

Motivation on teachers' job performance: implications for school administrators in Nigeria

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Abstract

Teachers' motivation is crucial for effective job performance in Nigeria, particularly through an increase in wages. Therefore, this study looked at the impact of motivation on teacher job performance and what it means for school administrators in Lagos State's Education District II. This is a descriptive survey in which four research questions are presented and one hypothesis is proposed. A sample of 100 participants from ten secondary schools in Ikorodu Zone, Education District II, was used. The researchers created a four-item Likert scale questionnaire to collect data on motivation, job satisfaction, and the impact of staff training on student academic achievement. The dependent variable was examined using a performance test designed by the researchers and validated by Educational Management specialists and three secondary school administrators. The research questions were analysed using mean and standard deviation, while the hypothesis was analysed using Pearson product-moment correlation statistics. The findings show that teachers' work performance has been greatly impacted by the timely payment of their compensation, and students' innate capacity for assimilation and academic achievement may be assessed by the timely payment of teachers' salaries. It was suggested that the government, at both the federal and state levels, through the ministries of education, assist the teaching profession in Nigeria by increasing teacher wages to ensure quality service delivery. The government should make efforts to employ skilled, devoted, dedicated, and knowledgeable teaching personnel, including guidance and counsellors.

Keywords: Administrator; job performance; motivation; staff training, teachers

Introduction

Teaching is one of the hardest and most boring occupations in the world. In today's schools, there are difficulties for learners' academic performance from both internal and external operational environments. To be profitable in the very competitive and demanding educational system, all hands must be on deck to provide the good academic achievements required to put the school in the right position. The level of motivation a teacher has a direct influence on their effectiveness at work. Motivated educators play a crucial role in the success of educational institutions (Kumari & Kumari, 2023 and Darsiah, 2023). Factors such as self-determined and non-self-determined motivation significantly impact teachers' job performance (Grant Coke, 2022). High achievement motivation leads to improved teacher performance, benefiting both individuals and schools (McClellan, 2022). Motivation is essential for creating a positive school culture and enhancing student success. Teachers' motivation influences student learning outcomes, emphasising the importance of educators' enthusiasm and dedication. Motivated teachers set mastery-approach goals, driving their efforts towards success and expertise. In education, motivation is a key to achieving personal goals,

enhancing curiosity, and improving academic performance. Therefore, fostering educators' motivation through incentives, support, and recognition is vital for ensuring quality learning outcomes and overall school success (Kalita, 2023). There is broad agreement across the world that having competent and intelligent teachers in every classroom is the only way to meet the objectives of education in every nation, which include increasing students' success and closing the achievement gap. Since teachers are the cornerstone of building a country, no educational institution can match their calibre (Oyeyemi & Akinyemi, 2016). One of the sad elements of teaching in this part of the globe is the lack of time and attention school owners and leaders dedicate to inspiring their teaching personnel. It is always one of those things that is not urgent and can wait till a later time.

Motivation theories are divided into two: the theories of content (traditional theory) and the extent (the modern theories). Content theories explain the factors that drive and motivate people, while process theories focus on how various personal factors affect human behaviour (Brooks, 2006). According to the theory of content, individuals are motivated to satisfy their needs ranked in a hierarchy according to their level of importance (Brooks, 2006). Maslow emphasises that these needs are the most important factor determining the behaviour of an individual by the thought that each behaviour originates from the efforts to resolve their specific needs (Koçel, 2010). The process theory has three main elements: valence, expectancy and instrumentality. The concept of valence is described as the degree of preference of a particular prize of the individual (Lunenburg, 2011). It is mentioned that because the people's needs are different, one reward will be desired in different levels between these individuals, and some will even think that the reward isn't something to strive for. Valence values will vary between +1 and -1 according to the reward desirability level of the individuals. If the individual is so anxious to have the reward, the value shows positive valence; otherwise, if it is not desired by the individual, the value will be negative. As the individual shows no response to the reward, valence value will be accepted as zero (Lunenburg, 2011). These theories emphasise how important teachers' motivation is to job performance.

Teachers' motivation gradually becomes less important and urgent. To increase students' dedication to work and their academic performance, teachers must be creative and innovative (Essien & Gimba, 2017). Teachers are seen as individuals who put forth enough effort in all they do to positively impact society. They know where they are going and have a vision. If teachers are happy with their jobs and the conditions in which they do them, they will perform better in carrying out their obligations. Their output will rise as a result. This research looked closely at the relationship between motivation and teachers' job performance in the classroom, as well as the implications for various school administrators.

The incentive structure of a business undoubtedly affects employee performance, which may raise or lower productivity (Ibrahim & Abiddin, 2023). The vision and purpose of every business are to ensure that its objectives are fulfilled, and to achieve this, its employees must be inspired to be productive and efficient. Motivation and job performance are closely associated, and the success of an organisation is largely dependent on motivation and performance. Motivation is essential to a business since it boosts employee output and makes it easier to achieve organisational objectives. Motivation has a big effect on instructors' performance since it significantly increases competence (Inayatullah & Jehangir, 2015). The foundation of all development is education, and the success of every country's educational system rest on its teachers, who provide most of the input required for the system to meet its goals (Bray, 2024). The federal government of Nigeria is aware that inspiring teachers is necessary to raise the country's educational standards. Considering this, the government has given teachers' preparation top priority while developing and implementing educational initiatives, using the justification that "no education system may rise above the quality of its teachers" (Federal Republic of Nigeria (FRN), 2012). The administration has begun implementing several reforms and adjustments in teachers' welfare and education because of this commitment. The 10-year Strategic Plan and the National Action Plan gave priority to expanding possibilities for teacher training and improving their credentials. Among the enhancements are the Teachers Salary Scheme (TSS) with extra incentives, the Federal Teachers Corps, and the Pivotal Teachers Training Programme (PTTP).

Teachers are unmotivated for their profession, even with the beautiful government design. If any nation intends to achieve high levels of quality, the needs of teachers must be given careful attention. Teachers, who not only assist learning but also choose the quality of teaching children will get, hold the key to the future of the educational system (Ofojebe & Ezugoh, 2010). Furthermore, teachers still play a crucial role in impacting knowledge in schools despite the fast-growing body of research on the variables influencing students' academic accomplishment, the majority of which is based on the assessment of education production functions. However, in this instance, it's common to ignore the importance of teachers' work happiness (Bray, 2024). Since work performance refers to all human endeavours, it is a customised and unique concept. Organisations, especially secondary schools that value innovation and advancement in the workplace, must maintain high standards for job performance. One of the pillars of a healthy school is job performance, as stated by Essien and Gimba (2017); nevertheless, researchers in the fields of human resources and management have differing opinions on this. For example, in the educational system, the degree to

which instructors fulfil their responsibilities or the teaching-learning process has a significant impact on students' academic achievement, whether it is favourable or poor. A teacher who is content with their job is more likely to acknowledge the benefits and the progress that their children have made. Conversely, a teacher who lacks motivation is more likely to be unproductive, give up, lack enthusiasm, and become disinterested in fulfilling his legal responsibilities. This might also be the cause of his or her pupils' poor performance. According to data from the US Department of Education, 13% of teachers nationally left their positions before their first year of employment in 2000–2001, followed by over 20% in the first three years and around 305% in the first five years (Oyeyemi & Akinyemi, 2016). Many teachers joined the area with the belief that it would be intrinsically gratifying, but they often left feeling dissatisfied and unsatisfied (Oyeyemi & Akinyemi, 2016). The high turnover rate has been linked to several issues; neither the society nor the government recognises teachers. Meanwhile, the quality of the teachers as well as their commitment, fulfilment, and enthusiasm are crucial components in ensuring that students gain from the educational system. Since teachers are the pillars of society, they act as role models in schools.

According to Jyoti and Sharma, who were cited by Essien and Gimba (2017), teachers assist the kids in maturing into future leaders who would be tasked with enchanting their country. Completing the teaching component's criteria is essential. Research demonstrates how teachers who are content, devoted, and committed are better able to give their best in the classroom, benefiting the children, parents, and society at large. But teachers are the ones who decide whether their pupils will succeed academically, and everything that gets in the way of teachers doing their jobs affects how well students perform (Ouma & Munyua, 2018). The teacher is always a nice, moral, and intellectual role model for the pupils. Teachers should be committed to their profession and lead ethically pure lives both within and outside of the classroom. A teacher's degree of job satisfaction is determined by how successfully their needs and expectations are satisfied at work. According to Bray (2024), this implies that a teacher's degree of work satisfaction rises in proportion to how well their needs and expectations are satisfied.

Problems associated with loan repayment, home loans, auto loans, remodelling loans, and teacher salary payments affect teachers' work output and performance, which may further reduce the students' test results if left untreated. A shortage of personnel or in-service training is another problem that reduces teachers' output. But there is another problem that worries Nigerians in general as well as teachers themselves: teacher productivity. The payment of teachers' wages, the amount they earn, their promotions, the financing of their professional development, and leave benefits are fundamental issues that have spurred public debate. It has been determined that each of these components seriously jeopardises students' academic performance at the Senior Secondary School Certificate Examinations. This has caused the educational system to suffer. Thus, this prompted the research study and served as the rationale for this field of study's allocation. The perceived satisfaction and dissatisfaction of teachers in the teaching profession, the traditional and persistent low performance of students in secondary examinations, and the attitudinal imbalance among teachers teaching in several secondary schools in Nigeria.

Conceptual framework

Motivation is the force that drives someone to act in ways that lead to the accomplishment of certain goals (Ryan & Deci, 2020). This implies that motivation is an influencing factor that pushes people to behave despite their better judgment. Technically speaking, motivation is a psychological process that aids in directing behaviour toward a certain objective. Motivated educators have a greater sense of commitment to their work. Their lively and captivating classrooms reflect their enthusiasm for both teaching and their topics. Students often respond favourably to such enthusiasm, which enhances the learning environment (Skaalvik & Skaalvik, 2020). Motivated teachers are more likely to give their jobs their all and put in more effort. They are more likely to create original lesson ideas, prepare well for class, and continuously improve their methods. Teachers are people, with objectives and desires of their own, and individual needs. When these needs are not met, teachers often suffer from withdrawal syndrome, absenteeism, and responsibility abandonment, which has a detrimental effect on their performance and productivity at work. Teaching involves employing lesson plans, instructional resources, teaching tactics, and frequent evaluations of students. These are all part of a teacher's job description. In addition, it entails making lesson plans and notes, taking part in extracurricular activities, being reliable and punctual, providing counselling and assistance, and more. A crucial element of a teacher's performance in the classroom is their capacity to include all of these while supervising pupils and assigning material (Segal, 2019).

It is disheartening to hear that the education system is not succeeding in providing services. Skaalvik and Skaalvik (2020) claims that throughout the last 10 years, student performance on the West African School Certificate has been abysmal. The low standards have resulted in teachers being held responsible. The instructors have voiced complaints about neglect, uneven compensation, inadequate resources, and poor working conditions. Teachers must have a strong drive to excel in their specialty if the educational system is to be functional and services are to be

provided. Teachers' motivation is influenced by a variety of factors, including the infrastructure of the school, pay, professional status and recognition, accomplishments, opportunities for advancement and training, relationships with coworkers, school leadership and policies, working conditions, recruitment, deployment, vocational intent, and many more (Abubakar, 2024).

It is important to recognize that the lackluster attention given to teachers' motivation has negatively impacted the educational system. Akyeamong (2022) assert that teachers in sub-Saharan Africa are unmotivated, and that this prevents pupils in these areas from receiving or obtaining an education that is at least minimally acceptable. Issues with teacher motivation in schools are associated with poor facilities, underwhelming facilities, advancement, success, appreciation, and compensation—all of which are detrimental to the educational system. Lately, deteriorating standards and quality have soiled and damaged our educational system. This problem is now causing worry for system participants. The role that motivated teachers play in raising student success and maintaining the efficacy of the educational system cannot be understated. Additionally, it will reduce systemic stress and provide instructors a feeling of accomplishment. Regarding salary increases, perks, and improving working conditions for teachers, the Nigerian Union of Teachers and the government often disagree. Since both the federal and state governments have said that the present economic situation cannot sustain teachers' expectations, the government typically cites inadequate resources as a reason why it cannot meet their requests (Ololube, 2017). The government has once again shown that it is not happy with the job that teachers are performing.

Teachers are not worthy of wage increases or other advantages since they are seen as being indolent, inattentive, unenthusiastic, undevoted, absentee, and ineffective. Conversely, educators engage in conflict with the government on salary levels, perks, and other areas of their work that they believe do not meet their standards and essential needs. Because they feel that workers in other economic sectors are paid more, are more motivated, and have better working circumstances, teachers advocate for a pay structure that is more in line with others (Ololube, 2018). This tendency portends badly for both the future of society as a whole and our educational system. Stated differently, motivation is a strategy for guaranteeing that people contribute fully, effectively, and productively in order to help an organization achieve its objectives (Skaalvik & Skaalvik, 2020). In a company where workers lack empowerment, there will undoubtedly be disobedience, refusal, absenteeism, and surrender of duty; these behaviours might negatively impact production. When a new employee joins a firm, they anticipate that their desires and ambitions will be met by hard work. When an employee's basic needs are satisfied, which forms the basis of motivation, they become vivacious and productive. In order to bring about change, improve efficiency, and elevate the standard of education, educators need to be provided with the necessities that will inspire them to provide their best efforts.

The majority of school administrators believe that motivation is one of the key elements affecting an organisation's effectiveness. To boost teachers' excitement and involvement, principals will have to concentrate on the continuous growth of their human resources: match the shifting requirements for educators throughout their careers (Mutesasira & Marongwe, 2024). According to Ofoegbu and Ezugoh (2010), motivation is often seen as a good thing as it influences how individuals act and complete their duties. As a result, influencing teachers' work ethics and getting them ready to engage in classroom teaching are always necessary for motivating them. It also has to do with teachers' intentions to discipline and control their students. Translating the educational philosophy and goals into the information and abilities that students will ultimately acquire is the teacher's job. A teacher will fulfil their duty to enhance the educational system if they have all they need to do their task. It is necessary to take action to guarantee instructors' contentment, happiness, devotion, and readiness to work hard and dedicate their time and energy to teaching for the good of students and the educational system in order to successfully motivate them.

Teachers may have extrinsic or intrinsic requirements. Internal motivation is related to the task at hand. When a teacher is intrinsically motivated, they work because they like it, it makes them happy, and they are recognized for it. On the other hand, teachers who are motivated by external factors fulfill their duties and are paid. It significantly affects how workers act and think. The organization's objective should be to raise teachers' intrinsic and extrinsic motivation to teach as effectively as possible in order to improve schools (Osei & Bjorklund, 2024).

The only way to ensure high standards and excellent education is to strive toward improving the working environment and circumstances for teachers and providing them with sufficient perks to enable them to do their duties correctly. We may not have high expectations for those who lack motivation. The degree of empowerment of employees determines how well they perform. Thus, the degree of motivation shown by an instructor is reflected in their performance.

These days, the average secondary school teacher has to work in another business in order to make ends meet. Even with the approval of the Teachers Salary Structure, teachers still make a pitiful amount of money and are often underpaid (TSS). In addition to the absence of in-service training, housing, free meals, involvement in decision-making, irregular promotions, etc., there is the problem of teacher recognition. These variables combine to cause

secondary school teachers' poor morale, careless attitude, disobedience of duty, absenteeism, and lack of attention to duty. Ultimately, there is inadequate performance.

Research Objectives

The main objective of this study was to determine the influence of motivation on teachers' job performance in Education District II of Lagos State, and its implications for school administrators. Specifically, it

1. examines the significant effect of prompt payment of teachers' salaries on their job performance;
2. discovers the significant effect of teachers' job satisfaction on their job performance;
3. determines how teachers' training and professional development can affect their job performance; and
4. examines the extent to which school administrators support teachers' motivation for increasing job performance.

Methodology

Research design

This study was a descriptive survey research type. This study's research design with the use of a Questionnaire is thought to be suitable for clarifying, comprehending, and having implications for school administrators in senior secondary schools in Ikorodu Zone of Education District II of Lagos State on the present impact of teachers' motivation on their work performance. The target population consisted of all the secondary school teachers in the Ikorodu Zone of Education District II, Lagos State. Ten teachers from ten senior secondary schools in the Ikorodu zone of Education District II were randomly selected for the study. This approach was used because it ensures that every component of the research population has an equal probability of being represented. A total of 100 teachers were sampled. A researcher built a self-structured teachers' questionnaire, which was tagged the Teachers' Motivation Questionnaire (TMQ), and was used in this study. There were two sections to the TMQ: A and B. Teachers' personal information (biodata) is included in Section A, while 20 items in Section B measure how motivated teachers are to perform on the job at secondary schools in Lagos State's Ikorodu Zone of Education District II. According to a four-point Likert scale format, the questionnaire's items are rated as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with scores of 4, 3, 2, and 1 for each.

The instrument was validated by three education experts in school administration. This allowed for a thorough examination, and suggestions were made to the face and content of the instrument, and to ensure the contents complied with the purpose of the study. The test-retest approach was used to determine the instrument's reliability. After subjecting the instrument to 20 respondents twice over two weeks, the two sets of scores were compared using Pearson's product-moment correlation coefficient statistics. This resulted in a reliability coefficient value of 0.85, indicating a high level of reliability for the test. The survey was conducted by the researchers by visiting the schools and administering the questionnaire after the participants signed the consent form. This was done for two weeks. Mean, percentages and tables were used to answer the research questions. The Pearson Product-Moment Correlation Statistics was used to test the hypotheses at a 0.05 significance level.

Table 1:

Factors that Motivated Secondary School Teachers to Work.

Statement	SA	A	D	SD	MEAN	SD	Interpretation				
A sense of accomplishment and impact on students' Lives motivate me to play My role as a secondary school teacher	61	61%	39	39%	0	0	0	0	3.7	1.7	Strongly agree
Professional development opportunities influence and motivate me to work as a secondary school teacher	71	71%	29	29%	0	0	0	0	3.8	2.1	Strongly agree
A supportive work environment in motivating You as a secondary school The teacher is important	89	89%	11	11%	0	0	0	0	3.9	2.8	Strongly agree

continued

Recognition and appreciation from the school administration motivate my teaching role	50	50%	50	50%	0	0	0	0	3.1	2.6	Agree
A competitive salary contributes to my motivation as a secondary school teacher	91	91%	9	9%	0	0	0	0	4.0	2.9	Strongly Agree
A positive relationship with colleagues enhance my motivation at work	61	61%	39	39%	0	0	0	0	3.1	1.9	Strongly Agree
A sense of autonomy in my Teaching methods impact My motivation as a secondary school teacher	20	20%	76	76%	4	4%	0	0	3.2	1.9	Agree
Student engagement and Positive feedback motivates I as a secondary school Teacher	30	30%	62	62%	8	8%	0	0	3.2	2.5	Agree
A clear career progression path influences your motivation to continue working as a secondary school teacher	50	50%	50	50%	0	0	0	0	2.8	3.1	Strongly agree
A healthy work-life balance contributes to your motivation in your role, I am a secondary school teacher	35	35%	65	65%	0	0	0	0	3.5	2.7	Agree
AVERAGE									3.4		
MEAN											Slightly Positive

3.50 - 4.0 (Positive Effect), 2.50 - 3.49 (Slightly Positive Effect); 1.50 - 2.49 (Slightly Negative Effect); 1.00 - 1.49 (Negative Effect)

Note. Table 1 demonstrates the elements that drive secondary school teachers to work hard. It seems that there are a few marginally favourable elements influencing secondary school teachers' motivation to work hard. 76% of respondents strongly agreed that professional development chances affect their desire to work as secondary school teachers, according to one of the measuring instruments' components, with a mean average of 3.8. Also, 89% of respondents strongly agreed - with a mean score of 3.9—that having a supportive work environment is crucial for keeping them motivated in their role as secondary school teachers. The greatest percentage indicated that 91% of participants believed that one's motivation as a secondary school teacher is influenced by competitive remuneration. With a weighted average of 3.4, it also shows that, according to survey participants, certain marginally favourable elements influenced teachers' motivation to carry out their duties at secondary schools in Ikorodu Zone of Education District II of Lagos.

Table 2:

Factors that Demotivated Secondary School Teachers to Work

Statement	SA	A	D	SD	MEAN	SD	Interpretation				
insufficient teaching materials and resources demotivate secondary school teachers	20	20%	80	80%	0	0	0	3.1	2.8	Agree	
The impact of inadequate Administrative support affects The motivation of secondary school teachers	40	40%	10	10%	50	50%	0	0	2.9	1.7	Disagree
Student behaviour and Discipline issues contribute to demotivation among secondary school teachers	69	69%	31	31%	0	0	0	0	3.0	2.9	Strongly Agree

continued

An overwhelming workload negatively affects the motivation of secondary school teachers	66	66%	30	30%	4	4%	0	0	2.8	2.8	Strongly Agree
Limited opportunities for professional growth and development impacts the motivation of secondary school teachers	50	50%	40	40%	10	10%	0	0	2.7	2.7	Agree
Recognition and appreciation for the efforts of the secondary school teachers are demotivating.	0	0	0	0	50	50%	50	50%	2.5	2.5	Disagree
Poor classroom conditions, such as overcrowded classrooms or inadequate facilities are causes of teacher demotivation	40	40%	5	5%	55	55%	0	0	2.9	2.8	Agree
Ineffective communication between school administration and teachers contributes to demotivation	35	35%	45	45%	20	20%	0	0	2.7	2.2	Agree
Demotivation comes from the lack of giving due	10	10%	30	30%	60	60%	0	0	2.9	2.1	Disagree
In accordance with the efforts of secondary school teachers	35	35%	45	45%	20	20%	0	0	2.6	1.9	Agree
Job insecurity affects the motivation levels of secondary school teachers											
AVERAGE WEIGHTED MEAN									2.8		Significant level of Impact

3.50 - 4.0 (Highly Significant factors); 2.50 - 3.49 (Significant factors); 1.50 - 2.49 (Slightly Significant factors); 1.00 - 1.49 (Insignificant factors).

Note. Table 2 shows factors that demotivated secondary school teachers to work. With a mean of 3.0, 69% of respondents agreed that student behaviour and discipline issues contribute to demotivation among secondary school teachers. To further strengthen this finding, with a mean of 3.1, 80% of the respondents agreed that insufficient teaching materials and resources demotivate secondary school teachers. With a weighted mean of 2.8, the finding therefore suggests that there are significant factors that demotivate secondary school teachers to work.

Table 3:

Ways Teachers' Motivation Improves Their Job Performance.

Statement	SA	A	D	SD	MEAN	SD	Interpretation				
Motivated teachers perform better in their roles	89	89%	11	11%	0	0	3.9	3.0	Strongly agree		
Increased motivation positively impacts a teacher's commitment to their job	90	90%	10	10%	0	0	4.0	2.3	Strongly Agree		
Motivation affects their ability to handle challenging situations in the classroom	80	80%	20	20%	0	0	3.8	2.5	Strongly Agree		
Teacher's motivation influences their enthusiasm for teaching	92	92%	8	8%	0	0	4.0	2.6	Agree		
There is a correlation between a teacher's motivation level and the quality of their	30	30%	10	10%	60	60%	0	0	1.5	1.4	Disagree

continued

teaching performance.

Teacher motivation leads to increased student engagement.	20	20%	60	60%	20	20%	0	0	3.5	3.2	Strongly agree
Motivated teachers show a higher dedication to professional development	25	25%	35	35%	40	40%	0	0	2.5	1.3	Disagree
Do you believe that motivated teachers demonstrate enhanced job performance	55	55%	45	45%	0	0	0	0	3.1	2.1	Strongly Agree
Teacher motivation positively influences their overall job effectiveness	40	40%	60	60%	0	0	0	0	3.1	1.7	Agree
Motivated teachers are more likely to excel in their job responsibilities	35	35%	45	45%	15	15%	5	5%	2.1	1.8	Agree
AVERAGE									3.2		
WEIGHTED MEAN											3.2
										Significant	
										Impact	

3.50 - 4.0 (Highly Significant Impact); 2.50 - 3.49 (Significant Impact); 1.50 - 2.49 (Slightly Significant Impact); 1.00 - 1.49 (Insignificant Impact).

Note. Table 3 shows the ways teachers' motivation improves their job performance. With a mean of 3.9, 89% of respondents strongly agreed that motivated teachers perform better in their roles. Also, with a mean of 4.0, 90% cent of the respondents strongly agreed that increased motivation positively impacts a teacher's commitment to their job. With a weighted mean of 3.2, the finding therefore suggested that an increase in motivation significantly impacts a teacher's commitment to their job.

Table 4:

Strategies to Effectively Motivate Teachers to Improve Their Job Performance

Statement	SA	A	D	SD	MEAN	SD	Interpretation				
Monetary incentives motivate teachers to enhance their job performance	60	60%	30	30%	10	10%	0	0	3.3	1.9	Strongly Agree
Recognition and appreciation by school administration positively impact teacher motivation	25	25%	75	75%	0	0	0	0	3.8	2.4	Agree
Professional development by school managers and teachers to improve their performance	20	20%	25	25%	55	55%	0	0	2.8	2.5	Agree
The influence of a supportive and collaborative work environment on motivating teachers to excel in their roles	25	25%	30	30%	45	45%	0	0	2.7	3.2	Strongly agree
Autonomy in decision-making is for motivating teachers to perform better	0	0	10	10%	80	80%	10	10%	1.9	2.0	Disagree
Regular feedback and constructive criticism from school heads affect motivation and performance	20	20%	80	80%	0	0	0	0	3.5	2.3	Agree
Aligning goals between teachers and the school's vision motivates teachers to enhance their job performance	20	20%	30	30%	50	50%	0	0	2.9	1.6	Disagree
Involving teachers in decision-making processes boosts their motivation to excel in their professional responsibilities	45	45%	50	50%	5	5%	0	0	3.1	1.8	

continued

Creating a positive and supportive work environment contributes to motivating teachers to better job performance	20	20%	40	40%	25	25%	15	15%	2.4	1.2
Setting clear performance expectations by the head of school motivates teachers to meet and exceed their professional standards	10	10%	30	30%	60	60%	0	0	2.1	1.0
OVERALL MEAN									3.2	Significant level

3.50 - 4.0 (Highly significant); 2.50 - 3.49 (Significant); 1.50 - 2.49 (Slightly significant); 1.00 - 1.49 (Insignificant).

Note. Table 4 shows the relevance of the tactics used by school administrators to successfully inspire teachers to enhance their work performance is shown in Table 4. The mean of 3.5, or 80% of respondents, said that frequent feedback and constructive criticism from school administrators had an impact on teachers' motivation and performance, according to the table results. Additionally, a mean of 3.8, 75% of the respondents believed that teacher motivation is favourably impacted by the school administration's acknowledgement and praise. The results, which have a weighted mean of 3.2, indicate that school administrators have used several noteworthy tactics to successfully encourage instructors to enhance their work output.

Table 5

Relationship between Prompt Payment of Teachers' Salaries and The Job Performance of Teachers.

		Prompt payment of the teacher's salary	Job performance
Prompt payment of the teacher's salary	Pearson Correlation	1	.801*
	Sig. (2-tailed)		.036
	N	150	150
Job performance	Pearson Correlation	.801*	1
	Sig. (2-tailed)	.036	
	N	150	150

*. Correlation is significant at the 0.05 level (2-tailed).

Findings and Discussions

The research found that in secondary schools in the Ikorodu Zone of Education District II in Lagos, a few somewhat favourable elements influenced teachers' motivation to participate in their profession. This suggests that the regular payment of teachers' wages has a substantial influence on students' academic achievement because irregular teacher salary payments constitute a considerable barrier to the teaching and learning process and have a detrimental effect on students. This result is consistent with Aderemi's (2009) findings about students' learning accomplishment, which indicated that the teachers who imparted the fundamental concepts of learning and achievement to the students were the primary predictors of students' performance.

The study's conclusion also showed that several important elements demotivate secondary school instructors to work. Teachers in secondary schools get demotivated when they have inadequate resources and instructional materials. This finding is consistent with the findings of Babu (2022) and Akomolafe and Ogunmakin (2014), who offered proof in support of the hypothesis that student behavior and disciplinary issues have an impact on secondary school teachers' motivation. This result is also consistent with Oluwakemi and Hassan Olusola's (2023) findings that acknowledging and appreciating secondary school teachers' work deters them from continuing in their profession.

Therefore, individuals seldom perform well in class and are ill-prepared for their lessons. In summary, inadequate communication skills render instructors ineffective and prevent pupils from learning.

The study further showed that school administrators use several important tactics to successfully encourage teachers to raise their level of performance. The most important individual in the educational system and the one who has the most impact on students' academic achievement is the teacher. Consequently, it is thought that financial rewards encourage teachers to improve their work output. These results corroborate the findings of Thiede et. al (2015), who revealed that student performance in academic courses may be accurately predicted by a teacher's experience.

Finally, the hypothesis investigation produced a result that showed a substantial correlation between teachers' work performance and the timely payment of their salaries. This suggests that teachers' work performance has been greatly impacted by the timely payment of their compensation. That is, students' innate capacity for assimilation and academic achievement may be assessed by the timely payment of teachers' salaries. According to the premise, there is a considerable correlation between instructors' work effectiveness and their early payment. The results support the findings of Onwuchekwa et al. (2020), which said that man has already evolved to some extent. His personality is a unique combination of potential, needs, wants, fears, and values. Certain traits that learners possess could be useful for them as they grow as students. But a teacher's work is cerebral, and for him to carry out his duties successfully and efficiently, he must always have had sufficient educational and professional training.

Conclusions and recommendations

In conclusion, it is crucial to emphasise that, with adequate motivation and effective school management from the government and schools, teachers' work satisfaction and performance in Lagos Secondary Schools are inextricably linked. The study confirms that teacher motivation is a complex construct influenced by both financial incentives and a supportive professional environment. While timely salary payments are crucial for improving teachers' work performance, addressing non-financial issues such as a lack of resources and a conducive teaching environment is equally vital. For administrators to effectively encourage teachers to raise their performance levels, a holistic approach that includes consistent financial rewards, adequate resources, and a supportive culture is essential. The teacher, as the most impactful individual in the educational system, must be adequately motivated to ensure students can reach their full academic potential.

To guarantee the provision of high-quality services, the federal and state governments in Nigeria should support the teaching profession by increasing teacher wages via their respective ministries of education. To address the working circumstances of teachers, the government should seek to hire skilled, devoted, knowledgeable teaching staff, including guidance and council members. To avoid using a round peg in a square hole, the focus should be on hiring teachers with professional qualifications. Teachers should be passionate about what they do and strive hard to improve the lives of their students. They should also find their jobs engaging. Because the results of the educational system shape society's future, educational administrators, parents, the government, and benefactors should be concerned about the health of the school system. The government needs to see education as the fastest, most direct path to a happy and fulfilling life, as well as the key to the growth of human capital. As a result, the government needs to allocate the 26% that UNESCO recommends for education in the nation.

Conflict of Interest

The researchers declare that no conflict of interest in this study.

Authors Contribution

Nasrudeen Ayinde malik and Matthew Oluwaseyi Alese conceptualised the idea and agreed on the title after modifications. The background of the study and statement of the problem were done by Nasrudeen Ayinde Malik and Florence Oluwaseye Adeleke. Research questions and hypotheses were formulated by John Olawale Oladoye and Matthew Oluwaseyi Alese. The instrument was developed by Nasrudeen Ayinde Malik, Florence Oluwaseye Adeleke and Matthew Oluwaseyi Alese. Data was collected and translated by John Olawale Oladoye and Matthew Oluwaseyi Alese, supervised by Nasrudeen Ayinde Malik and Florence Oluwaseye Adeleke. The original draft was written by Nasrudeen Ayinde Malik, Florence Oluwaseye Adeleke, John Olawale Oladoye and Matthew Oluwaseyi Alese, and was reviewed and edited by Nasrudeen Ayinde Malik and Florence Oluwaseye Adeleke.

Data Availability Statement

The data that has been used is confidential, and the authors do not have permission to share the data.

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