in some cases, especially with respect to Research Question one where there is only one mortality, and H1: where there is almost 17 mortality, and H2: in which there is 19 and H3: where there is 16. This was the major reason why some of the analysis presented the number varies.

3.8 Data Analysis Procedure

Descriptive statistics using single frequency distribution was used to answer Research Questions One, and Two, descriptive statistics quantitatively describes or summarizes the features from a collection of information, while descriptive statistics is the process of using and analyzing those statistics. Mean and standard deviation methods were used to summarize the data. In addition, t-test for independent sample was used in testing three hypotheses of the study. All the hypotheses were tested at the 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study examines the impact of intrinsic and extrinsic motivation on the academic achievement of students in the upgrading programme in Sa'adatu Rimi College of Education. This chapter presents the data collected and analyzed for the study. The presentation was made based on a descriptive summary of the variables under study and a test of hypotheses, which were formulated to guide the study. The chapter also presents a summary of the major findings and discussions of findings. It is important to note that 244 sampled respondents were used in the study. However, in some cases especially with respect to Research Question One there was only one mortality and H1: where there were almost 17 mortalities and H2: 19 mortality and H3: 16. This has been the major reason why some of the analysis presented vary.

4.2 Summary of Data

Table 4.1 presents summary of data on the demographic characteristics of the respondents. The results show that upgrading teachers from PHE were the majority accounting for 62 (25.4%) followed by students from Agricultural science department accounting for 52 (21.3%).

In terms of the location, students from rural areas were the majority of the respondents accounting for 166 representing 68% while the least were students from urban areas accounted for 78 (32%).

However, the result for gender reveals that male upgrading teachers were the majority of the respondents accounting for 190 (77.9%).

Table 4.1: Data Summary

Variable	Frequency	Percentage
Subject		
Home Economics	14	5.7
Fine and Applied Art	16	6.6
Computer Science	25	10.2
Business Education	33	13.5
PHE	62	25.4
Islamic	42	17.2
Agricultural Science	52	21.3
Location		
Rural	166	68.0
Urban	78	32.0
Gender		
Male	190	77.9
Female	54	22.1

4.3 Data Analysis

4.3.1 Research Question One

What are the levels of Motivation among the Upgrading teachers in Sa'adatu Rimi College of Education, Kano?

Table 4.1 indicates the descriptive statistics for the levels of motivation among the upgrading teachers, upgrading teachers with high level of motivation were the majority accounting for 136 (56%) with a mean value of 7.31 (SD = .427) while students with low motivation accounted for 107 (44%) with a mean value of 6.06 (SD = .571).

Table 4.2: Descriptive for the Levels of Motivation

Motivation		N	Min	Max	Mean	Std. Dev
High motivation	Motivation	136	6.13	8.00	7.31	.427
Low motivation	Motivation	107	4.38	8.00	6.06	.571
	Total/Average	243			6.76	.797

4.3.2 Research Question Two: What are the levels of SES among the Upgrading teachers in Sa'adatu Rimi College of Education, Kano?

Table 4.3 presents the results for the levels of SES among upgrading teachers in Sa'aadatu Rimi College of Education. The results show that those with low SES were the majority accounting for 126 representing (51.6%) while those with high SES accounted for 118 representing (48.4%).

Table 4.3: Levels of SES				
	Frequency	Percent	Valid Percent	Cumulative Percent
Low SES	126	51.6	51.6	51.6
High SES	118	48.4	48.4	100.0
Total	244	100.0	100.0	

4.3.3 Hypotheses Testing

H1: There is no significant correlation between motivation and academic achievement among the upgrading teachers in Sa'adatu Rimi College of Education

Table 4.4 shows the result for correlation between motivation and academic achievement among the upgrading teachers. The result shows that an insignificant correlation was found ($r = .108$, $p = .104$), indicating that motivation does not influence academic achievement among the teachers.

Therefore, this hypotheses is accepted

Table 4.4: Correlations			
		Motivation	CGPA
Motivation	Pearson	1	.108
	Correlation		
	Sig. (2-tailed)		.104
	N	243	227
CGPA	Pearson	.108	1
	Correlation		
	Sig. (2-tailed)	.104	
	N	227	228

4.3.4 H2: There is no significant difference in CGPA between rural and urban upgrading teachers attending the upgrading programme in Sa'adatu Rimi College of Education, Kumbotso.

Table 4.6 presents the result for the difference in CGPA between the rural and urban upgrading teachers. The result indicates no significant difference in CGPA between rural and urban themteachers was found ($t(238) = .341, p = .734$), indicating that CGPA is at the same level irrespective of the location of the upgrading teachers. Therefore, the hypothesis which states that there is no significant difference in CGPA between rural and urban teachers attending upgrading programme in Sa'adatu Rimi College of Education, is therefore, accepted.

Table 4.5: Mean, SD, t, and P values for the difference in CGPA between Rural and Urban Upgrading teachers attending upgrading programme

	Location	N	Mean	Std. Deviation	t	p
CGPA	Rural	156	44.4526	19.36760	.341	.734
	Urban	69	43.4261	23.84161		

4.3.5 H3: There is no significant difference in CGPA between Male and Female upgrading teachers attending the upgrading programme in Sa'adatu Rimi College of Education, Kumbotso

Table 4.7 presents the result for the difference in CGPA between the male and female among upgrading teachers. The result indicates no significant difference in CGPA between them found ($t(238) = .418, .p = .676$), indicating that CGPA is the same irrespective of gender of upgrading students. Therefore the hypothesis which states that there is no significant difference in CGPA between Male and Female upgrading teachers attending upgrading programme in Sa'adatu Rimi College of Education, Kumbotso is accepted

Table 4. 6: Mean, SD, t, and P values for the difference in CGPA between Male and Female students in upgrading programme

	Gender	N	Mean	Std. Deviation	T	p
CGPA	Male	180	44.4378	21.25096	.418	.676
	Female	48	43.0167	19.58709		

4.4 Summary of the findings

1. There is high level of motivation among the upgrading teachers in Sa'adatu Rimi College of Education
2. Students with low level of SES are the majority
3. There is no significant relationship between motivation and academic achievement among the upgrading teachers.
4. There is no significant difference in academic achievement (CGPA) between rural and urban upgrading teachers.
5. There is no significant difference in academic achievement (CGPA) between the male and female upgrading teachers.

4.5 Discussions of the Findings

The study examined the influence of gender, socioeconomic status and motivation among the students of the upgrading course in Sa'adatu Rimi College of Education, Kano. Schools have the prime objectives of impacting knowledge through teaching. To effectively deliver on these objectives, qualified and competent teachers are harnessed. However, the performance of teachers is not only a function of ability (qualification and competence) but also of motivation. Ngu (1998) contends that the two most important variables explaining employee performance are motivation and ability. Ngu (1998) sees motivation as the enthusiasm and persistence with which a person does a task, while ability refers to task competence. Impliedly, therefore, teachers can

only reach peak performance if they are adequately motivated assuming that the issue of competence is taken as given.

Effective job performance by teachers can lead to the realization of the broad objectives for which schools are established. Blanchard (2004) affirms that good performance in school will lead to positive growth. This finding of the study concurs with the findings of Geoffrey (2010), where it was observed that motivational factors have a significant effect on teaching and learning activities. This entails that the more staff are motivated, the more they are likely to attend to their classes, exhaust the lesson periods, and read and correct students' assignments and projects among others, thereby ensuring the attainment of the school and national goals which is 'quality education to students. Similarly, Stevens and White (1987) show that improvement in teacher motivation has benefits for students and teachers.

Motivation being a set of processes determines the choices people make about their behaviours. It is an abstract term and impact incentives that require a response on part of someone else to achieve a defined goal. McClelland (1961) stressed that individuals tend to develop certain motivational drives on the cultural environment in which they live and these drives affect the way they view their jobs. McClelland suggests that achievement, affiliation, competence and power are four types of motivational drives that are found in individuals that are self-motivated.

In order to keep employees motivated, their needs must be addressed. For teachers, one of such needs is capacity building in form of in-service training. Satisfying workers' needs can be viewed as distributing incentives when certain objectives are achieved. Employees have needs that they want met and employers have goals that they reach and they can work together as a team to satisfy the wants of both the employees and their employers. Workers who are motivated to help reach the goal of the employer and do so should be recognized with an incentive/reward. When

considering what type of incentives to use, there are two types to be aware of, extrinsic and intrinsic. the *Extrinsic* are external rewards that occur apart from work, such as money and other material things. On the other hand, the *intrinsic* are internal rewards that a person feels when performing a job, so that there is a direct and immediate connection between work and reward.

A motivated employee is loyal employee and to be loyal implies that the employee supports the actions and objectives of the firm. The appearance of the job as a whole has, in fact, a bearing on the willingness and quality of an employee's performance. The relationship between the employer and employee must be one of understanding in order for the employee to identify himself with his work and with the organization he is working for. Lack of motivation in return affects productivity. A number of symptoms may point to low morale: declining productivity; high employee turnover; an increasing number of grievances; higher incidence of absenteeism and tardiness; increasing the number of defective products; a higher number of accidents or a higher level of waste materials and scrap (William Day 1978).

The finding involving low SES revealed that students may likely under perform in academic activities. Studies, i.e. G.Morgan, Farkas, & Maczuga (2009), indicate that children from low-SES households and communities develop academic skills slower than children from higher SES groups. Similarly, studies e.g. Aiken(2008) indicated that low SES in childhood is related to poor cognitive development, language, memory, socio-emotional, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under-resourced, negatively affecting students' academic progress and outcomes. Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to

reduce some of these risk factors; Therefore, increased research on the correlation between SES and education is essential.

In term of the relationship between motivation and academic achievement, an insignificant correlation demonstrates that motivation does not influence academic achievement of upgrading students in Sa'adatu Rimi College of Education. The studies is inconsistent with the finding involving socio-cultural factor (rural and urban) shows no significant difference, indicating that academic performance does not vary based on socio-cultural situations. The study is consistent with Liu, Peng and Luo (2019), who found a moderate relation between SES and academic achievement ($r=0.243$). Moderation analyses indicated that the relation between SES and academic achievement gradually decreased in the past several decades; SES has a stronger correlation with language achievement (i.e., Chinese and English) than science/math achievement and general achievement. These findings were discussed from the perspective of governmental policies on education.

The findings involving gender difference in academic achievement revealed that no significant variation was found based on gender and the study is consistent with the observation made by Block (2006) that gender is a strong predictor of human conduct and many differences have been documented on attitude and behaviour that affect academic performance in between males and females. The issue of the influence of gender and differences in academic achievement is a complex task, thus many studies appear to be contradictory which pave way for tremendous amount of works to have been carried out in an attempt to find out the potential causes of the differences between girls' and boys' academic performances and This has clearly demonstrated that male students are superior to their female counterparts in qualitative courses. However, the finding of the study is also inconsistent with (2015), who found that female students perform

better in classroom instructional activities than their male counterparts if male teachers manned the instruction and vice versa.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This presents the summary, conclusion and recommendations from the research findings. The entire work is summarized and conclusions were forwarded based on the outcomes of the study. The chapter also highlighted some basic recommendations from the study.

5.2 Summary

Chapter One provides the motivation behind conducting this research work, and the justification of the worthiness of the research in form of statement of the problem. It also contains vividly the objectives of the study which served as the direction of the entire research work. Five research objectives were also formulated to give more and accurate direction to the study. Finally, the chapter presented the significances of the study as well as its scope and delimitations. In Chapter Two, the relevant literatures were reviewed directly related to the study.

Chapter Three provides a blueprint of the entire research work. It described the general methodology of the study, as it presents structure within which the research was conducted. It also constitutes a blueprint for the collection, measurement and analysis of data. It also highlighted and described the design, population, sample size and sampling technique and the instrument used for the data collection. The chapter finally gives the procedures for data collection and analysis in details.

Chapter Four provides, a summary of the data collected for the research work. And It also presents the descriptive statistics of the respondents' demographic variables consisting of subject location and gender. The chapter equally presents the detailed analyses of the data in line with

the research questions and hypotheses. Finally, a summary of the major findings was presented and discussed thoroughly in line with previous researches.

5.3 Conclusions

1. There is high level of motivation among the upgrading teachers in Sa'adatu Rimi College of Education.
2. Students with low level of SES were the majority
3. There is no significant relationship between motivation and academic achievement among the upgrading teachers in Sa'adatu Rimi College of Education.
4. There is no significant difference in academic achievement (CGPA) between rural and urban upgrading teachers.
5. There is no significant difference in academic achievement (CGPA) between the male and female upgrading teachers in upgrading programme.

The study concludes that the level of motivation could be used as a mechanism to improve the performance of upgrading students in Sa'adatu Rimi College of Education through provision of incentives, demonstrating that incentives other than the type of interpersonal incentives traditionally included in the study of accountability can influence the rating level and feelings of staff. The tendency to use incentives to influence performance may be quite powerful, even in the absence of specific incentives. Incentives can play a vital role in the improving performance of teachers if used wisely. This is especially relevant in organizations in which staff are given opportunity for self-ratings. In this type of situation, there is much pressure to inflate ratings. The dual incentives (internal and external) may influence performance.

Notwithstanding the fact that underachieving males may be beset with many challenges that impact their ability or competence to achieve at a standard relative to their female counterparts, it is instructive that their voices, individual or collective, have been largely left out of the arguments, debates and diagnoses of the male–female achievement differential. And while most established hypotheses have merit, the value of students’ self-examination and assessment cannot be discounted.

5.4 Recommendations

1. Sa’adatu Rimi College of Education should advantageously use the level of high motivation by using incentives appropriately towards better performance.
2. The level of SES among the Upgrading teachers in Sa’adatu Rimi College of Education, should be improved through varying mechanisms, such as extra allowance
3. The teachers of the upgrading students should use the findings of the study to improve their academic status.
4. The Ministry of education and LGA should ensure that negative performance is improved through incentives so as to dislodge the negative attitude and create a positive one on performance. This will counteract the effect of previous failures and rankings in the subject which may degenerate into a negative school culture and definitely low performance.
5. A motivational mechanism should be maintain and enhanced in order to continue to derive uniform or equal performance between male and female upgrading teachers attending the upgrading programme in Sa`adatu Rimi College of Education, Kumbotso, Kano.

5.4.1 Suggestions/Recommendation for further Studies

The study suggests that a similar study be conducted to cover teachers pursuing a similar programme in other NCE awarding institutions so as to have comprehensive data about their performance as well as influence of the motivation among the upgrading teachers in Kano.

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APPENDIX A

Dear Respondent,

This research is on an influence of motivational techniques and socioeconomic status on academic achievement among upgrading primary school teachers in Sa'adatu Rimi College of Education Kumbotso Kano, Kano State, Nigeria.

This questionnaire is aimed at gathering information from you, please provide the information required in this questionnaire as accurate as possible. Every information given by the respondents will be treated confidentially, the information given is only for the purpose of the research.

Thank you in anticipation of your cooperation.

Yours faithfully,

Idris Abdulkadir Shu'aibu

SECTION A

Teacher's Job Motivation Questionnaire

Please respond by putting a tick [\checkmark] in the column that mostly describe you.

Admission Number.....

Combination.....

Grade level.....

Demographic information;

Location; Rural ☐ urban ☐

Gender; Male ☐ Female ☐

Note: SD=strongly disagree; D=Disagree; A=Agree; SA=Strongly Agree

	Intrinsic motivation	SA	A	DA	SDA
1	I feel courage with the level of a satisfaction I derive from attending the upgrading course				
2	I am motivated by my performance at the school				
3	At college I often think of how much I enjoy the school activities				
4	I think the college is fun				
5	I do my best at college				
6	I put much effort in college work				
7	I think college is boring				

Ryan and Deci (2010)

	Extrinsic motivation	SA	A	DA	SDA
8	My salary is a source of motivation				
9	I am satisfied with my salary				
10	I am happy with training courses, seminars and workshop opportunity at my work place				
11	I enjoy the chances of promotion in my job				
12	I am happy to attend upgrading course during weekend				
13	I like the kind of recognition given to my job				
14	I am happy with the level of job security (statutory protection from arbitrary dismissal and provision of retirement benefits)				
15	I appreciate the kind of challenge my job offer				

Musa Ibrahim (2008)

APPENDIX B

Slovin`s Formula in Determining the Sample Size

$$\frac{N}{1 + N (P)^2}$$

Reliability Test

Correlations

		EXTRINSIC1	EXTRINSIC2
EXTRINSIC1	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	25	25
EXTRINSIC2	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		INTRINSIC2	INTRINSIC1
INTRINSIC2	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	25	25
INTRINSIC1	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptives

[DataSet1] C:\Users\Isa\Desktop\Others\SRCOE\Data Set.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	243	4.38	8.00	6.7654	.79725
Valid N (listwise)	243				

Frequencies

[DataSet1] C:\Users\Isa\Desktop\Others\SRCOE\Data Set.sav

Statistics

L_Motivation

N	Valid	243
	Missing	1
Mean		1.4403
Std. Deviation		.49745

L_Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High motivation	136	55.7	56.0	56.0
	Low motivation	107	43.9	44.0	100.0
	Total	243	99.6	100.0	
Missing	System	1	.4		
Total		244	100.0		

SPLIT FILE OFF.

DESCRIPTIVES VARIABLES=L_Motivation
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

[DataSet1] C:\Users\Isa\Desktop\Others\SRCOE\Data Set.sav

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
L_Motivation	243	1.00	2.00	1.4403	.49745
Valid N (listwise)	243				

CORRELATIONS

/VARIABLES=Motivation CGPA
 /PRINT=TWOTAIL NOSIG
 /MISSING=PAIRWISE.

Correlations

[DataSet1] C:\Users\Isa\Desktop\Others\SRCOE\Data Set.sav

Correlations			
		Motivation	CGPA
Motivation	Pearson Correlation	1	.108
	Sig. (2-tailed)		.104
	N	243	227
CGPA	Pearson Correlation	.108	1
	Sig. (2-tailed)	.104	
	N	227	228

SORT CASES BY L_Motivation.
 SPLIT FILE LAYERED BY L_Motivation.
 DESCRIPTIVES VARIABLES=Motivation
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

[DataSet1] C:\Users\Isa\Desktop\Others\SRCOE\Data Set.sav

Descriptive Statistics^a

L_Motivation		N	Minimum	Maximum	Mean	Std. Deviation
High motivation	Motivation	136	6.13	8.00	7.3189	.42704
	Valid N (listwise)	136				
Low motivation	Motivation	107	4.38	8.00	6.0619	.57111
	Valid N (listwise)	107				

a. No statistics are computed for one or more split files because there are no valid cases.

T-Test

[DataSet1] C:\Users\Isa\Desktop\Data Set.sav

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
Extrinsic_motivation	Rural	165	3.3485	.45213	.03520
	Urban	75	3.3017	.58381	.06741

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	7.509	.007	.677	238	.499	.04682	.06919	-.08948	.18312	
Equal variances not assumed			.616	115.959	.539	.04682	.07605	-.10381	.19744	

```

T-TEST GROUPS=Location(1 2)
/MISSING=ANALYSIS
/VARIABLES=CGPA_2
/CRITERIA=CI (.95) .

```

T-Test

[DataSet1] C:\Users\Isa\Desktop\Data Set.sav

Group Statistics					
	Location	N	Mean	Std. Deviation	Std. Error Mean
CGPA_2	Rural	156	44.4526	19.36760	1.55065
	Urban	69	43.4261	23.84161	2.87019

FREQUENCIES VARIABLES=Subject Location Gender
/ORDER=ANALYSIS.

Frequencies

[DataSet1] C:\Users\Isa\Desktop\Data Set.sav

Statistics				
		Subject	Location	Gender
N	Valid	244	244	244
	Missing	0	0	0

Frequency Table

Subject		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Home Economics	14	5.7	5.7	5.7
	Fine and Applied Art	16	6.6	6.6	12.3
	Computer Science	25	10.2	10.2	22.5
	Business Education	33	13.5	13.5	36.1
	PHE	62	25.4	25.4	61.5
	Islamic	42	17.2	17.2	78.7
	Agric	52	21.3	21.3	100.0
	Total	244	100.0	100.0	

Location		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	166	68.0	68.0	68.0
	Urban	75	30.7	30.7	98.8
	3.00	1	.4	.4	99.2
	4.00	2	.8	.8	100.0
	Total	244	100.0	100.0	

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	190	77.9	77.9	77.9
Female	52	21.3	21.3	99.2
Valid 3.00	1	.4	.4	99.6
4.00	1	.4	.4	100.0
Total	244	100.0	100.0	

```

FREQUENCIES VARIABLES=Location Gender
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] C:\Users\Isa\Desktop\Data Set.sav

Statistics		
	Location	Gender
N Valid	244	244
Missing	0	0

Frequency Table

		Location			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	166	68.0	68.0	68.0
	Urban	78	32.0	32.0	100.0
	Total	244	100.0	100.0	

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	190	77.9	77.9	77.9
	Female	54	22.1	22.1	100.0
	Total	244	100.0	100.0	

```

T-TEST GROUPS=Gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=CGPA_2
/CRITERIA=CI (.95) .

```

T-Test

[DataSet1] C:\Users\Isa\Desktop\Data Set.sav

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
CGPA_2	Male	180	44.4378	21.25096	1.58395
	Female	48	43.0167	19.58709	2.82715

Group Statistics

	SES	N	Mean	Std. Deviation	Std. Error Mean
CGPA_2	Low SES	118	43.6169	21.07884	1.94046
	High SES	110	44.6982	20.74166	1.97764

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
CGP	Equal variances assumed	.828	.364	-.390	226	.697	-1.08123	2.77222	-6.54393 4.38147
A_2	Equal variances not assumed			-.390	225.333	.697	-1.08123	2.77064	-6.54092 4.37845