



## **Teacher Commitment and Students' Academic Achievement in Nasarawa State Secondary Schools, Nigeria**

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### ***Abstract***

The study assessed the 'influence of teacher commitment and students' academic achievement in Nasarawa State secondary schools. The study was guided by three objectives with three research questions and hypotheses. The research design used for this study was the cross-sectional survey research design. The total population of the study consisted of 5605 subjects obtained from all the 253 public secondary schools in Nasarawa State. The sample size of the study was obtained using census sampling technique and it consisted of 1096 respondents. The researcher's self-developed instrument called "Questionnaire on Teacher Commitment and Students' Academic Achievement (QTCSAA)" was used for data collection. The instrument was validated and it yielded 0.75 as the validity index. The instrument was pilot tested on 20 teachers and the reliability index of 0.70 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Chi-square statistic was used to test all the hypotheses at 0.05 level of significance. The major findings of the study indicated that The findings of hypothesis one in table 6 indicated that teacher workload has low significant influence on students' academic achievement in Nasarawa State secondary schools, there is a low a significant influence of health care services on students' academic achievement in Nasarawa State secondary schools and teacher workload has low significant influence on students' academic achievement in Nasarawa State secondary schools. The study recommended among others that

the the Nasarawa Ministry of Education should employ more teachers to match with the number of students to avoid the issue of allocating more workload to teachers that prevent them from being committed in undertaking their assigned responsibilities diligently to improve the academic achievement of students in secondary schools in the state.

**Keywords:** Teacher, Commitment, Passion, Workload, Motivation and Students Academic Achievement.

## Introduction

Quality education is indispensable for achieving quality education in any society. At the secondary educational level, teachers contribute towards quality education through effective teaching, successful management of students in the classrooms, monitoring the academic progress of students and render guidance services to ensure that students acquire the relevant knowledge needed for improving their academic achievement. As a result, teachers are expected to be committed and dedicated to the teaching profession. However, teachers' commitment in performing their teaching responsibilities depends on the nature of the working conditions associated with teaching profession (Odumodu, 2017). Teachers who are committed to their job are more enthusiastic and interested in devoting more energy and time to teach students in a manner that would improve their academic achievement. Understanding the important factors that could influence teachers to be committed in teaching profession is a vital tool for

enhancing the attainment of the objectives of secondary education in Nigeria. Committed teachers are always willing to contribute their ideas and efforts to the pursuit of school goals of promoting effective teaching and learning. Iverson and Buttigieg (2018) cited in Okon (2015) maintained that teachers with positive perception about their teaching role would be willing to accept the goals and values of their schools easily and they would be highly committed in teaching the students to enable them excel in their academic pursuits. Committed teachers show high levels of dedication to teaching and learning and they may avoid frequent absenteeism from school and display positive attitude towards their teaching responsibilities. Having committed teachers in the school system is beneficial in the sense that it would produce positive results especially in the area of high academic achievement by students. A school that has committed teachers has the highest possibility being successful

academically because committed teachers are sometimes more productive in promoting effective and efficient teaching services in the school system.

Commitment is a psychological attachment to an institution in which people give their loyalty to the institutional values and goals. Teacher commitment is the emotional bond teachers demonstrate toward their assigned responsibilities. Teacher commitment is one of the most essential elements that could facilitate the effective teaching required to enhance the academic achievement of students. As such, teachers with high level of commitment could make a difference to teaching and learning in the school system. Committed teachers are affiliated to the school they work by investing their time and energy in promoting their school effectiveness. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Commitment is an internal force that drives teachers to teach effectively (Njoku, 2016).

Teacher commitment is essential to high quality teaching and it includes commitment to the school, students, career continuance, professional knowledge base and having good interest in the teaching profession.

Committed teachers like working with their students and cares about their development. These teachers profoundly promote teaching efficiency by employing different approaches. Without love of the teaching profession, teaching cannot be done effectively. Teachers with high level of commitment are in love with teaching (Mungunyu, 2018)). Committed teachers always seek for continuous professional development. It is believed that teachers who are committed to the teaching profession work collaboratively with other teachers to nurture the learning of the students.

Committed teachers constantly look for instructional strategies that would help learners to understand lessons easily. Commitment to teaching profession allows teachers to change their teaching practices to facilitate effective classroom management. Enhanced job performance is a crucial criterion for establishing an effective learning environment for students to obtain high academic results. The factors that could help to boost the commitment of teachers discussed in this study include passionate teaching, teacher motivation and teacher workload.

Passion is the core of the teaching profession because it induces teachers to perform their responsibilities with high level of dedication. Passionate teachers may create a conducive learning environment to ensure that the students acquire good results. Without passion, all pedagogical strategies to raise the standard of teaching may be an exercise in futility. Passionate teachers cooperate with their students by involving them in decision making in the classrooms. Passionate teachers focus on the needs of students and assume a great responsibility of preparing the students to pass their examinations successfully. The love that passionate teachers have for teaching motivates them to make difference in the lives of their students. The emotional attachment to their profession enables them to reflect on their goals and beliefs in their

job. Passion sustains their commitment to the profession and aids them to prepare students to learning appropriately. It does not only push teachers to teach effectively but also drives students to learn efficiently Okon (2015). Teaching with passion brings about care, motivation, and willingness that are indispensable elements in a learning environment. It is not a wrong belief that the techniques employed while teaching could make a great impact in the teaching and learning process but the role of passion in promoting effective teaching and learning cannot be overemphasized. Passion has a motivating factor that allows learners to pay more attention to learning. Passionate teachers are always aware that it is their responsibility to encourage students to learn and obtain better results. In Nasarawa State, teachers in secondary schools seem not to be highly passionate about their teaching responsibilities as many of come late to schools, play truant, poor monitoring of the academic activities of students among others.

Furthermore, the workload allocated to teachers in secondary schools also constitutes part of the factors that could determine the level of their commitment. The greater the workload, the lower the zeal, strength, efficiency and commitment for quality job performance and vice-versa. Workload refers to the number of subjects and other responsibilities assigned to teachers to perform within a given period of time. Workload could be classified as quantitative, that is, the amount of work to be done and qualitative which is the difficulty involved in getting a job done. The assignment of responsibilities to teachers is based on educational background, academic qualifications and working experience (Tella, 2017). Workload is the quantity of work to be completed by a teacher within a specific time. This implies that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. Increased workload may lead to a short-term commitment with the corresponding improvement of short-term productivity. However, in the long-term, it induces low commitment due to accumulated stress and illness among teachers. This means that a high workload increases short-term commitment but decreases long-term commitment through limited effort and dedication to job performance. As a result of limited resources, government may employ few teachers and assign them with numerous responsibilities; teachers under such conditions cannot be focused and committed to performing their job happily Wambugu (2020). It is quite unfortunate that the public secondary schools in Nasarawa State seem to be understaffed; as a result, the few available teachers are overloaded with much responsibility. The allocation of much workload to teachers could lead to stress that would not help them to derive satisfaction from the teaching job. The effects of stress on teachers include poor commitment, reduction in work performance and output, loss of confidence in the teaching profession, poor self-

motivation, feelings of alienation and inadequacy, increasing introversion, unwillingness to cooperate with colleagues and school management, frequent conflict at work, consistent negative thoughts and loss of appetite. The above consequences of stress on teachers due to much workload could easily lead to attrition. This may be responsible for the easy abandonment of the teaching profession by teachers in Nasarawa State public secondary schools when they secure jobs that the salary is even lesser than that of teaching. Stresses that occur as a result of much responsibility deprive principals the opportunity of securing a high level of cooperation required for effective school management from teachers. When principals find it difficult to secure the cooperation of staff, they are likely to display anger towards the staff. In this situation, they would not be happy just like the teachers may not be happy as well. As a result, the goals of secondary schools would not be attained Stronge (2014). When teachers are overburdened with school activities without taken their health conditions into consideration, they would become stressed-up with the consequences of developing high blood pressure, migraine, heart disease, low immune system, and possibly collapse and die. The above situations cannot enhance the level of commitment needed by teachers to promote quality teaching required to enhance high academic achievement among students.

Academic achievement is seen as the display of knowledge attained or skills developed in school subjects designated by test and examination scores or marks assigned by the subjects' teachers. It is an indicator that represents students' scholastic standing. Some of the variables that influence students' academic achievements are individual inherent potentials in terms of intelligence combined with other sociological factors. Ige (2014) identified personality factors such as anxiety, motivation and level of commitment as factors that affect academic achievement. Student with high self-efficacy received higher grades than those with low self-efficacy and that students with negative self-concept have poor academic achievement. Teachers' variables equally have relationship on students' academic achievements. These include: teachers' knowledge of subject matter, teaching skills, attitude in the classroom, teachers' qualification and teaching experience. The display of aforementioned teachers' variables to enhance high academic achievement by students depends on the level of teachers' commitment (Idakwoji, 2019). Certain job factors like recognition for job well-done, chances of promotion, professional growth, compensation and incentive schemes when perceived positively by teachers are factors that induce commitment among teachers and push them to teach effectively towards the attainment of high academic achievements among students. However, the above factors are provided in limited form for teachers in Nasarawa State which suggests that teachers may not have the level of commitment needed to teach the students to improve their academic achievement. Hence, this study

was design to assess the influence of teacher commitment and students' academic achievement in Nasarawa State secondary schools.

### **Statement of the Problem**

There is a serious concern among the stakeholders of secondary education such as the parents, students, community leaders and government about the low morale and non-commitment of teachers in public secondary schools in Nasarawa State. The performances of students in both internal and external examinations among secondary school students in Nasarawa State seem not to be encouraging. Such discouraging academic achievements by students seem to suggest that the students are left under the care of unhappy and non-committed teachers whom their welfare packages may be overlooked by their employers. Teachers with low commitment may not contribute meaningfully towards effective teaching needed to enhance the academic achievement of students.

The demand and quest for secondary education in Nasarawa State continues to increase on yearly basis without the corresponding increment in the recruitment of additional teachers by the state's Teaching Service Commission. As such, the few available teachers seem to be overloaded with too much workload as teacher are assigned with many subjects including the ones that are not part of their field of studies. Such numerous tasks performed by teachers could influence low teacher commitment and prevent them from teaching the students enthusiastically to enable them obtain high academic achievement. The greater workload allocated to teachers in public secondary schools is preventing them from being committed and dedicated to teach the students effectively to obtain better results. The basis of this study was to assess the influence of teacher commitment on students' academic achievement in Nasarawa State secondary schools.

### **Research Questions**

The following research questions guided the study:

1. What is the influence of teacher workload on students' academic achievement in Nasarawa State secondary schools?
2. To what extent does provision of health care services for teachers influence students' academic achievement in Nasarawa State secondary schools?
3. What is the influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools?

### **Objective of the Study**

The purpose of this study was to assess the influence of teacher commitment on students' academic achievement in Nasarawa State secondary schools. The specific objectives of the study include:

1. To determine the influence of teacher workload on students' academic achievement in Nasarawa State secondary schools.

2. To examine the influence of provision of health care services for teachers on students' academic achievement in Nasarawa State secondary schools.
3. To determine the influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools

### Statement of Hypotheses

The study was guided by the following hypotheses:

- HO<sub>1</sub>:** There is no significant influence of teacher workload on students' academic achievement in Nasarawa State secondary schools.
- HO<sub>2</sub>:** There is no significant influence of health care services on students' academic achievement in Nasarawa State secondary schools.
- HO<sub>3</sub>:** There is no significant influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools.

### Methodology

The study assessed the 'influence of teacher commitment and students' academic achievement in Nasarawa State secondary schools. The study was guided by three objectives with three research questions and hypotheses. The research design used for this study was the cross-sectional survey research design. The total population of the study consisted of 5605 subjects obtained from all the 253 public secondary schools in Nasarawa State. The sample size of the study was obtained using census sampling technique and it consisted of 1096 respondents. The researcher's self-developed instrument called "Questionnaire on Teacher Commitment and Students' Academic Achievement (QTCSAA)" was used for data collection. The instrument was validated and it yielded 0.75 as the validity index. The instrument was pilot tested on 20 teachers and the reliability index of 0.70 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Chi-square statistic was used to test all the hypotheses at 0.05 level of significance.

### Data Presentation and Analysis

**Research Question 1: What is the influence of teacher workload on students' academic achievement in Nasarawa State secondary schools?**

**Table 1: Mean and Standard Deviation Showing the Influence of Teacher Workload on Students Academic Achievement**

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
1.	Many subjects are assigned to teachers which reduces their physical strengths to teach the students to obtain good results.	125	146	399	390	2.20	0.70	Disagree
2.	Less job is assigned to teachers which help them to manage their classrooms' activities	150	30	380	500	2.32	0.66	Disagree

	properly for students to learn and perform well academically.								
3.	Teacher-students' ratio is not too high which encourage the required that improve the academic performance by students.	200	141	410	309	2.41	0.73	Disagree	
4.	Students academic achievement is high because teachers perform their teaching responsibilities diligently.	90	170	380	400	2.18	0.81	Disagree	
5.	Teachers do not perform their teaching responsibilities in harphazard manners as the academic achievement of students is high.	85	105	500	370	2.49	0.65	Disagree	
6.	Teachers are not easily discouraged as less workload is assigned to them help them prepare the students towards obtaining high academic results.	370	410	180	100	2.25	0.78	Disagree	
7.	Anxiety among teachers due to high rate of workload reduce the level of their productivity needed to boost the academic performance of students.	120	170	433	337	2.41	0.74	Disagree	
Cluster Mean						2.32	0.72	Disagree	

### Scale Mean 2.50

Table 1 shows that item 1 has the mean score of 2.20 and standard deviation of 0.70, item 2 has the mean score of 2.32 and standard deviation of 0.66, item 3 has the mean score of 2.41 and standard deviation of 0.73, item 4 has the mean score of 2.18 and standard deviation of 0.81, item 5 has the mean score of 2.55 and standard deviation of 0.65, item 6 has the mean score of 2.25 and standard deviation of 0.78 while item 7 has the mean score of 2.35 and standard deviation of 0.74. The details of the analysis indicated that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that teacher workload induces low students' academic achievement in Nasarawa State secondary schools

**Research Question 2: To what extent does provision of health care services for teachers influence students' academic achievement in Nasarawa State secondary schools?**

**Table 2: Mean and Standard Deviation Showing the Influence of Provision of Health Care Services for Teachers on Students Academic Achievement**

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
8.	There is high academic achievement by students because first aid services are available in the school to avoid teachers who may fall sick during school hours to abandon their job and seek for medical attention outside the school.	100	151	409	400	2.10	0.79	Disagree



9.	There are school sick beds to help teachers who over-stressed to rest and regain their energy for effective teaching required to improve the academic achievement of students.	155	60	330	525	2.20	0.62	Disagree
10.	There is provision for health insurance policy for teachers to avoid them being abstained from classes on account of ill-health.	150	151	430	329	2.30	0.63	Disagree
11.	Teachers are motivated to work harder to enhance the academic performance of students because whenever they fall sick, the school pays their medical bills.	120	190	430	300	2.35	0.60	Disagree
12.	Teachers who fall sick usually receive good medical attention needed to improve the academic achievement of students.	90	100	480	380	2.40	0.75	Disagree
13.	Government is concerned with teachers' medical care which keep them fit to help students obtain high academic achievement.	340	420	190	110	2.22	0.77	Disagree
14.	Teachers health care services are given high priority which help them to teach the students obtain good results.	130	180	403	347	2.38	0.70	Disagree
<b>Cluster Mean</b>						<b>2.27</b>	<b>0.69</b>	<b>Disareed</b>

### Scale Mean 2.50

Table 2 shows that item 8 has the mean score of 2.10 and standard deviation of 0.79, item 9 has the mean score of 2.20 and standard deviation of 0.62, item 10 has the mean score of 2.30 and standard deviation of 0.63, item 11 has the mean score of 2.35 and standard deviation of 0.60, item 12 has the mean score of 2.40 and standard deviation of 0.75, item 13 has the mean score of 2.22 and standard deviation of 0.77 while item 14 has the mean score of 2.38 and standard deviation of 0.70. The details of the analysis showed that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that there is inadequate provision of health care services for teachers which influence low students' academic achievement in Nasarawa State secondary schools.

**Research Question Three: What is the influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools?**

**Table 3: Mean and Standard Deviation Showing the Influence of Provision of Incentives for Teachers on Students Academic Achievement**

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	Std. Dev.	Decision
15.	Teachers are diligent in supervising students' academic activities because of there is adequate health insurance scheme for them.	111	160	410	370	2.44	0.74	Disagree
16.	There is overtime allowance for teachers to influence them to undertake their teaching tasks	165	70	300	535	2.38	0.60	Disagree

17.	Utilities bills are subsidized for teachers to enable them teach the students to improve in their academic performance.	100	171	445	344	2.40	0.71	Disagree
18.	Teachers are committed in teaching the students to obtain good results because they have access to less interest loan services to help them meet up with their personal needs.	120	210	400	310	2.25	0.67	Disagree
19.	Teachers are sponsored for holiday trips outside the country to enable them overcome teaching stress and renew their strengths to undertake their teaching tasks in a manner that will boost academic achievement of students.	10	120	420	400	2.50	0.65	Average
20.	Students obtain high academic achievement because teachers receive financial bonuses which entice them to teach with high level of commitment.	360	440	130	140	2.02	0.59	Disagree
21.	Free meals are provided for teachers to enable them concentrate and teach the students to obtain high academic achievement.	150	200	343	367	2.18	0.62	Disagree
<b>Cluster Mean</b>						<b>2.31</b>	<b>0.65</b>	<b>Disagree</b>

### Scale Mean 2.50

Table 3 shows that item 15 has the mean score of 2.44 and standard deviation of 0.74, item 16 has the mean score of 2.38 and standard deviation of 0.60, item 17 has the mean score of 2.40 and standard deviation of 0.71, item 18 has the mean score of 2.25 and standard deviation of 0.67, item 19 has the mean score of 2.50 and standard deviation of 0.65, item 20 has the mean score of 2.02 and standard deviation of 0.59 while item 21 has the mean score of 2.18 and standard deviation of 0.69. The details of the analysis showed that the cluster mean of 2.31 is below the scale mean of 2.50, the results showed that there is insufficient provision of incentives for teachers which influence low students' academic achievement in Nasarawa State secondary schools.

### Testing of Hypotheses

All the null hypotheses were tested using chi-square statistic at 0.05 level of significance. The results are presented on table 6-8 below:

**Hypothesis 1: There is no significant influence of teacher workload on students' academic achievement in Nasarawa State secondary schools.**

**Table 4: Chi-Square Statistic showing the Significant Influence of of Teacher Workload on the Academic Achievement of Students**

S/N	Variables	N	DF.	X	Std. dev.	$\chi^2_{cal}$	$\chi^2_{crit}$	Sig.	Decision
1.	Teacher Workload	1060	1058	2.30	0.62	2.30	0.33	0.05	Rejected
2.	Students' Academic Achievement			2.30	0.62				

Result in table 4 showed the significant influence of teacher workload on students' academic achievement in Nasarawa State secondary schools. The analysis of hypothesis one revealed that the chi-Square calculated value is 2.30 while the critical value is 0.33. Since the calculated value of 2.30 is above the critical value of 0.33, the null hypothesis was rejected. Hence, teacher workload has low significant influence on students' academic achievement in Nasarawa State secondary schools.

**Hypothesis 2:** There is no significant influence of health care services on students' academic achievement in Nasarawa State secondary schools.

**Table 5: Chi-Square Statistic showing the Significant Influence of Health Care Services on the Academic Achievement of Students**

S/N	Variables	N	DF.	X	Std. dev.	$\chi^2_{cal}$	$\chi^2_{crit}$	Sig.	Decision
1.	Health Care Services for Teachers	1060	1058	2.45	0.66	2.46	0.33	0.05	Rejected
2.	Students' Academic Achievement			2.45	0.66				

Results in table 5 showed the significant influence of health care services on students' academic achievement in Nasarawa State secondary schools. The analysis of hypothesis two indicated that the chi-Square calculated value is 2.46 while the critical value is 0.33. Since the calculated value of 2.46 is above the critical value of 0.33, the null hypothesis was rejected. Hence, there is a low a significant influence of health care services on students' academic achievement in Nasarawa State secondary schools.

**Hypothesis 3:** There is no significant influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools

**Table 6: Chi-Square Statistic showing the Significant Influence of Provision of Incentives for Teachers on the Academic Achievement of Students**

S/N	Variables	N	DF.	X	Std. dev.	$\chi^2_{cal}$	$\chi^2_{crit}$	Sig.	Decision
1.	Provision of Incentives for Teachers	1060	1058	2.37	0.70	3.00	0.33	0.05	Rejected
2.	Students' Academic Achievement			2.37	0.70				

Results in table 6 showed the significant influence of provision of incentives for teachers on students' academic achievement in Nasarawa State secondary schools. The

analysis of hypothesis three indicated that the chi-square calculated value is 3.00 while the critical value is 0.33. Since the calculated value of 3.00 is above the critical value of 0.33, the null hypothesis was rejected. Hence, provision of incentives for teachers has low significant influence on students' academic achievement in Nasarawa State secondary schools.

### **Discussion of Findings**

The findings of the study showed that teacher workload has low significant influence on students' academic achievement in Nasarawa State secondary schools. The findings of the study confirmed the position of Anastasia (2015) who ascertained that teacher workload influenced students' achievement in Kibwezi Sub-County, Kenya. The workload allocated to teachers in secondary schools constitutes part of the factors that determine the level of their job satisfaction. The greater the workload, the lower the zeal, strength, efficiency and commitment for quality job performance and vice-versa. Workload refers to the number of subjects and other responsibilities assigned to teachers to perform within a given period of time. Workload could be classified as quantitative, that is, the amount of work to be done and qualitative which is the difficulty involved in getting a work done. The assignment of responsibilities to teachers is on the basis of educational background, academic qualifications and working experience. Workload is the quantity of work to be completed by a teacher within a specific of time. This implies that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. However, in the long-term, it induces low commitment due to accumulated stress and illness among teachers. This means that workload increases short term commitment, but decreases long-term commitment through limited effort and dedication to job performance. It is unfortunate that some state owned public secondary schools in North Central States of Nigeria seem to be under-staffed; as a result, the few available ones are overloaded with much responsibility. The allocation of much workload to teachers in secondary schools in the North central States normally lead to stress that prevent teachers from deriving satisfaction from teaching job.

The findings of the study further revealed that there is inadequate provision of health care services for teachers which influence low students' academic achievement in Nasarawa State secondary schools. The findings of the study disagreed with Uko (2015) who ascertained that significant relationship exist among provision of teachers' health care services, teachers' commitment and academic achievement of students in secondary schools in Cross River State. The health of teachers and academic success of students in school are inextricably intertwined. Good health facilitates children's growth, development, and optimal learning, while school contributes to teachers' knowledge about being healthy. Schools cannot achieve their primary improving the

academic achievement of students if staff are not healthy and fit physically, mentally, and socially. Teachers who are sick, hungry and using drugs are distracted by family problems are unlikely to teach the students well to obtain high academic achievement in school. Teachers poor health status can impede the learning of every student in the classroom and by extension induce poor academic performance students. Education reform efforts are bound to be of limited effectiveness unless health-related barriers to learning are directly addressed. Among the major barriers to students' academic achievement are poor physical and mental health conditions of teachers which sometime prevent students from showing up for school, paying attention in class, restraining their anger and quieting their self-destructive impulses.

The findings of the study also showed that there is a low significant influence of administrators' effectiveness on the material resources management of Public Colleges of Education in North Central States, Nigeria. The findings of the study agreed with Uko (2015) who maintained that significant relationship exist among provision of teachers' health care services, teachers' commitment and academic achievement of students in secondary schools in Cross River State Teacher incentive are factors that trigger a particular course of action by teachers with the aim of pushing them to work happily towards the attainment of educational goals. Teachers are expected to discharge their teaching responsibilities effectively. A very high level of loyalty, patriotism, dedication, hard work and commitment are needed to be showcased by teachers. The roles of enhancing teachers' commitment towards promoting the academic achievement of students cannot be underemphasized because adequate incentives enhances productivity which is naturally in the interests of all educational systems. Incentive systems are critical for capacity development as they enable teachers to perform their functions effectively, efficiently and sustainably. Incentives are fundamental in developing capacities and in translating developed capacities into better performance. Incentives are used by schools to stimulate desired behaviour and induce positive attitude among teachers. Teacher incentives are the monetary and non-monetary benefits accruing to teachers for achieving a set goal or which push them to work judiciously towards the accomplishment of schools' objectives.

## **Conclusion**

The following conclusions were drawn based on the findings of the study:

1. The study concluded that there is poor academic achievement of students because of the much workload allocated them in public secondary schools in secondary school in the FCT.
2. The study further concluded that the health care services provided for teachers by the Nasarawa State government are insufficient promote the health of teachers and induce them to teach the students obtain good results.
3. Finally, the study concluded that teachers in secondary schools in the FCT are not provided with appropriate incentives to motivate to prepare students towards acquiring good results.

## Recommendations

The following recommendations were made based on the findings of this study:

1. The Nasarawa Ministry of Education should employ more teachers to match with the number of students to avoid the issue of allocating more workload to teachers that prevent them from being committed in undertaking their assigned responsibilities diligently to improve the academic achievement of students in secondary schools in the state.
2. The state government should ensure that there is a provision for health insurance scheme where teachers with ill-health would receive free or subsidized medical treatment to avoid frequent sicknesses and death among teachers that hinder the academic achievement of students.
3. The principals in conjunction with National Union of Teachers in FCT need to liaise with the Nasarawa State Teachers' Commission to ensure that teachers are provided with the appropriate financial incentives such as leave allowances, medical allowances and transportation allowances in order to induce teachers to perform their teaching job with high level of enthusiasm requires to boost the academic performance of students

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