

Influence of Fuel Subsidy Removal on Motivation, Attitude and Job Performance of Teachers in Secondary Schools in Jos North Local Government Area

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Abstract

This study investigated the influence of fuel subsidy removal on motivation, attitude and job performance of teachers in secondary schools in Jos North LGA of Plateau State. The study was guided by five objectives and five research questions were also answered. Two null hypotheses were formulated and tested at 0.05 level of significance. The study used a cross-sectional survey research design. The population of the study was all the 507 secondary school teachers across the twenty-two registered public schools in Jos North Local Government Area of Plateau State. For the purpose of this study, the researcher used a sample size of 200 teachers selected from the population of 507 teachers using simple random sampling technique. A self-structured questionnaire was developed by the researcher for data collection in the study. The reliability was established at 0.71. The data collected were analysed using descriptive and inferential statistics through SPSS. The analysis revealed among other things that the attitude of teachers towards teaching are affected by the removal of fuel subsidy because it cost the teachers to spend more and bear more financial burden. The study recommended among other things that there should be proper planning before removal of fuel subsidy by the government and the policies should be well implemented and also that teachers welfare should be prioritized and improve to enable teachers.

Keywords

Influence, subsidy, motivation, attitude, job performance and teachers



I. Introduction

Teaching is the process of instilling in learners the required skills values and attitude required for effective functionality of individuals in the society. Teaching goes beyond simply conveying facts; it involves creating an environment that encourages critical thinking, problem-solving, and personal growth. Teaching is a dynamic and multifaceted process that transcends the mere transfer of knowledge, aiming to instill essential skills, values, and attitudes for effective societal participation. It involves fostering critical thinking, problem-solving, and personal growth in learners while creating an inclusive and stimulating environment for their holistic development. According to Assimonye (2017) teaching is not just a profession but a passion-driven endeavor that seeks to develop individuals and nurture their potential. Teachers play a pivotal role in shaping learners by designing engaging lessons, simplifying complex concepts, and encouraging active participation. An effective teacher fosters a supportive classroom atmosphere, adapts teaching methods to diverse learning styles, and instills a lifelong love for learning (Aina, 2015). Beyond academic instruction, teaching aims to cultivate ethical values, empathy,

and responsible citizenship in students.

The effectiveness of teachers hinges on their motivation and attitudes toward the profession. Motivation is the energy that drives individuals to excel in their tasks, directly influencing job performance. As Arifin (2015) notes, motivated teachers enhance their skills and knowledge, ultimately improving student achievement. However, a teacher's motivation can be significantly affected by external factors such as economic policies and working conditions. For instance, fuel subsidy removal in Nigeria presents a complex challenge that directly impacts the economic well-being of teachers. Fuel subsidy, defined as a government discount on fossil fuel prices, has long been a contentious issue. While it aims to make fuel affordable, its removal can have far-reaching consequences, including higher living costs and weakened purchasing power (Ovaga & Okechukwu, 2022).

Globally, the debate on fuel subsidy revolves around its fiscal burden and its implications for citizen welfare. The International Energy Agency estimates that global fossil fuel subsidies amounted to \$1 trillion in 2022, significantly outweighing global aid contributions. While some studies advocate for subsidy removal to reduce carbon emissions and redirect funds toward vulnerable populations (Adekunle & Oseni, 2021; Omitogun, 2021), others emphasize the socio-economic strain it imposes on citizens. In Nigeria, the removal of fuel subsidy exacerbates the financial challenges faced by teachers, especially in states like Plateau, which already struggle with low internally generated revenue and security issues affecting economic productivity.

The removal of fuel subsidy can adversely affect teachers' motivation, attitudes, and job performance. Teachers may experience reduced morale and increased stress as their salaries fail to meet rising living costs. This financial strain can lead to negative attitudes toward their profession, diminished commitment, and reduced effectiveness in the classroom. As Jang (2017) highlights, positive attitudes and adequate motivation are essential for teachers to deliver quality education. When external pressures such as economic hardship undermine these factors, the ripple effects on the education system can be significant.

In Jos North, the economic vulnerabilities of Plateau State further compound the impact of fuel subsidy removal on teachers. As civil servants, teachers' welfare is directly linked to the state's financial capacity, which influences their working conditions and overall quality of life. The interplay between economic policy and teacher performance underscores the need to investigate how subsidy removal affects teachers' motivation and attitudes. This investigation is critical to understanding how to mitigate its negative effects and ensure that teachers remain committed to their pivotal role in nurturing future generations.

1.1 Statement of the problem

The removal of subsidies globally is often implemented to alleviate fiscal burdens on governments while redirecting resources to other critical sectors. However, in the case of Nigeria, the removal of fossil fuel subsidies, though economically justifiable for the government, has had profound and far-reaching consequences on citizens. Subsidies, particularly on fuel, have historically served to cushion the populace from high costs associated with essential goods and services. The removal of this subsidy has led to an astronomical increase in fuel prices, triggering widespread inflation and a significant rise in the cost of living. While the government benefits from savings and increased revenue, the masses, including teachers, face adverse economic and social realities characterized by heightened financial strain, reduced purchasing power, and diminished living standards.

For teachers in Jos North Local Government Area, Plateau State, the subsidy removal has had particularly detrimental effects. Teachers, who already earn modest incomes, now face escalated expenses for transportation, food, and other essential commodities. This economic pressure has eroded their financial stability, leading to reduced motivation and unfavorable attitudes toward their profession. Teachers who were once enthusiastic about their roles in shaping the lives of students are now grappling with financial distress, which undermines their commitment to teaching and reduces their overall job satisfaction. The strain of meeting basic financial obligations has forced some to seek alternative income sources, further affecting their focus and dedication to their teaching responsibilities.

Furthermore, the policy's broader economic impact has exacerbated the challenges teachers face. Rising inflation and stagnant wages have diminished disposable income, reducing teachers' ability to invest in educational resources or improve their living conditions. The absence of robust governmental support mechanisms, such as adequate palliatives or meaningful adjustments to teachers' salaries, has left many educators struggling to cope with the fallout of the subsidy removal. As a result, teachers' attitudes and performance in the classroom are likely to suffer, ultimately compromising the quality of education delivered to students. This situation threatens to widen the existing gap in educational outcomes, particularly in regions like Jos North, where socioeconomic challenges are already prevalent.

While the government and other stakeholders have attempted to mitigate the effects of the subsidy removal through palliative measures, these efforts have been insufficient to address the unique challenges faced by teachers in Jos North. The lack of targeted interventions exacerbates the pressure on teachers, further reducing their motivation and adversely affecting their attitudes toward their roles. Given the critical role that teachers play in the educational development of any society, understanding the specific ways in which fuel subsidy removal impacts their motivation, attitudes, and job performance is essential. Despite the documented economic consequences of subsidy removal in Nigeria, there is a significant gap in research focusing on the experiences of secondary school teachers in Jos North LGA. Therefore, the problem of this study can be subsumed under the following broad question; How does fuel subsidy removal affects teachers attitude towards teaching in secondary schools?.

1.2 Aim and objectives of the study

The aim of this study is to investigate the influence of fuel subsidy removal on motivation, attitude and job performance of teachers in secondary schools in Jos North Local Government Area. The specific objectives of the study include to;

1. find out the reasons fuel subsidy is removed in Nigeria
2. determine the influence of fuel subsidy removal on teachers' job performance
3. determine the influence of fuel subsidy removal towards attitude of teachers towards teaching
4. find out the influence of fuel subsidy removal on motivation of teachers towards teaching
5. determine the effect of fuel subsidy removal on teachers' job performance in Jos North

1.3 Research questions

The following research questions are put forwards to be answered in the study

1. What are the reasons fuel subsidy is removed in Nigeria?
2. What are the influence of fuel subsidy removal on teachers?
3. To what extent does fuel subsidy removal influence teachers attitude towards teaching?

4. What is the influence of fuel subsidy removal on motivation of teachers towards teaching?
5. What is the effect of fuel subsidy removal on teachers' job performance?

1.4 Hypotheses

The following hypotheses are postulated to be tested at 0.05 level of significance

1. There is no significance difference between teachers job performance and fuel subsidy removal
2. There is no significant difference between teachers attitude and fuel subsidy removal

1.5 Significance of the study

The findings of this study if completed will hopefully benefit different stakeholder such as teachers, students, government officials and policy makers, school administrators, society, parents and future researchers.

1.6 Theoretical/conceptual framework

The theoretical framework underpinning this study is Abraham Maslow's Hierarchy of Needs Theory, developed in 1943 and further elaborated in 1954. This theory emphasizes human motivation as a sequential process based on the fulfillment of hierarchical needs, beginning with basic physiological requirements and culminating in self-actualization. Maslow identified five levels of needs in his hierarchy: physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization needs. Each level must be substantially fulfilled before individuals can progress to higher levels of need satisfaction. For instance, physiological needs such as food, water, and shelter are foundational, followed by safety needs like job security and financial stability. These are succeeded by the need for social belonging, personal recognition, and ultimately self-fulfillment and personal growth.

Maslow's theory is particularly relevant to this study as it provides a framework for understanding how the removal of fuel subsidy affects teachers' motivation, attitudes, and job performance. The removal of the subsidy has led to increased costs of living, which directly impacts teachers' ability to meet their basic physiological needs, such as affording food, transportation, and shelter. This disruption erodes their financial security and compromises their safety needs, leaving them less motivated to perform their professional responsibilities effectively. Additionally, financial pressures may strain social relationships and reduce teachers' sense of belonging, which in turn could negatively influence their attitude toward teaching. When teachers' financial and emotional stability is affected, their self-esteem is likely to decline, making them feel undervalued and less capable of excelling in their roles. Ultimately, these challenges may hinder their ability to achieve self-actualization, affecting their professional growth and overall job performance. This framework underscores how disruptions at the lower levels of Maslow's hierarchy can have cascading effects on higher-level needs, which are critical for maintaining a motivated and committed workforce in education.

1.7 Scope of the study

The scope of this study is centered on examining the impact of fuel subsidy removal on the motivation, attitude, and job performance of public secondary school teachers within Jos North Local Government Area of Plateau State, Nigeria. This study is delimited to the 22 public secondary schools in Jos North Local Government Area and does not extend to private schools, as differences in operational standards and data reliability make

private institutions less suitable for inclusion. Similarly, the study does not consider the perspectives of students or teachers from other local government areas, as its primary focus is on understanding the unique experiences of public secondary school teachers in Jos North. By narrowing its scope in this manner, the study ensures a targeted and comprehensive analysis of the challenges faced by these teachers and the broader implications for education in the region.

II. Review of Literatures

2.1 Meaning of attitude

Attitude, particularly in the context of teaching, is a complex and influential concept that significantly impacts both the educational environment and the quality of instruction. It refers to the predisposition or evaluative stance a teacher adopts toward different aspects of their teaching role, including the subject matter, students, and the teaching environment. A teacher's attitude is shaped by their feelings, beliefs, and behaviors, which collectively influence how they approach their teaching responsibilities. Positive attitudes toward teaching can enhance student engagement, foster a supportive learning environment, and inspire students to achieve academic success. Conversely, negative attitudes may lead to disengagement, decreased motivation, and a less effective classroom atmosphere (Hattie, 2018). Moreover, a teacher's attitude affects their teaching style, adaptability, and commitment to professional growth. Teachers with a positive attitude are often open to adopting innovative teaching methods and continuously improving their skills, while those with a rigid attitude may struggle to meet evolving student needs (Darling-Hammond, 2017).

The influence of teacher attitudes extends to classroom management, student motivation, and professional relationships. Positive attitudes are linked to effective lesson organization, clear communication, and successful management of diverse student needs. On the other hand, negative attitudes can result in disorganization and hinder student motivation. Furthermore, teachers' attitudes impact professional relationships, collaboration with colleagues, and the overall work environment. Teachers with a positive attitude are more likely to contribute to a supportive professional culture, while negative attitudes may create tension and hinder teamwork. Additionally, emotional intelligence plays a role in how attitudes affect teachers' well-being, stress management, and job satisfaction. Positive attitudes foster emotional resilience and job satisfaction, while negative attitudes can lead to burnout and increased stress (Hattie, 2018; Darling-Hammond, 2017).

Attitudes are influenced by various factors, including social, cognitive, emotional, and situational elements. Social influences, such as family, peers, and societal norms, play a key role in shaping attitudes from an early age. Cognitive factors, such as beliefs and perceptions, also contribute significantly to attitude development. For instance, the Theory of Reasoned Action posits that attitudes are influenced by individuals' beliefs about the outcomes of specific behaviors (Anupama & Pathy, 2022). Emotional experiences, personal backgrounds, and individual differences further shape attitudes, while situational factors, such as context and social cues, influence how attitudes are expressed in different environments (Odike, 2015; Debdas & Samtosh, 2016). Understanding these multifaceted influences on attitude formation is crucial for enhancing the teaching profession and improving overall educational outcomes.

2.2 Impact of fuel subsidy removal on teachers' work performance, attitudes, and motivation in Nigeria

Fuel subsidies have long been a cornerstone of Nigerian economic policy, intended to shield citizens from the volatile prices of petroleum products. However, President Bola Tinubu's decision to remove the fuel subsidy in 2023 marked a significant policy shift with far-reaching implications, especially for the teaching profession. The study by Gollymore (2016) highlights that institutions that neglect employee motivation tend to have poor productivity, an observation that is critical in understanding the implications of subsidy removal on teachers. Motivation plays a central role in teachers' performance, and when financial burdens, such as increased transportation costs from rising fuel prices, begin to mount, their motivation and morale may be negatively affected. As teachers are already working under limited resources in the public sector, further economic strain could exacerbate feelings of dissatisfaction and frustration, as teachers might begin to question the value of their work if their economic well-being is not adequately addressed.

Kumar (2023) and Baluyos, Rivera, and Baluyos (2019) emphasize that organizational performance is significantly influenced by employee motivation and reward systems. For teachers, their performance is often linked to the benefits they receive in return for their work. If subsidies are eliminated without corresponding increases in teachers' compensation or support, their attitudes toward their work could deteriorate. As noted by Ali and Haider (2017), workers tend to perform better when they feel motivated, and this directly correlates with overall organizational output. In the context of Nigerian education, if the government does not provide adequate support or incentives, teachers may feel undervalued, leading to reduced productivity. Furthermore, the influence of fuel subsidy removal on teachers' attitudes, focusing on the financial pressures that this policy change introduces. Higher fuel prices could increase commuting costs for teachers, leading to additional financial stress. As a result, teachers' attitudes toward their work may become more negative, particularly if they perceive that their salaries are not keeping up with the rising cost of living. This is supported by Agcam and Babanoglu (2016), who found that economic strain, such as inflation and higher living expenses, can diminish teachers' job satisfaction and lead to a decline in motivation.

On the other hand, the study suggests that if the funds saved from fuel subsidy removal are reinvested in the education sector, positive outcomes could emerge. Teachers could benefit from improved working conditions, professional development opportunities, and better educational infrastructure. This aligns with MOF (2023), which argues that a strategic response to subsidy removal could have positive effects on teachers' attitudes and job satisfaction. However, this positive outcome depends on whether the government allocates the savings in a way that directly benefits the education sector, thereby improving teachers' working conditions and supporting their professional growth. The influence of fuel subsidy removal on teachers' motivation is multifaceted, as seen in the discussion of both positive and negative aspects. While increased transportation costs and inflation are likely to create financial stress, leading to lower motivation (World Bank, 2021), strategic government intervention such as redirecting savings into education could counterbalance these effects by enhancing resources for teachers. For example, improvements in teacher training, better infrastructure, and increased recognition of teachers' roles could help boost motivation, as suggested by FME (2022) and George (2023).

The broader economic implications of fuel subsidy removal are crucial in shaping teachers' motivation. Budgetary constraints may limit the government's ability to invest in the education sector, which could diminish available resources for schools and affect teachers' ability to perform their duties effectively. As NBS (2024) and CBN (2024) note,

financial stress resulting from inflation and the high cost of living could undermine teachers' morale. However, if the government implements policies that alleviate these pressures such as providing palliative measures and investing in education teachers' motivation could improve despite the initial negative effects of subsidy removal. The removal of fuel subsidies in Nigeria presents both challenges and opportunities for the teaching profession. The increased cost of living and transportation may negatively impact teachers' attitudes and motivation, but these effects can be mitigated if the government strategically re-allocates the savings from subsidy removal to improve educational infrastructure, teacher training, and professional development. The complex interplay between economic pressures, systemic changes, and government responses highlights the need for comprehensive policies to support teachers during this transition period.

III. Research Methods

The research design for this study is a causal-comparative research design, which is a non-experimental approach aimed at exploring cause-and-effect relationships between variables. This design is particularly relevant to studies where the independent variable has already occurred and cannot be manipulated by the researcher. As Creswell (2014) notes, causal-comparative research enables researchers to analyze the influence of a cause on its effects retrospectively, making it appropriate for this study, which investigates the implications of a policy decision that has already been implemented. The population of this study consists of 716 teachers working in 22 public secondary schools within Jos North Local Government Area of Plateau State. These teachers are drawn from the secondary schools in Plateau State. The population includes both male and female teachers, ensuring inclusivity across gender lines. The population data was obtained from the Educational Board Authority of Jos North Local Government (2023), providing a credible and comprehensive basis for sampling.

The sample for the study was 200 teachers, selected from 10 public secondary schools, with 20 teachers chosen from each school. This sample size is representative and adequate, considering the total population of 716 teachers. The sampling strategy ensures that the chosen participants adequately reflect the characteristics of the broader population while maintaining a manageable size for detailed analysis. Simple random sampling was employed to guarantee unbiased selection, providing each teacher and school an equal chance of being included in the study. The lottery method, as described by Creswell (2013), was used to implement this technique, where the names of schools and teachers were randomly drawn to determine the sample.

Data collection was facilitated through a structured questionnaire titled "Impact of Fuel Subsidy Removal on Motivation, Attitude, and Job Performance of Secondary School Teachers in Jos North LGA" (IFSJP). The questionnaire consisted of two sections: Section A captures demographic information such as gender, teaching experience, and qualifications, while Section B is analytical, containing 30 items designed to address the study's objectives and research questions. A 4 points scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) to was used, allowing for quantitative assessment of teachers' responses.

To ensure the validity of the research instrument, it was subjected to expert review by two academics: one specializing in Research, Measurement, and Evaluation, and the other in Social Studies Education from the Faculty of Education, University of Jos. Their assessments focused on the accuracy, clarity, and relevance of the questionnaire items. Their recommended adjustments were incorporated to enhance the instrument's content

validity. For reliability, the split-half method was applied, and the reliability coefficient was calculated using Pearson Product-Moment Correlation (PPMC) to arrive at 0.71 reliability index. This ensures that the instrument consistently measures the intended constructs across different administrations.

Direct method of data collection was employed where the instrument was administered directly to the respondents. Two research assistants were trained to assist in the data collection. Data analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics such as simple percentages, frequency counts, means, and standard deviations were used to answer the research questions.

IV. Results and Discussion

Research question one: What are the reasons for removal of fuel subsidy?

Table 1. Analysis of Research Question One

Items	N	Mean	Std. Deviation	Decision
Reduction of corruption and subsidy	200	3.36	.487	Accept
High debt rate and dwindling revenue	200	2.89	.950	Accept
To improve revenue and save money for capital infrastructure	200	3.13	.847	Accept
The end sharp and corrupt practices of few individual milking the treasury dry	200	3.35	.672	Accept
Global oil price fluctuations	200	3.53	.503	Accept

Table 1 presents respondents mean opinion of respondents to research question one which seeks to find out the reason for removal of fuel subsidy and the respondents all agreed that the reasons for removal of fuel subsidy includes reduction of corruption, high debt rate, improving revenue, to end corrupt practices and because of global oil price fluctuation. All these items were agreed to be the causes of oil subsidy removal

Research question two: What is the influence of fuel subsidy removal on teachers?

Table 2. Analysis of Research Question Two

Items	N	Mean	Std. Deviation	Decision
High cost of transportation	200	2.8	.946	Accept
Reduce purchasing power	200	3.27	.794	Accept
Cause reduction in savings	200	3.37	.674	Accept
Increase cost of living	200	3.15	.525	Accept
Bring about inflation	200	2.64	.991	Accept

Table 2 above present respondents' opinions to research question two which seeks to find out the influence of fuel subsidy removal on teachers and the influence from the

analysis of respondents includes high cost of transportation, reduced purchasing power, reduced savings, increased cost of living and inflation which are all agreed by the respondents as influence of fuel subsidy removal on teachers.

Research question three: What is the influence of fuel subsidy removal on teachers attitude towards teaching?

Table 3. Analysis of Research Question three

Items	N	Mean	Std. Deviation	Decision
Fuels subsidy removal affect teachers' attitude towards teaching negatively	200	3.12	.847	Accept
The effects of fuel subsidy removal contribute to teachers' lukewarm attitude to teaching	200	3.37	.672	Accept
Teachers attitude towards teaching will decline due to fuel subsidy removal	200	3.54	.503	Accept
Teachers attitude to teaching will be negative because of subsidy removal	200	2.51	1.002	Accept
Where subsidy is removed teacher pay more for services which affects their attitude teaching	200	3.28	.796	Accept

Table 3 above present respondents' mean opinions of respondents on the influence of fuel subsidy removal on teacher's attitude towards teaching. The analysis revealed that fuel subsidy removal affects teacher's attitude to teaching negatively, cause teachers attitude towards teaching to decline, and makes teachers pay more expenses which invariably affects their attitude and disposition. The implication is that the fuel subsidy removals translate to high cost of living and such affects the attitude of teachers towards teaching.

Research question four: What is the influence of fuel subsidy removal on motivation of teachers towards teaching?

Table 4. Analysis of Research Question Four

Items	N	Mean	Std. Deviation	Decision
Teachers are less motivated because of fuels subsidy removal	200	3.34	.675	Accept
The removal of fuel subsidy cause teachers to be lethargic towards teaching	200	3.21	.567	Accept
Teaching becomes less interesting for teachers because of fuel subsidy removal	200	2.62	.991	Accept
Teachers are not motivated with their job	200	3.11	.847	Accept
Teachers need better motivation	200	3.35	.672	Accept

Table 4 depicts the opinion of respondents on the influence of fuel subsidy removal on teachers' motivation towards teaching. The analysis revealed that, teachers' motivation towards teaching is affected in different ways because fuels subsidy removal affects teachers and therefore the teachers become less motivated towards teaching as a profession.

Research question five: What is the influence of fuel subsidy removal on teachers' job performance?

Table 5. Analysis of Research Question Five

Items	N	Mean	Std. Deviation	Decision
Possible protests or strikes by teachers in response to economic challenges	200	3.39	.675	Accept
Potential economic instability leading to job uncertainty	200	3.23	.567	Accept
Inflationary pressures affecting the cost of living will affect teachers job performance	200	2.65	.991	Accept
High cost of living and transportation will affects teachers job performance	200	3.12	.847	Accept
Teachers performance will be affected because of high cost of goods and services	200	3.37	.672	Accept

Table 5 depicts the opinion of respondents on the influence of fuel subsidy removal on teachers' job performance. The analysis revealed that, teachers job performance is affected by the removal of fuel subsidy as it the removal can cause protest, cause high cost of living, causes job uncertainty and a lot of hardship which all affects the job performance of the teachers. By implication the removal of fuel subsidy impact negatively on job performance of teachers in Jos North LGA.

Testing of hypotheses

Hypothesis one: There is no significance difference between teachers' job performance and fuel subsidy removal

Table 6. Summary of t-test table on significant difference between Teachers Job Performance and Fuel Subsidy Removal

Variables	N	X	SD	df	t-cal	p-value
Teachers job performance		9.27	2.16			
	200		92	-9.900	0.000	
Fuel subsidy removal		6.14	1.32			

P < 0.05

The result in table 6 above indicate that p value 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis stated is rejected because the p-value is less than the level of significance. This result shows that teachers job performance is influenced by fuel subsidy removal

Hypothesis two: There is no significant difference between teachers' attitude and fuel subsidy removal

Table 7. Summary of t-test table on significant difference Between Teachers Attitude and Fuel Subsidy Removal

Variables	N	X	SD	df	t-cal	p-value
Teachers attitude		9.23	2.16			
	200		61	-9.89	0.000	
Fuel subsidy		10.14	1.52			

$P < 0.05$

The result in table 7 above indicate that p value 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis stated is rejected because the p-value is less than the level of significance. This result shows that, there is significant relationship between teachers attitude and fuel subsidy removal.

Discussion

The findings of the study highlight significant implications of fuel subsidy removal in Nigeria, particularly on secondary school teachers in Jos North LGA. The analysis of the first research question revealed that the government justified the removal of subsidies as a measure to reduce corruption, free up revenue for capital expenditure, manage debt burdens, and alleviate fiscal pressure. These reasons align with global trends where governments implement similar policies to stabilize public finances, though the economic burden is shifted to citizens. Akpo, Okpe, and Ugbadu (2023) supported this perspective, emphasizing that fuel subsidies were unsustainable in the Nigerian economy. However, the findings also underscored the negative consequences of subsidy removal on teachers, including increased costs of living, inflation, and financial hardship. Obi (2023) corroborated these outcomes, noting that while subsidy removal was commendable, poor implementation of palliatives exacerbated the hardship on individuals.

Further findings demonstrated that fuel subsidy removal negatively influenced teachers' attitudes, motivation, and job performance. Teachers expressed frustration and psychological strain, which adversely affected their engagement in classrooms. This aligns with the arguments of Olubukola (2018) and Komolafe and Mustapha (2023), who linked teachers' attitudes and welfare to financial stability. Similarly, the study revealed that the removal of subsidies significantly undermined teachers' motivation, reducing interest and productivity in their roles, a position supported by Erturk and Aydin (2017). Additionally, teachers' job performance was negatively affected due to economic instability, high living costs, and uncertainty, leading to potential disruptions in teaching and learning. George (2023) echoed this, stressing that subsidy removal impacts all aspects of teachers' lives. Statistical tests confirmed significant differences in teachers' job performance and attitudes due to subsidy removal, emphasizing its far-reaching consequences on the education sector.

Summary of findings

This study conducted indepth analysis into the influence of fuel subsidy removal on teachers' attitude, motivation and job performance. From the study the following findings were made;

1. There is a significant difference between teachers job performance and fuel subsidy removal
2. That there is significant difference in teachers attitude towards fuel subsidy removal in Jo North
3. There is also a significant difference between fuel subsidy removal and teachers motivation towards teaching
4. That fuel subsidy removal influence the job performance of the teachers because job performance is linked to reward and welfare thus were welfare is not sufficient to take care of the teachers need then job performance will be affected adversely
5. That some ways of improving teachers motivation for good job performance includes improving teachers welfare, boosting teachers morals and provision of incentives and motivation among others

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