



POLAC ECONOMIC REVIEW (PER)
DEPARTMENT OF ECONOMICS AND MANAGEMENT SCIENCE
NIGERIA POLICE ACADEMY, WUDIL-KANO



THE INFLUENCE OF TEACHERS MOTIVATION ON STUDENTS ACHIEVEMENT IN COMMERCIAL COURSES IN SECONDARY SCHOOLS IN KANO STATE

Auwal Said MAHMOUD

Department of Business Education, School of Vocational and Technical Education, Sa'adatu Rimi College of Education, Kumbotso

Sulaiman Umar

Academic Division, Sa'adatu Rimi College of Education, Kumbotso

Murtala Muhammad Ahmed, PhD

Department of Economics Education, School of Secondary Education, Sa'adatu Rimi College of Education, Kumbotso

Abstract

This study focused on the influence of teachers' motivation on students' achievement in commercial courses in secondary schools in Kano State. Three research objectives were resaid, three research questions were answered and two null hypotheses were tested for the study. This study used survey descriptive design. The population is; made up of sixty-two (62) commercial teachers in three commercial secondary schools in Kano State. The whole population were used as a sampled size of the study. The instrument used for data collection was Influence of teachers' motivation on students' achievement in commercial courses in secondary schools in Kano State designed by the researchers was used as an instrument for data collection of the study. The instrument was vetted by four experts in research. The reliability coefficient obtained was 0.89. The research questions were answered using mean and standard deviation. Regression analysis was used in testing all the null hypotheses at 0.05 level of significance. The analysis of the data yielded that Regular promotion by teachers enhanced the students' achievement so as to help the teachers acquire more knowledge and skills to perform better students' achievement in learning commercial courses of study Kano State commercial secondary schools. On the basis of the findings the research concluded that regular promotion by teachers helps assist and guide the teachers to improve their performance regardless of their gender differences. The researchers made some recommendations which include Regular promotion by teachers on students' achievement should be provided by the school authority so as to help the teachers to acquire more attitudes, knowledge and skills to perform better on students' achievement in learning commercial courses of study in commercial secondary schools in Kano State.

Keywords: *Commercial Courses, Commercial Secondary Schools, Motivation, Students' Achievement and Teachers' Motivation*

Introduction

Students' achievement refers to the holistic goals that the students acquired at a given programme of study after the final examination and defending their thesis or dissertation successfully that qualified an individual to receive a

certificate in order to earn a living at any given school from the certificate level to the PhD level. Students' achievement can be regarded as total skills, attitudes and knowledge that the students received while undergoing any programme of study that guarantee the candidate to receive a certificate that will enable the recipients to earn a

living after graduation from the programme of study. This is in line with the position of Sam (2020) who considered students' achievement as achievement which were measured using cumulative grade point average of the semester for the final year students which led the students to have the certificate for the earnings of living. Bang (2020) surmised that family income levels, full attendance, schools' obtainment on top students' achievement in higher schools significantly influence first-generation college students' achievement.

Mthimunya and Daniels (2019) conducted studies to evaluate students' efficiency for better achievement in the programme of study. Alfordy and Othman (2021) assigned extensive assessment related activities in the classroom to imply the importance of identifying assessment activities and promote the adoption of desirable students' achievement for motivational goals. Students' achievement has to do with the performance of students after students have been exposed to this virtual learning. Students' achievement refers to the learning outcome of the students in terms of level of students' acquisition of skills, knowledge and ideas needed for gainful employment in related fields or careers (Umoru & Adekunle, 2019). Students' achievement is the measurement of the amount of academic content a student learns in a given time frame. Achievement is usually assisted through frequent progress and comprehension checks and examinations; however, there is no consensus on how it is best to be evaluated by professionals in the education field for motivating students to achieve greatest goals. Most of them were motivated as a result of Students' achievement. This implies that students' achievement inculcates students' motivation from different angles either from the parents, teachers, and the society at large.

Motivation refers to the psychological ideas that influence individual behaviour with respect to the attainment of workplace goals and tasks of an individual. Motivation therefore, is the act of getting people to do things more efficiently or quickly with a sense of responsibility for behaviour and emotional well-being. This is in line with the position of Rebecca (2022) who stated that prosocial motivation is associated with the beneficial emotional

well-being of the students by teacher(s) effort in order to improve positive behaviours among the individual students needs especially at the secondary level. According to psychologists, remuneration on its own does not increase motivation; there are other issues to be met too, which include occupational status, recruitment, attribution, development and overall job satisfaction. This is in line with the view of Rebecca (2022) who is in the perceptions for examined as socio-emotional basic psychological need satisfaction perceived autonomy, competence, and relatedness. Only when the basic needs have been met is it possible for higher order "needs", which are the basis of true job satisfaction, to be realised.

Motivation, effects of Motivation on Students learning styles, the roles of teachers in motivating the students to achieve the objectives, factors influencing students and school achievement, teacher's motivation on students' achievement, strategies for motivating students to learn effectively. As one of the most often-researched topics in the field of psychology and education, motivation has been generally viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation (Dörnyei & Ushioda, 2011). Therefore, researchers were rather selective in their study focus by applying a range of motivation theories. Dörnyei and Ushioda (2011) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour. Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity in their area of profession as a teacher to be motivated.

Teacher motivation, Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching profession, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' as a result of proper promotion, incentive and scholarship for furthering their

studies (2008, p. 37). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the influence of external conditions and constraints; team-portal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.

Given the existing definitions of teacher motivation, the second dimension identified by Dörnyei and Ushioda (2011) is much inclusive of the persistence and effort with teaching profession which constitutes the second and third dimensions of Sinclair's definition. Therefore, teacher motivation refers to reasons emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. Motivation has been defined as internal processes that energise, direct and sustain certain behaviour.

It is for this reason that organisation use incentives to boost motivation of workers which may include better working conditions, better terms and conditions of services. (Remuneration), reduction of workload, better command structure (supervision), Ryan and Deci (2000). The term motivation derives from the Latin words' movers "to move". It is virtually impossible to determine a person's motivation until that person behaviour or action an individual performs at each moment in time, the initiation and persistence of an important and usually the most expensive assets that any organisation can possess. In any school it is largely the work of teachers that determines the degree of success or failure in the school's efforts to achieve its goals of integrating success and learning. This implies that it's the teacher's goals to give the school its credibility and determine its character.

Motivation guides people's action and behaviours towards achievement of some goals. Motivation can be

intrinsic or extrinsic, intrinsic motivation derives from within the person or from the activity itself, positively affecting behaviours performance and wellbeing. This is in line with the position of Collie (2022) who shade more light on how students can manage their social-emotional experiences and encouraging students' involvement in relation to the creation or referment of classroom or school rules, norms and values that inculcate the improvement of students' positive behaviours. This means that motivation increases the inner part of students' behaviour so as to be positive that leads them to be competent. (Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others improved the students' achievement. Student's achievement is the act that shows how well students gathered, or acquired in a given programme of study at a particular point of time which will qualify the students to gain employment opportunities. This means that positive achievement of students while teaching at any level of education, especially secondary education can influence and motivate the teacher to perform excellently in order to guide the students appropriately. This implies students' achievement is an ingredient for motivating teachers to perform effectively that lead the students to achieve their objectives.

Teacher motivation refers to the process of motivating the teachers either internally or externally by enhancing their atmosphere, welfare, paying their salaries in time, giving them incentives, price gives, yearly increment, proper promotion, scholarship and staff development. If the mentioned activities are due to the teachers surely that teachers must be motivated and conduct their activities professionally so as to help, assist and guide the students to achieve their objectives for receiving excellent certificates after graduation from the programme. Teachers' motivation has become an important issue for given their responsibilities in order to influence skills, knowledge and attitudes of the learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mark, 2015). Teachers' motivation depends critically on effective management, particularly at the schools' level. If systems and structures set up to manage and support teachers are dysfunctional,

teachers are likely to lose their sense of professional responsibility and commitment. Inadequate teachers' commitment while teaching will not allow the students to receive proper achievement in their day to day study. Most of the students' problems that helped to deny the students from receiving proper achievement was as a result of neglecting teacher motivation especially in this arena. This means that the government and some private organisations are not paying the teachers responsibilities in time and providing them with some social responsibilities that motivate the teachers to perform their duties very in relation to the students' achievement.

Motivation of Teachers on Students Achievement. Motivation of teachers on students' achievement includes the regular payments of their salaries at the right time, allowing teachers to participate seminars, workshops, regular promotions, and teachers welfare, providing the relevant instructional materials, conducive learning atmospheres, given them some incentives, fringe benefits and also their standard of living will improve the students achievement because the teachers will work hard during their Lessons in the class so as to allow the students to received their lessons in good planning. This means that motivation of teachers is a yardstick for improvement of students' achievement in a given school such as commercial schools in Kano State. When teachers are being motivated, the society/government will benefit immensely in the sense that teachers put in their best, the students will contribute properly to the economic growth and development of the nation and the welfare of its citizens. Parents will also benefit when teachers are being motivated in the sense that the students will be responsible to their parents and also the money spent on them will not be in vain because they will help in carrying out family responsibilities (Mark, 2015).

Commercial Courses Business Studies: Is the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profit. **Marketing:** Refers to activities a company undertakes to promote the buying or selling of a product or services. **Marketing** includes advertising, selling, and delivering products to consumers or other businesses. **Accounting:** Is the

recording of financial transactions along with storing, sorting, retrieving, summarising, and presenting the results in various reports and analysis. **Commerce:** Refers to the exchange of goods, services or something of value, between businesses or entities. On the other hand, commerce is a way that enhances the well-being of citizens, by providing jobs and producing beneficial goods and services. **Economic:** - Is the social science that studies how people interact with things of value, in particular, the production, distribution, and consumption of goods and services. In managing the employee's achievements, motivation is one of the elements that managers should capture into their attention. Aacha (2010) mentions that satisfied teachers are generally more productive and can influence student's achievements. In Nigeria, the Government and Nigerian Union of Teachers has been in a constant standoff over the increase in salaries, benefits and improvements in working condition of teachers

Statement of the Problem

Students' achieve refers to the total achievement after completing the programme with the help, assistance and guidance of the teachers who were motivated through proper promotion, given scholarship, regular incentive. But nowadays, Teaching profession is faced with some constraints in our educational system, such as denying the teachers to further their studies in time, absent of regular promotion which lead to the teacher to spent years not promoted, inadequate of yearly increment of steps, indiscipline among teachers are their act of behaviours that affects effective teaching, learning and administration of the school. Common indiscipline behaviours by teachers which include absenteeism from school and lessons lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records, such as registers students results, involvement in examination malpractices, illegal collection from parents and students and sexual immorality. These are serious threats to all levels of our educational systems, because teachers are expected professionals entrusted with the responsibility to conserve the future and destiny of the nation. The above reasons stated would not allow the students to achieve their educational achievement as supposed to be, if not care, these students would fall into

bad company of the society. This is in line with the position of Akyeampong, (2007) who said that teachers in many countries such as Sub-Saharan Africa are being asked to radically change teaching practices at a time when the majority of them are increasingly demotivated. The study shows that the major problems of poor motivation include teachers' deployment, teachers' turnover, which results in a high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) and teachers' absenteeism. Also, turnover rate was very significant particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, this will have a negative impact on teacher's morale and motivation.

Objectives of the Study

The major objective of the study is to find out the influence of motivation of teachers on students' achievement in Commercial Courses in Secondary School in Kano State.

The specific objectives are to: -

1. Determine the Influence of motivation of teachers for proper in-service training on Students achievement in Commercial Courses in Secondary School in Kano State.
2. determine the Influence of Motivation of Teachers for regular promotions on students' achievement in Commercial Courses in Secondary School in Kano State.
3. Determine the Influence of motivation of teachers for giving them incentives on student's achievement in Commercial Courses in Secondary School in Kano State.

Research Questions

1. What is the influence of Motivation of teachers for proper In-service training on Students achievement in Commercial Courses in Secondary School in Kano State?
2. What influence of Motivation of teachers can lead to regular promotions on students' achievement in Commercial Courses in Secondary School in Kano State?

3. What is the influence of motivation of teachers for incentives on students' achievement in Commercial Courses in Kano State?

Research Hypotheses

The following were considered as the null hypotheses for the study

1. There is no significant influence of Motivation of teachers for proper in-service training on Students achievement in Commercial Courses in Secondary School in Kano State.
2. There is no significant influence of Motivation of teachers that can lead to regular promotions on students' achievement in Commercial Courses in Secondary School in Kano State.
3. There is no significant influence of motivation of teachers for incentives on students' achievement in Commercial Courses in Kano State.

Methodology

The research design employed for this study was survey design to collect the data through the opinion of the respondents using structured questionnaires. The design helps the researchers to source the information using questionnaires in the form of scales such as strongly agree, agree, disagree and strongly disagree. The study was conducted at three commercial schools in Kano State, which includes Government Secondary Commercial School Wudil, Aminu Kano Community Commercial School Goron-Dutse, and Aminu Kano Commercial School Airport Road. Kano of the population. Population of the Study consisted of all teachers of the three Commercial Schools in Kano State, amounting to sixty-two (62). The sample size of the study consisted of the whole population of (62) teachers which was selected for the study. The sample techniques adopted in this research work were random sampling techniques. The random sampling techniques are adopted because it gives each respondent in the research population an equal chance of being selected for the study. The instrument used in conducting this research work was a questionnaire designed for the Teachers of all three Commercial Schools in Kano State to fill their opinion respectively. The data for this study was analysed used Mean, Standard Deviation in order to answer the research questions while regression analysis was used to test the null hypothesis at 0,05 level

of significance A total of fifty-three (53) male and nine (9) female teachers who were teaching commercial courses in the commercial schools mentioned earlier participated actively and filled the questionnaire for the study. The results of the study were derived below.

Research Question One: What is the influence of motivation of teachers for proper in-service training on students' achievement on commercial courses in commercial secondary schools in Kano?

To answer this research question, a questionnaire result was used and the summary of the respondents' view is presented in Table 1.

Table 1 Mean difference between the opinions of the respondents on the influence of teachers' in-service training on students' achievement on commercial courses in commercial secondary schools in Kano State

Respondents	N		SD	Mean Difference
Teachers' in-service training	61	45.58	.45	13.26
Students' achievement	61	58.84	13.73	

Source (Field survey, 2022)

Table 1 reveals that the mean of the respondents' opinions about the in-service training with 3.40 and standard deviation of .45 (= 3.40; SD = .45) while students' achievement mean score of 58.80 and the standard deviation of 13.71 (= 58.80; SD = 13.71). The result gave a mean difference of 55.40 which indicated that there is strong in-service training by teachers on students' achievement on commercial courses in commercial secondary schools in Kano State. The low standard deviation difference (13.26) showed that the opinions of respondents are clustered around their respective mean in using in-service training by teachers on students' achievement on commercial courses in Kano State.

Research Question Two: What is the influence of motivation of teachers that can lead to regular promotion of students' achievement on commercial courses in secondary schools in Kano State?

To answer this research question, a questionnaire result was used and the summary of the respondents' view is presented in Table 2.

Table 2 Mean difference between the opinions of the respondents on the influence of motivation of teachers that can lead to regular promotion of students' achievement on commercial courses in secondary schools in Kano State

Respondents	N		SD	Mean Difference
Motivation on regular promotion of teachers	61	42.56	.678	16.26
Students' achievement	61	58.82	13.73	

Source (Field Survey, 2022)

Table 2 reveals that the mean of the respondent's opinions about the regular promotion of teachers with 3.40 and standard deviation of .678 (= 3.40; SD = .678) while students' achievement had a mean score of 58.80 and the standard deviation of 13.71 (= 58.80; SD = 13.71). The result gave a mean difference of 0.20 which indicated there is strong regular promotion of teachers on students' achievement on commercial courses in commercial

secondary school. The low standard deviation difference (13.71) showed that the opinions of respondents are clustered around their respective means in using regular promotion of teachers who teach commercial courses in commercial secondary schools in Kano State.

Research Question Three: What is the influence of motivation of teachers for incentives on students'

achievement on commercial courses in secondary schools in Kano State?

To answer this research question, a questionnaire result was used and the summary of the respondents' view is presented in Table 3.

Table 3 Mean difference between the opinions of the respondents on the influence of motivation of teachers for incentives on students' achievement on commercial courses in secondary schools in Kano State

Respondents	N		SD	Mean Difference
Motivation on regular incentive for the teachers	61	43.52	.678	15.28
Students' achievement	61	58.80	13.70	

Source (Field Survey, 2022)

Table 3 reveals that the mean of the respondents' opinions about the teachers' incentives with 3.43 and standard deviation of .780 ($= 3.43$; $SD = .780$) while students' achievement had a mean score of 58.80 and the standard deviation of 13.70 ($= 58.80$; $SD = 13.70$). The result gave a mean difference of 0.20 which indicated there are strong incentives of teachers on students' achievement on commercial courses in commercial secondary school. The low standard deviation difference (13.70) showed that the opinions of respondents are clustered around their respective means in using

incentives of teachers who teach commercial courses in commercial secondary schools in Kano State.

Null Hypothesis One: In-service training has no significant influence of teachers' in-service training on students' achievement on commercial courses in commercial secondary schools in Kano State.

Data collected to address the null hypothesis one was summarised in Table 4

Table 4 Summary of Regression Analysis on the in-service training by teacher on students' achievement on commercial courses in commercial secondary schools in Kano State.

Summary Model	B	Standard Error	T	Rical	R ²	Adjusted R	Sign
Teachers motivation by in-service training	3.76	3.90	.963				
				.124	.15	(0.01)	.000
Students' achievement	46.12	13.30	3.47				

Source: Field Survey 2022 $P > 0.05$

The regression analysis on table 4 was to determine the influence of teachers' in-w-service training on students' achievement on commercial courses in commercial secondary schools in Kano State. The result revealed a constant Beta value of 3.76 (teachers in-service training) with the t-value of .963 against the coefficient value of 46.12 (students' achievement) and t-value of 3.47. The R-value was .124 with R²-value of .15 and Adjusted-r of (0.010 with a p-value of .000. The result indicated that in-service training with a variance of 15% ($r^2 .15 \times 100$)

on students' achievement on commercial courses in commercial secondary schools in Kano State. This means that for each single increase in innovation practice, there was an increase of students' achievement of 22.27%. The observed=0.000 was less than the α value (0.05) this indicating that there is significant influence on the teachers in-service training on students' achievement This implies that teachers in-service training had significant influence on the students' achievement on commercial

courses in commercial secondary schools, therefore, the null hypothesis was rejected.

commercial courses in commercial secondary schools in Kano State.

Data collected to address the null hypothesis one was summarised in Table 5

Null Hypothesis Two: Regular promotion by teachers has no significant influence on students' achievement on

Table 5 Summary of Regression Analysis on the regular promotion by teacher on students' achievement on commercial courses in commercial secondary schools in Kano State.

Summary Model	B	Standard Error	T	Rical	R ²	Adjusted R	Sign
Teachers motivation by regular promotion	(.665)	3.90	. (171)				
				.165	.27	.011	.000
Students' achievement	61.16	13.30	4.60				

Source: Field Survey 2022 P>0.05

The regression analysis on table 5 was to determine the influence of teachers' in-w-service training on students' achievement on commercial courses in commercial secondary schools in Kano State. The result revealed a constant Beta value of (.665) (teachers' regular promotion) with the t-value of (.171.) Against the coefficient value of 61.16 (students' achievement) and t-value of 4.60. The R-value was .165 with R²-value of .27 and Adjusted-r of (0.010 with a p-value of .000. The result indicated that in-service training with a variance of 27% ($r^2 .27 \times 100$) on students' achievement on commercial courses in commercial secondary schools in Kano State. This means that for each single increase in innovation practice, there was an increase of students' achievement of 27%. The observed=0.000 was less than the α value (0.05) this

indicating that there is significant influence on the teachers in-service training on students' achievement This implies that teachers in-service training had significant influence on the students' achievement on commercial courses in commercial secondary schools, therefore, the null hypothesis was rejected.

Null Hypothesis Three: In-service training has no significant influence of teachers' incentives on students' achievement on commercial courses in commercial secondary schools in Kano State.

Data collected to address the null hypothesis one was summarised in Table 6

Table 6 Summary of regression analysis on the incentives by teachers on students' achievement on commercial courses in commercial secondary schools in Kano State.

Summary Model	B	Standard Error	T	Rical	R ²	Adjusted R	Sign
Teachers motivation by incentives	(.666)	3.89	(.171)				
				.022	.000	(0.16)	.000
Students' achievement	61.06	13.30	3.47				

Source: Field Survey 2022 $P > 0.05$

The regression analysis on table 6 was to determine the influence of teachers' incentive on students' achievement on commercial courses in commercial secondary schools in Kano State. The result revealed a constant Beta value of (.666) (teachers' incentives) with the t-value of 4.59 against the coefficient value of 4.59 (students' achievement) and t-value of (.171). The R-value was .022 with R^2 -value of .000 and Adjusted-r of (0.16 with a p-value of .000. The result indicated that in-service training with a variance of 0% ($r^2 .00 \times 100$) on students' achievement on commercial courses in commercial secondary schools in Kano State. This means that for each single increase in innovation practice, there was an increase of students' achievement of 00%. The observed=0.000 was less than the α value (0.05) this indicating that there is significant influence on the teachers' incentives on students' achievement This implies that teachers' incentives had significant influence on the students' achievement on commercial courses in commercial secondary schools, therefore, the null hypothesis was rejected.

Discussion of Findings

The findings of research question one and hypothesis one in Table .3 and Table 6 shows that the in-service training by teachers. The findings are consistent with that of (Asemah 2018) who opines that the in-service training by teachers improves students' achievement, especially in in commercial coerces In the same vein Bukiya (2014) said that in-service training has the means can challenge staff to students achievement while teaching some courses such as commercial courses.

The finding related to research question two in Table 4, and null hypothesis two independent t-tests in Table 7 revealed statistically that, integrated income statements which were prepared by regular promotion by teachers improve students' achievement in learning courses at the schools. This means that the results of the research question two and null hypothesis two suggested that there was strong influence on regular promotion by teachers on students' achievement. The implication is that, both the teachers have agreed that the influence of regular teachers enhance students' achievement in learning

courses of study such as commercial courses. The findings are consistent with that of (Azar, Zakaria & Suleman, 2018) who is of the view that regular promotion improves students' achievement.

The findings of research question three and hypothesis three in Table 5 and Table 8 shows that the proper incentives by teachers improve students' achievement in learning courses at given schools (Barth, 2015) who opines incentives supposed to be given to the teachers regularly so as to work hard and improve the students' achievement.. In the same vein Bukenya (2014) said that companies that have the means to challenge staff for improving students' achievement in the classroom methods performed better significantly than those who were taught using only lecture methods of teaching. The finding related to research question two in Table 6, and null hypothesis two independent t-tests in Table 9 revealed statistically that, seminars by teachers improve students' achievement had influenced better formed significantly better students' achievement.

Conclusion

Based on the findings discussed in chapter four, this study concludes that motivation of teachers are the appropriate ingredients to be used in enhancing the students' achievement while learning of commercial courses in a given school. It is also revealed that regular promotion by teachers helps assist and guide the teachers to improve their performance regardless of their gender differences. Regular seminars by teachers improve students' achievement in learning courses at a school. This will also make the whole school proud of their teachers' performance and the other Staff becomes productive members of the society after proper use of motivation for earning their living.

Recommendations

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

1. In-service training by teachers on students' achievement should be provided by the school authority so as to help the teachers to acquire more knowledge and skills in order to perform

better to enhance students' achievement in learning commercial courses of study in commercial secondary schools in Kano State.

2. Regular promotion by teachers on students' achievement should be provided by the school authority so as to help the teachers to acquire more knowledge and skills to perform better students' achievement in learning commercial

courses of study in commercial secondary schools in Kano State.

3. Incentives by teachers on students' achievement should be provided by the school authority so as to help the teachers to acquire more knowledge and skills so as to perform better due to improving students' achievement in learning commercial courses of study in secondary schools in Kano State.

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