

Impact of Teacher Motivation, Information and Communication Technology on the Effective Learning of Primary School Pupils in Sabon Gari Local Government Area Kaduna State

Hauwa'u Abubakar¹
hauwauabubakar84@gmail.com

¹Department of Educational Psychology, Federal University of Education, Zaria

Abstract

This study examined Impact of teacher Motivation and Information and Communication Technology on the Effective Learning at primary schools in Sabon Gari Local Government Area Kaduna State. The population comprised up of all public primary school teachers in Sabon Gari. The total population of public primary school teachers in Sabon Gari Local Government based on the Kaduna state school enrollment census (2020) is 2,064 out of this number, 887 are male and 1,177 are female. The sampling technique adopted for the study by the researcher is purposive sampling technique. The researcher purposively selected a sample size of 400 (200males and 200 females) to serve as the sample size in the study. The teachers that made up the sample were given the instruments which took about 45 minutes to fill. The instrument was self-constructed by the researcher and was a structured questionnaire titled “Teacher Motivation, Information Communication Technology and Effective Learning Questionnaire (TMICTELQ). The instrument consists of 40 items rated on a four-point response format ‘1= Strongly Agree, 2 = Agree, 3 = disagree, 4 = Strongly disagree’. A test re-test reliability was conducted and the instrument reported Cronbach’s alpha of .78. The instrument was validated by five experts in the department of Educational Psychology, Federal College of Education, Zaria. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson r using the IBM SPSS version 23. Based on the findings of this study, the following recommendations were put forward; Teachers should always be motivated by all and sundry that constitute the educational sector so as to make them put the best for maximum learning of the pupils in primary school and Government at the three tiers should as a matter of urgency provide all the necessary ICT equipment, apparatus and materials needed for imparting and facilitating knowledge.

Keywords: Teaching, Information, Communication, Learning, Pupils.

Introduction

Teaching and learning have been two side of a coin that can never be separated. As Siamese twins, they may need some impetus that could make them thrive. Teacher motivation and information and communication technology may be influential on the learning of primary school pupils in public primary schools. In this light age where technology seems to having answers to every question and solution to every problem, then the issues in regards to learning especially of primary school pupils should not be anything to worry about.

According to the World Development Report WDR (2018) claimed that on the subject of teacher motivation, no amount of training or inputs can substitute for teacher motivation.

Because of high teacher absenteeism in many countries, fostering effort is a serious challenge. Moreover, even when they are in school, teachers are often not in class teaching. Yet education systems in many countries neither reward teachers for performing well nor penalize them for performing poorly. Teachers need to be treated as professionals— and good professionals receive support and respect, but are also held to high expectations. A system that does not pay attention to what its teachers are doing does not afford teachers the respect they deserve.

Teacher motivation works through various behavioral mechanisms and comes in multiple forms. Lorena, Rogers, Chaudhury, Hammer, Kremer and Muralidharan (2006), confirmed the fact that another person may observe their performance offers a form of professional motivation. So do evaluations, where teachers expect their performance to be assessed, with the associated consequences. According to Daniel (2008), financial incentives for successful teachers and firing of neglectful ones are just two important parts of a broader spectrum of accountability interventions. At the same time, teachers in many environments face multiple demands beyond teaching, as well as risks such as late payment of salaries and even physical danger. It can be tempting, in light of data on high teacher absenteeism and low teacher skills, to blame teachers for many of the faults of education systems. But these systems often ask far more of teachers than teaching and at times offer relatively little in return. To Hanushek (2011), financial and nonfinancial incentives are one possible mechanism for teacher motivation. In India, students performed better in primary schools that provided teachers with financial incentives for higher reading and mathematics scores. Christine and Silova (2015), maintained that students also scored higher in science and social studies, despite no financial incentives being offered in those areas. For students to learn, teachers have to teach effectively but many education systems pay little attention to what teachers know or what they do in the classroom. Focusing on teachers' skills and motivation can pay off.

Daniel, Barrow, and Sander (2007), pointed out that equipped and motivated teachers are the most fundamental ingredient of learning. Teachers are also the largest budget item, with their salaries accounting for over three-quarters of the education budget at the primary level in low- and middle-income countries. Yet many education systems put in classrooms teachers who have little mastery of the subjects they are to teach especially in classrooms serving poor children. Helen and Llambiri (2011), holds that once in place, most teachers take part in some professional development, but much of it is inconsistent and overly theoretical. Meanwhile, education systems often lack effective mechanisms to mentor and motivate teachers. Lorena, Rogers, Chaudhury, Hammer, Kremer and Muralidharan (2006), argue that such failures can be illuminated through models of human behavior which also point to solutions. Zafar and Ullah, (2020) posits that teacher's motivation improves the professional skills and performance of public primary school teachers. Increasing teacher motivation with incentives can increase learning if the incentivized actions are within teachers' capacity and if the failure to perform those actions has impeded learning.

Adewoye and Salau (2021) affirmed that ICT can be viewed as computer-based instruments and methods for eliciting and using information. In this regard, there is no doubt that Information and Communication Technology (ICT) is a tool that can be applied to all aspects of human endeavor including teaching and learning. On the subject of Information and Communication Technology (ICT), Bello and Oludele (2016) posits that modern generation of

learners grew up amid technology and are at ease in a digital world. They further named this age as Net genres who are information and multimedia literate. Providing education to this contemporary generation of learners thus, requires the inclusion and usage of ICT into the teaching and learning process of primary school pupils. Hjalmarsson, (2014) support the importance of integrating ICT into teaching holding the opinion that it adds up to the learner's autonomy. He elaborated further that, learners are able to use ICT to specify their kind of learning, such as the divers pattern of giving instruction, to their personal needs and requirements. Hjalmarsson, (2014) argue that a connection between learners' inner motivation and ICT is also made by the teacher and thus their learning ability is increased. Gleason (2013) and Suliman (2014), state that technology integration in teaching spur student interest on learning.

Adewoye and Salau (2021) citing Moursund, (2005) asserts that ICT has the potential to contribute to substantial improvements in the educational system, it can also be used to improve the quality of teaching and learning in the school system and also provide innovation for teaching and learning. ICTs is defined as 'a variety of technological tools and resources used to communicate, create, publish, store and manage information'. This technology is inclusive of computers, the Internet, broadcast technology (radio and television), and telephone communications (Al-Mamary, 2020).

Objectives of the Study

The following objectives were formulated to serve as the foundation for the study:

1. Examine the relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari.
2. Examine the relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Research questions

The study was guided by the following research questions:

1. What is the relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari?
2. What is the relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari?

Research hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significant:

1. There is no significant relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari.
2. There is no significant relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Methodology

The study population comprised up of all public primary school teachers in Sabon Gari. The total population of public primary school teachers in Sabon Gari Local Government based on the Kaduna state school enrollment census (2020) is 2,064 out of this number, 887 are male and

1,177 are female. The sampling technique adopted for the study by the researcher is purposive sampling technique. The researcher purposively selected a sample size of 400 (200males and 200 females) to serve as the sample size in the study. The teachers that made up the sample were given the instruments which took about 45 minutes to fill. The instrument was self-constructed by the researcher and was a structured questionnaire titled “Teacher Motivation, Information Communication Technology and Effective Learning Questionnaire (TMICTELQ). The instrument consists of 40 items rated on a four-point response format ‘1= Strongly Agree, 2 = Agree, 3 = disagree, 4 = Strongly disagree’. A test re-test reliability was conducted and the instrument reported Cronbach’s alpha of .78. The instrument was validated by five experts in the department of Educational Psychology, Federal College of Education, Zaria. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson r using the IBM SPSS version 23.

Results

Hypothesis 1: There is no significant relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari Local Government Area.

Table 1: There is no significant relationship between teacher motivation and effective learning of public primary school pupils

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Teacher motivation	400	5.77	2.32	41	0.63	0.05	H ₀ Rejected
Effective learning	400	31.20	10.11*				

Table 1 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.63 indicating a strong relationship between teacher motivation and effective learning of public primary school pupils Sabon Gari Local Government Area of Kaduna State. We can conclude that teachers’ motivation improves effective learning process of public primary school pupils. By implication, there was a strong positive relationship between teacher motivation and effecting learning which was statistically significant ($r=0.63$, $n=400$, $p<0.05$). It can therefore be said that to a large extend that teacher motivation significantly improves learning of public primary school pupils. Therefore, the null hypothesis which stated that there is no significant relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari was rejected.

Hypothesis 2: There is no significant relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Table 2: There is no significant relationship between information communication technology and effective learning of public primary school pupils

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
ICT	400	5.51	2.12	41	0.52	0.05	H ₀ Rejected

Effective learning	400	45.28	13.11
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Table 2 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.52 indicating a strong relationship between information and communication technology and effective learning of public primary school pupils in Sabon Gari Local Government of Kaduna State. It can conclude that ICT improves the learning of public primary school pupils. By implication, there was a strong positive relationship between ICT and effective learning of primary school pupils which was statistically significant ($r=0.52$, $n=400$, $p<0.05$). It can therefore be said that to a large extend ICT significantly improves learning of public primary school pupils. Therefore, the null hypothesis which stated that there is no significant relationship between information and communication technology and effective learning of public Primary school pupils was rejected.

Discussion

Finding of this study revealed a strong positive relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari Local Government Area of Kaduna State. It can therefore be said that to a large extend that teacher motivation significantly improves learning of public primary school pupils. This finding corroborates with that of Hanushek (2011) who opined that in India, students performed better in primary schools that provided teachers with financial incentives for higher reading and mathematics scores. Similarly, Zafar and Ullah, (2020) posits that teacher's motivation improves the professional skills and performance of public primary school teachers. Increasing teacher motivation with incentives can increase learning if the incentivized actions are within teachers' capacity and if the failure to perform those actions has impeded learning.

The finding also revealed a strong positive relationship between information and communication technology and effective learning of public primary school pupils in Sabon Gari Local Government of Kaduna State. It can conclude that ICT improves the learning of public primary school pupils. This finding agrees with that of Hjalmarsson, (2014) who supported the importance of integrating ICT into teaching holding the opinion that it adds up to the learner's autonomy. He elaborated further that, learners are able to use ICT to specify their kind of learning, such as the divers pattern of giving instruction, to their personal needs and requirements. Furthermore, the finding also supported the view of Adewoye and Salau (2021) who asserted that ICT has the potential to contribute to substantial improvements in the educational system, it can also be used to improve the quality of teaching and learning in the school system and also provide innovation for teaching and learning.

Conclusion

Based on the analysis of the data, it is obvious that there is relationship between teachers' motivation the use of ICT and effective learning of primary school pupils. If teachers are well remunerated, they work effectively and efficiently towards ensuring that pupils learn in the process. The success of ICT initiatives in the schools depends on educators who are motivated to integrate the technology in their teaching job. While most of the educators in this study believe that the integration of ICT resources in the teaching could be rewarding, they are also bombarded

with demotivating factors that influence them not to use the technology in their teaching. In the cases where educators derived professional satisfaction when using the technology for teaching, they found the work itself a motivating factor for them to use the ICTs in their pedagogy.

Recommendations

Based on the findings of this study, the following recommendations were put forward;

1. Teachers should always be motivated by all and sundry that constitute the educational sector so as to make them put the best for maximum learning of the pupils in primary school
2. Government at the three tiers should as a matter of urgency provide all the necessary ICT equipment, apparatus and materials needed for imparting and facilitating knowledge.

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