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TEACHERS' DEMOGRAPHIC DETERMINANTS AND PRIMARY SIX PUPILS ACHIEVEMENT IN INTEGRATED SCIENCE IN OGOJA EDUCATION ZONE OF IN CROSS RIVER STATE, NIGERIA

BY
[1] Dr. Ayeshung, Rose Imoniri

[1]Department of Curriculum and Instructional Technology, (CIT),
Faculty of Education, Cross River University
of Technology, Calabar, Nigeria

ABSTRACT
The study investigates teachers' demographic determinants and primary six pupils' achievement in Integrated Science in Ogoja Education Zone in Cross River State, Nigeria. Due to the ongoing nature of the study, the survey research design of the ex-post facto type was adopted for the study using a sample of 108 primary six pupils drawn from a population of 1080 pupils in primary six. The study adopted the stratified random sampling techniques and the instrument for data collection was a researcher's development instrument titled "Teachers' Demographic Determinants and Primary Six Pupils' Achievement in Integrated Questionnaire (TDDISQ) was subjected to three expert scrutiny who are from the Department of Educational Foundations and Science Education at the Cross River State University of Technology respectively. The validation was done with 40 pupils outside the study area with Cronbach alpha reliability index which ranged from .76 to .84 which implies that the instrument was reliable for data collection. The statistical tool used for analyzing the instrumentis Pearson's Product Moment correlational statistics and the outstanding findings showed thatdemographic determinantssuch as; motivation, self-concept andgender significantly influence pupils'academic achievement in Integrated Sciences. It was recommended that government should tackle all negative factors affecting teachers in the teaching of science-related courses especially in integrated sciences in primary schools in Ogoja.

Keywords:Teachers, Demographic, Determinants, Achievement and Integrated Science

INTRODUCTION
It is no gainsaying that education is the greatest asset any country can be proud of. This is because, with quality education, society is bound to have individuals with a high level of technological capacities. To this end, science education is a paramount area needed for students' development. As it allows the students to gain a better knowledge of how and why things function. Children get an appreciation for skepticism through studying science. Science can also create curiosity that helps students understand and formulate questions on the information they have accumulated. For science education to be effectively taught in schools, the teachers' demographic determinants must be taken into consideration. Such determinants include motivation, self-concept and gender.

Teachers' motivation and self-concept are among some of the personality traits of a teacher. Teachers are motivated in different ways as such they work and interact with their pupilsdaily. Blades and Sozer (2013) emphasized the importance of motivation for pupils'' academic success, they contend that the lack of motivation is detrimental to pupils' academic achievement in Integrated Sciencesresulting in pupils' paying less attention to classroom

activities. Thereby leading to lower grades and a negative impact on their achievement. Bruhn (2017) noted that motivation is pupils''' internal drive the success in their academic outcome since lack of motivation and attention is likely to interfere with pupils'' learning outcome. Motivation according to Legotlo (2014) referred to as the energy of behaviors that condition the conduct of employees at the workplace. Motivation is a force that enhances teachers' output and pupils' academic achievement in Integrated Sciences. Two types of motivation are intrinsic and extrinsic, Gagne and Deci (2005) see intrinsic motivation as the eagerness and curiosity to perform a task that an employee obtained from within oneself. Extrinsic motivation is external forces that encourage an employee to execute a task. Ofoegbu (2004) contends that teachers' motivation is an essential factor for classroom effectiveness and school improvement. Ofoegbu further stressed that teachers' dissatisfaction and lack of motivation in schools have led to learners' poor performance in external examinations, and these have also affected the professionalism of teachers in the educational system in most countries. That is why teachers' motivation is very important in the teaching profession.

Villa and Calvete (2001) see self-concept as a construct that includes several dimensions related to satisfaction, involvement, learning disposition, and other elements important for quality development. They noted that self-concept has frequently been approached from a cognitive point of view. Therefore pupils' response to their teachers is such that they believed their teachers can impact their lives positively by helping them to achieve their goals and objectives. The exhibition of self-concept by teachers is of great importance to the pupils'. Teachers' self-concept is how one sees one's self, not only physically and from an academic nor professional and social perspective, but also within the most private and personal spheres of life (Goni, Madariage, Axpe&Goni, 2011).

Devos, Dupriez and Paquay (2012) define self-concept as teachers' self-perception of their teaching effectiveness. Self-concept is an important variable in teachers' education in the sense that it revealed the true picture of the teacher-self within the domain of the teaching profession. Learning is a natural ongoing process that occurs in organized situations as well as in everyday activities (Abudukadir et al., 2021). They contend that the history of learning coincides with the history of human beings, and teaching also has a long history of human failures. The study sought to determine the extent to which teachers' motivation, self-concept as well as gender influence pupils' academic achievement in Integrated Sciences.

Teachers' motivation is a boost in bringing effectiveness in the classroom and teaching and learning process. A motivated teacher is vital to a successful classroom and better learning outcomes. Motivation stimulates, concentrates and sustains positive behaviour over a long period. This implies that a happy teacher and contended teacher teaches with passion and is committed to the job and goes the extra mile to make sure pupils' are well taught.

In a study conducted by Shikalepo, (2020) on the role of motivational theories in shaping teacher motivation and performance. A review of related literature was done using the two-factor theory, it was study found that; theoretical factors that influence teacher motivation and performance, are related to work itself, rewards and compensation, the working environment and professional growth and development opportunities. After this, it was recommended that employers should ensure that these factors are well cultivated as they serve as motivators for teachers to work optimally and improve school performance. Hayes (2007) in a study on teachers' behavior outcome and attitude to change process using teacher for the study found; that motivating teachers add positively to their teaching in the classroom by making a small change

and increasing positive feedback on 0.2 statements per minute thereby affecting pupils'' behavior and learning outcome positively.

In a study conducted by Mohammed and Abdulai (2022) on factors affecting secondary school teachers' motivation, using a purposive sampling technique in drawing a sample size of 22 respondents with the aid of face-to-face interviews, data were thematically analyzed. The finding of the study shows that; inadequate teacher–learner support materials in schools, non-payment of teachers' salaries, lack of access roads to and from schools, lack of accommodations for teachers, poverty and lack of electricity and ruing water in some schools were factors affecting teachers' satisfaction. After it was recommended among others that, teachers should be paid their salaries regularly. This study shows that when teachers are not properly motivated or if their demands are not met, their efficiency becomes lower, hence it affects physics pupils' academic achievement in Integrated Sciences.

An empirical study by Eyong, Sofemeand Asikong, (2019) on demographic variables and statistical anxiety among postgraduate students in universities in South East Nigeria Three research questions and hypotheses were formulated to guide the study. The study utilized the descriptive survey design with a population of 29, 875 year three students in four universities in south East, Nigeria (2 Federal and 2 State Universities). The sample comprised 1,793 year three students representing 2% of the population of year three students in the chosen universities in South-East Nigeria as obtained from the field study 2017. The instrument for data collection was an adapted instrument titled "Statistics Anxiety Assessment Questionnaire" (SAAQ) developed by Donncha, Mark and Martin (2001) which comprised of two sections A and B. Section-A comprises demographic data e.g. gender, age and academic discipline. Section B, was a 30 items scale on statistics anxiety on the following dimensions worth of statistics, fear of asking for help, computation self-concept anxiety and overall statistical anxiety. Respondent were required to indicate their level of agreement/disagreement under various responses (Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)). Thevalidity of the instrument was established by experts in Measurement and Evaluation and Educational Psychology and the reliability of the research instrument was established with Cronbach Alpha reliability analysis and the index ranged from 0.77 to 0.97. The stated research questions were answered using mean and standard deviation, while the stated hypotheses were tested using independent t-test and One-way ANOVA at .05 alpha level. The findings revealed that there is a significant influence of gender on statistics anxiety, there was no significant influence of age on statistical anxiety.

In an earlier study carried out by Han and Yin (2016) on teachers' motivation, using theoretical perspectives, involving 5 research areas related to teachers' motivation which are; influencing factors of teacher motivation, teacher motivation and teaching effectiveness, teacher motivation and student motivation, teacher motivation and research across different discipline, and instrument for assessing teacher motivation. They concluded that the study facilitate the reconceptualization of teacher motivation by posing a comprehensive review of studies on teacher motivation. Motivation is a force that allows teachers to do things.

A study conducted by Lohbeck, Hagenaver and Frenzel (2018) using 248 respondents to examine six dimensions of teachers' self-concept (Pedagogical skills, subject content, knowledge, consulting, innovation, media use, diagnostics) and three emotions (enjoyment, anger and anxiety) as well as relation of those construct using regression analysis. The results they obtained show that all self-concepts and emotions were separable from each other such that; all six self-concepts were positively related to enjoyment and negatively related to anxiety and anger; also only self-concept of pedagogical skills was positively linked to the enjoyment and

negatively linked to anger, while self-concept of subject content knowledge was negatively linked to anxiety.

In a study carried out by Nwosu, Wahl, Cassim, Anierobi, Akuneme and Okwuduba (2021) on teacher self-concept and its' association with willingness to include teacher empathy as a mediator, using 316 sample size and analyzed with path analysis, the results they obtained shows that conceptual model fit the data satisfactorily, teacher self-concept had direct effects on teachers' willingness to include children with special needs in their regular classes. Also teachers' cognitive self-concept is a better predictor and its impact was significantly mediated by teacher empathy. They then conclude that willingness for inclusion could be influenced by teacher brief system and socio-emotional characteristics.

A study conducted by Olufunminiyi (2015) using 278 Physics pupils on enhancing the transfer of knowledge in Physics through effective strategies shows that guided discovery was the most effective method in facilitating pupils'' transfer of knowledge in Physics. Then the demonstration and expository teaching strategies after which it was recommended that guided discovery and other pupils'–centered teaching strategies should be adopted for teaching various concepts in Physics to meaningfully engage pupils in learning.

Gender is of interest to the general population especially now that females are gradually taking over and dominating the teaching profession. A sense of femaleness or maleness is an integral part of man's identity.Biologically, a teacher's gender refers to differences between male and female bodies and everything else that goes into making one a man or woman. Both male and female physics teachers participate in the teaching and learning process. That is why the work of Remmers (2011) shows females are equal, similar, and desirous as their male counterparts in perception, disposition, conformity and popularity despite class distribution. Remmer's report also shows that females do not shy away from any job perceived as male-oriented. This is not the case with the other studies which show that gender differences in learning outcomes continue to yield inconsistent results and it has usually been attributed to unequal exposure of males and females to learning instruction relevant to Physics learning. Treatment interaction, according to Abonyi (2014) implies that different learners with different characteristics may profit more from one type of instructional method than another and it may be possible to find the best of learners' characteristics and instructional methodsto maximize learning outcomes. This learning outcome can be developed through proper teaching and learning of physics.

In recent years, there has been a growing interest in studying the gender groups' attitudestoward science and technology (Teo, Milutiovic, &Zhon, 2016). But the research findings from various individual studies about gender differences, in attitude toward science and technology use have been inconsistent making it difficult to draw any firm conclusion.

Since gender is a social construct determined by cultural, social and economic factors and differs within and between cultures and countries, one cannot presume that it will be expressed in the same way everywhere. The varying customs, beliefs, prejudices, norms, expectations and stereotype for both genders is bound to have a varying effect on men and women of different societies. In an earlier study conducted by Kola and Taiwo (2013) on analysis of gender performance in physics education using 100 respondents, the results they obtained showed that there is no relationship between male and female performance and males perform better than females in science courses. It is based on this background that the study hoped to investigate demographic determinants and primary six pupils' achievement in Integrated Science in Ogoja Education Zone in Cross River State, Nigeria.

Theoretical framework

This study focused on the Hull, C. L. (1943) Drive Theory

This early learning theory, drive theory was propounded by Hull, C. L. (1943). Hull attempted to explain all motivation in home static where lack of food produces hunger while eating reduces hunger. Hull pointed out that physiological deficits, such as lack of food or water, produce bodily needs. If the needs continue unsatisfied, a psychological state, or drive, is produced. Hull theorized that a drive energizes the human to find a way to reduce the drive and thereby remove the bodily deficit and restore homo static. Reducing a drive was assumed to be pleasurable, and any behavior that led to a drive reduction was thought to be learned. For Hull, the ideal state was an absence of drive, a lack of internal stimulation. When this theory (Hull) is applied to this study, it shows that the withdrawal of motivational factors by the teacher in addition tothe teacher's self-concept will hamper pupils'academic achievementin a situation whereby the teacher is not adequately motivated. The essential drive that would stimulate the teacher to properly carry out his or her task effectively will be lacking. There is a regression in the life of a physics teacher if his or her needs are not met, so also there is a progression in the life of a physics teacher if his or her needs are satisfied, hence, a great impact onpupils'academic achievement in Integrated Sciences.

The relevance of this theory to the present study is that it will help teachers to focus on improving pupils' attitudes toward science-oriented subjects. This is because most students feel that science is too difficult and tends not to focus their attention on developing their minds toward the study of science in school.

Statement of the problem

Integrated science is a very important course in the academic discipline. This is in relationship to its indispensable role. The role ofscience helps the learners with the basics skills on how children develop ideas of their own and possibly invent new technology in the future. Knowing how telescopes, microscopes, and other laboratory devices work can help you examine objects and determine the differences. Observation by the researcher as science teachers has shown that most students at the primary school level are not performing maximally better in the subject. This has drastically affected the performance of integrated science. It has also been revealed that the teaching of the subject has not been proven to be satisfactory. Results in 2020 and 2021 showed that students' performance in science-related subjects was 57% to 68% (Ministry of Education state research and statistics department 2021). this persistent increase in the failure rate of students is the main thrust of the research study.

Purpose of the study

The purpose of this study is to investigate demographic determinants and primary six pupils' achievement in Integrated Science in Ogoja Education Zone in Cross River State, Nigeria. The research work sought to;

i. Investigate the influence of teachers' motivation on primary six pupils'academic achievement in Integrated Sciences in Ogoja Education zone
ii. To find out the influence of teachers' self-concept on primary six pupils' academic achievement in Integrated Sciences in Ogoja Education zone
iii. To determine the influence of gender on primary six pupils'academic achievement in Integrated Sciences in Ogoja Education zone

Research questions

To realize the purpose of this study, the following research questions were formulated to guide the study.

i. To what extent does teachers' motivation influence primary six pupils'academic achievement in Integrated Sciencesin Ogoja Education zone?
ii. To what extent does self-concept influence primary six pupils'academic achievement in Integrated Sciencesin Ogoja Education zone?
iii. To what extent does gender influence primary six pupils'academic achievement in Integrated Sciencesin Ogoja Education zone?

Statement of hypotheses

The under-listed hypotheses were drawn for the study in their null forms.

i. There is no significant influence of teachers' motivation on primary six pupils'academic achievement in Integrated Sciences in Ogoja Education zone.
ii. There is no significant influence of teachers' self-concept on primary six pupils'academic achievement in Integrated Sciences in Ogoja Education zone.
iii. Gender does not significantly influence primary six pupils'academic achievement in Integrated Sciences in Ogoja Education zone

RESEARCH METHODS

The study was conducted to determineteachers' demographic determinants and primary six pupils' achievement in Integrated Science in Ogoja Education Zone in Cross River State, Nigeria. Due to the ongoing nature of the study, the survey research design of the ex-post facto type was adopted for the study using a sample of 108 primary six pupils drawn from a population of 1080 pupils in primary six. The study adopted the stratified random sampling techniques and the instrument for data collection was a researcher's development instrument titled "Teachers' Demographic Determinants and Primary Six Pupils' Achievement In Integrated Questionnaire (TDDISQ)", and Physics Achievement Test (PAT). The instrument was subjected to three expert scrutiny who are from the Department of Educational Foundations and Science Education at the cross river state university of Technology respectively. The validation was done with 40 pupils outside the study area with Cronbach alpha reliability index which ranged from .76 to .84 which implies that the instrument was reliable for data collection. The statistical tool used for analyzing the instrument is Pearson's Product Moment correlational statistics was employed in the study.

RESULTS AND DISCUSSION

Hypothesis one

There is no significant influence in teachers' motivation on primary six pupils' school pupils'academic achievement in Integrated Sciencesin Ogoja Education zone. The independent variable of the study is teachers' motivation, while the dependent variable is academic achievement in Integrated Sciences. The independent t-test statistic was adapted to test for the significance. The result is in Table 1.

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Table 1: Independent t-test motivation on student academic achievement in Integrated Sciences (n=108)

Levels of motivation	N	$\bar{X}$	SD	Std. Error Mean	Ls	t-crit	p-value
Intrinsic motivation	74	18.9054	3.38477	.39347			
					.05	2.304	.023
Extrinsic motivation	34	17.2059	3.92181	.67258			

*significant 0.05 alpha level

From the results in Table 1, the p-value of .023 is associated with a t-cal value of 2.304 at 0.05 alpha level of significance with 106 degrees of freedom (df). With this results, the null hypothesis was rejected. It, therefore, means that there is a significant influence of motivation on pupils'academic achievement in Integrated Sciences.

Hypothesis two

There is no significant influence of teachers' self-concept on primary six pupils' school pupils'academic achievement in Integrated Sciencesin Ogoja Education zone. The independent variable of the study is teachers' self-concept, while the dependent variable is physics pupils'academic achievement in Integrated Sciences. The independent t-test statistics were adopted to test for the significance. The result is in Table 2.

Table 2: Independent t-test self-concept on student academic achievement in Integrated Sciences (n=108)

Levels of self-concept	N	$\bar{X}$	SD	Std. Error Mean	Ls	t-crit	p-value
Positive self-concept	61	19.0820	3.54634	3.54634			
					.05	2.369	.020
Negative self-concept	47	17.4468	3.56803	52045			

*significant 0.05 alpha level

From the results in Table 2, the p-value of .020 is associated with a t-cal value of 2.369 at 0.05 alpha level of significance with 106 degrees of freedom (df). With these results, the null hypothesis was rejected. It, therefore, means that there is a significant influence ofself-concept on pupils' academic achievement in Integrated Sciences. Hence, those with positive self-concepts differ from those with negative self-concepts in terms of their academic achievement in integrated sciences

Hypothesis three

Male students do not differ significantly from female students in terms of their academic achievement in integrated sciences. The independent variable of the study is gender (male or female) while the dependent variable is pupils'academic achievement in Integrated Sciences. The result is presented in Table 3

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Table 3: Independent t-test on gender and pupils' academic achievement in integrated sciences (n=108)

Table 3: Independent t-test gender on student academic achievement in Integrated Sciences (n=108)

Gender	N	$\bar{X}$	SD	Std. Error Mean	Ls	t-crit	p-value
Male	78	18.7564	3.38517	.38329			
					.05	1.800	.075
Female	30	17.3667	4.09780	.74815			

*significant 0.05 alpha level

From the results in Table 3, the p-value of .075 is associated with a t-cal value of 1.800at 0.05 alpha level of significance with 106 degrees of freedom (df). With this results, the null hypothesis was accepted.

Discussion of findings

In discussing the results of the study, attention was directed to the variables tested.

Teachers' Motivation and Pupils'academic achievement in Integrated Sciences

The result of the findings shows that teachers' motivation influences effective learning of physics. Thereby affecting pupils'academic achievement in Integrated Sciencesin Primary six pupils' Schools. These motivational factors all positively influence the successful learning of Physics. Among these motivations are teachers encouraging pupils to learn, teachers coming to school regularly, teachers taking time to explain concepts, teachers' advice to pupils, using new teaching methods to teach pupils, having good relationships with pupils, as well as teachers' monitoring of pupils'.

Self-concept and pupils'academic achievement in Integrated Sciences.

The results of the studyshow that teachers' self-concept greatly significantlyinfluencespupils'academic achievement in Integrated Sciences. The results imply that teachers' self-conceptstimulates pupils'' interest, and enhances pupils'academic achievement in Integrated Sciences, the recognition given by teachers, encouragement from teachers, and focusing on one's strength in physics, to mention a few. In line with this study is the notion of Morris and Isaac (2010) who contend that the teaching method is a generalized plan for a lesson structure that include instructional objectives and an outline of planned tactic, and the implementation of necessary methods. In consonant with the study of Isaac (2010) is the findings of Hill (2003) who explained that teaching methods create reflective inquiry and suggests that teachers would be able to change their teaching practices when they reflect upon them.

Gender and academic achievement.

The result indicates that there is no significant difference between male and female pupils in their learning outcomes in physics. Male pupils' have a higher mean of 22.06 than female pupils with a mean of 21.96. The calculated t-value of 0.85 is less than the critical t-value of 1.98. The null hypothesis is retained. The result is not in consonant with the findings of Albina and Avwiri (2014) which reported that gender does not affectpupils'academic achievement. It is

rather in consonant with the findings of Adedeji (2003) which shows that science is male dominated subject and that females tend to shy away from it.

Summary of the study

The study is on teachers' characteristics and primary six pupils' school pupils'academic achievement in Integrated Sciencesin Ogoja Education zone. Three hypotheses and three research questions were drawn for the study. The sample is 108 physics pupils' drawn from 5 public secondary schools. The sample was made up of both male and female physics pupils'. Data was collected through the use of a questionnaire. For the analysis, independent t-test, and mean and standard deviation were used and tested. The results obtained showed that;

1. Motivation has a significant influence on pupils' academic achievement in Integrated Sciences.
2. Self-concept significantly influencespupils'academic achievement in Integrated Sciences.
3. There is no significant difference in the gender disparity of pupils based on their academic achievement.

Recommendations

The following recommendations were made:

i. Teachers' should be well motivated by the government and have a good working environment so that they can teach their pupils effectively to improve pupils'academic achievement in Integrated Sciences Science teachers should be innovative and build up pupils'' self-concept for them to achieve success in school.
ii. Pupils' should be treated as same irrespective of their gender, to improve their academic achievement

The implication of the study on stakeholders (science teachers) in the academic environment

This study is hoped to be beneficial to teachers, pupils, researchers, parents and curriculum planners. For teachers, the study would help them to know the right teaching methods to adopt during the teaching and learning process to help pupils improve their academic achievement. It will promote effective teaching and up-grade their quality and style of teaching. For physics pupils' it would help them to appreciate the importance of physics, deepen their interest and help them understand the nature of physics, and assist them cope with their learning and change in behaviour. For the researcher, it would serve as a contribution to knowledge in the subject area and a source of literature that may be used for further research in this area. Parents would benefit from the study because their children would learn better and they will be able to monitor the performance of their children.

To curriculum planners, the findings would assist them in addressing difficulties faced by teachers and learners during the teaching and learning process of Physics. They can also liaise with the government for help in furnishing schools with instructional materials and laboratories for effective teaching and learning.

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