

**RELATIONSHIP BETWEEN TEACHER MOTIVATION AND STUDENT'S  
ACADEMIC ACHIEVEMENT IN PRIVATE SECONDARY SCHOOLS IN  
EGOR LOCAL GOVERNMENT AREA EDO STATE, NIGERIA.**

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**FEBRUARY 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF BACHELORS OF  
SCIENCES B.Sc(Ed) IN EDUCATIONAL MANAGMENT**

**FEBRUARY 2025**

## CERTIFICATION

We the undersigned, certify that this study was carried out by Michael Ifeanyi IBEH with matriculation number: **EDU2001626** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This research work is dedicated to God Almighty for making this a reality.

## ACKNOWLEDGMENTS

First, the researcher's gratitude goes to God Almighty, who has been the source of his strength in this great institution, for his unfailing love, grace and mercy which sustained him irrespective of the uncertainties he encountered throughout the duration of this course.

He wishes to extend his profound appreciation to his supervisor, a man of great intellect Dr. H.O Alonge, who has been a father figure to him throughout his academic journey and who despite his tight schedule always made time to help with the necessary corrections needed to ensure this process was smooth and stress free. Thank you sir for your guidance, encouragement and advice throughout his time as your student and supervisee. May God bless you abundantly.

The researcher also appreciates his lovely and unique parents, Mr & Mrs Ibeh, for their love, prayers, advice, and support both financially, materially and morally throughout his stay in this institute. Special thanks to his amazing siblings and friends, Tochi Joy, Uche Chris, Ibeh Blessing, and all others for their support, understanding, prayers and encouragement.

Your willingness to share knowledge and your encouragement have contributed to the success of this work. May God bless you all

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## **ABSTRACT**

The study investigated the relationship between teacher motivation and student academic achievement in private secondary schools in Egor Local Government Area, Edo State, Nigeria. For the purpose of the study, seven research questions were formulated. Descriptive survey design was used for the study.

The population for the study comprised 100 (50 teachers and 50 students) teachers and students in 5 private secondary schools in Egor Local Government Area. Sample size of 100 students and teachers in 5 private schools in Egor Local Government Area, Edo state was used in this study. Questionnaire on relationship between teacher motivation and student academic achievement Questionnaire (RBTMSAAQ). was used to collect data for this study. The instrument (RBTMSAAQ) was validated by the researcher through his supervisor. The test-retest method was used to get the reliability co-efficient of the instrument using Pearson's product moment correlation coefficient. The data obtained for the study were analyzed using means analysis to answer the research questions while t-test was used to test the formulated hypotheses at 0.05 level of significance.

The findings of the study indicate that male and female teachers in private secondary schools in Egor Local Government Area experience similar levels of motivation. The teachers' qualifications significantly impact their motivation, shaping their attitudes toward their work. These studies reinforce the idea that private schools in Nigeria, particularly those in urban areas, often maintain a balanced approach to instructional quality across diverse disciplines.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The quality of education in any society is significantly influenced by the motivation levels of teachers, which directly impacts student academic achievement. In the context of private secondary schools in Egor Local Government Area, Edo State, Nigeria, there is an increasing concern regarding the relationship between teacher motivation and students' academic performance. Despite the growing enrollment in private institutions due to perceived better educational outcomes, a gap exists in understanding how teacher motivation correlates with student success in these schools.

Teacher motivation is a complex phenomenon influenced by various factors, including job satisfaction, recognition, professional development opportunities, working conditions, and remuneration. In private secondary schools in Egor, many teachers face challenges that can adversely affect their motivation. These challenges may include inadequate salaries, lack of professional growth opportunities, and insufficient support from school administration. Consequently, a demotivated teaching staff may lead to a decline in the quality of instruction, which can negatively impact student engagement and academic achievement.

Research has indicated that motivated teachers are more likely to employ effective teaching strategies, engage with students meaningfully, and foster a nurturing learning environment. Conversely, when teachers are demotivated, they may exhibit lower levels of enthusiasm, reduced commitment, and a lack of innovative teaching practices. This situation raises critical questions about the extent to which teacher motivation influences student outcomes in private secondary schools in Egor and whether current motivational strategies are adequate.

Student academic achievement is often measured through performance in examinations, class participation, and overall engagement in the learning process. In private secondary schools, where academic excellence is a primary goal, the role of motivated teachers becomes even more pronounced. However, if teachers are not motivated, students may experience a lack of support, guidance, and encouragement, leading to poor academic performance. This scenario is particularly concerning in a competitive educational landscape where students face pressure to excel.

Furthermore, the relationship between teacher motivation and student achievement is not merely a linear one; it is influenced by various mediating factors such as classroom environment, teacher-student interactions, and the

availability of resources. For instance, a motivated teacher may create a more engaging and supportive classroom environment, which can enhance student motivation and, subsequently, academic performance. Conversely, if teachers are disengaged, students may feel less inclined to participate actively in their learning, resulting in lower academic outcomes.

The leadership style and administrative support within private secondary schools in Egor also play a significant role in shaping teacher motivation. Effective school leaders who prioritize teacher well-being, recognize achievements, and provide professional development opportunities can significantly enhance teacher motivation. However, if school leadership is lacking or if there is a disconnect between administration and teaching staff, it can lead to a demotivated workforce, further exacerbating the challenges faced by students in achieving academic success.

Moreover, the physical and psychological environment in which teachers operate is crucial. Factors such as class size, availability of teaching materials, and overall school climate can either foster or hinder teacher motivation. In Egor, many private schools may struggle with resource allocation, leading to inadequate facilities and support for teachers. This situation can create a cycle of demotivation, affecting not only teachers but also the students they are meant to inspire and

educate.

Despite the critical importance of this relationship, there is a noticeable gap in empirical research specifically focusing on the dynamics of teacher motivation and its impact on student academic achievement in private secondary schools in Egor Local Government Area. Most existing studies tend to focus on public schools or broader educational contexts, leaving a void in localized research that addresses the unique challenges and opportunities present in private institutions within this region. This gap underscores the need for a focused investigation that examines the specific factors influencing teacher motivation and how these factors correlate with student performance.

The problem of teacher motivation in private secondary schools in Egor Local Government Area, Edo State, Nigeria, presents a multifaceted challenge that necessitates thorough exploration. The interplay between teacher motivation and student academic achievement is critical for improving educational outcomes in the region. Understanding the factors that influence teacher motivation—ranging from administrative support to socioeconomic conditions—will provide valuable insights for educators, policymakers, and school leaders. Addressing these issues is imperative for fostering an environment that not only motivates teachers but also enhances students' academic success, ultimately contributing to the overall

development of the educational landscape in Egor.

### **Statement of the Problem**

In recent years, there has been growing concern regarding the academic performance of students in Nigeria, particularly in the private secondary school sector. While many of these institutions are perceived to offer superior educational experiences compared to their public counterparts, there are underlying issues that may hinder optimal student achievement. One of the most pressing issues is the motivation of teachers, which has been linked to various factors, including job satisfaction, compensation, administrative support, and professional growth opportunities.

Despite the importance of teacher motivation in influencing student academic success, Teachers in Egor Local Government Area appears not motivated to discharge their professional duties. Many educators and stakeholders are left to speculate about the relationship between teacher motivation and student performance, often without empirical evidence to back their claims. This lack of clarity creates challenges for school administrators, policymakers, and educators who strive to implement effective strategies for enhancing both teacher engagement and student outcomes.

Motivation can lead to a cycle of poor teaching practices, resulting in

subpar academic performance among students. Thus, it becomes imperative to investigate the specific factors that contribute to teacher motivation in this context and to understand how these factors directly correlate with students' academic achievements.

Teacher motivation can impact the classroom atmosphere, student engagement, and the quality of teacher-student interactions. Motivated teachers are more likely to be enthusiastic, patient, and dedicated, which helps create a learning environment where students feel supported and motivated to succeed. Conversely, a lack of teacher motivation can lead to disengagement, higher absenteeism, and lower investment in students' academic progress. Lack of motivation may also result in higher teacher turnover rates, disrupting continuity in learning and negatively affecting student achievement. For students, inconsistent and uninspired teaching can hinder their academic performance, reduce their interest in learning, and limit their potential for success. If systemic issues that appear to hinder teacher motivation remain unaddressed, efforts to improve student achievement will likely be compromised. Thus, it is imperative to examine the specific motivational factors affecting teachers and to develop strategies that support and enhance their motivation in a sustainable way. By understanding and addressing the barriers to teacher motivation, educational stakeholders can create

environments where teachers feel valued and supported, leading to improved academic outcomes for students. This study seeks to explore the connection between teacher motivation and student academic achievement, aiming to uncover insights that can inform policy and practice to benefit both educators and learners.

The central problem this study seeks to address is: How does teacher motivation influence student academic achievement in private secondary schools in Egor Local Government Area, Edo State?

### **Research Questions**

The following research questions guided the study:

1. What are the factors influencing teacher motivation in private secondary schools in Egor Local Government Area?
2. What is the level of teachers motivation in private secondary schools in Egor Local Government Area?
3. Is there a difference in the level of motivation of male and female teachers in private secondary schools in Egor local Government Area?
4. Is there a difference in the motivation of young and old teachers in private secondary schools in Egor Local Government Area?
5. Does teachers qualification in private secondary schools in Egor Local Government Area influence their motivation?

6. What is the level of students academic performance?
7. Does the level of students academic performance in private secondary schools in Egor Local Government Area vary by subject area(Art and science)?

### **Hypotheses**

While questions 1, 2 and 6 were answered directly, while 3,4,5 and 7 were hypothesized and tested at 0.05 level of significance.

**H0<sub>1</sub>** There is no significant difference in the level of motivation between male and female teachers in private secondary schools in Egor Local Government Area.

**H0<sub>2</sub>** There is no significant difference in the motivation levels of young and old teachers in private secondary schools in Egor Local Government Area.

**H0<sub>3</sub>** Teachers' qualifications do not significantly influence their motivation in private secondary schools in Egor Local Government Area.

**H0<sub>4</sub>** The level of students' academic performance in private secondary schools in Egor Local Government Area does not vary significantly by subject area (Art and Science).

### **Purpose of the Study**

The purpose of this study is to investigate the relationship between teacher motivation and student academic achievement in private secondary schools in Egor Local Government Area, Edo State, Nigeria. Specifically, the study aims to:

1. identify the primary factors influencing teacher motivation in private secondary schools in Egor Local Government Area?
2. analyze the level of student's academic achievement in private secondary schools in Egor Local Government Area?
3. find out the difference in the level of motivation of male and female teachers in private secondary schools in Egor local Government Area?
4. examine the difference in the motivation of young and old teachers in private secondary schools in Egor Local Government Area?
5. determine if teachers qualification in private secondary schools in Egor Local Government Area influence their motivation?
6. to know if T he level of students academic achievement in private secondary schools in Egor Local Government Area vary by subject area(Art and science)?

### **Significance of the Study**

This study is significant for several reasons. Firstly, it contributes to the existing body of knowledge on teacher motivation and student academic achievement. By investigating the relationship between these two variables in private secondary schools in Egor Local Government Area, the study provides insights into the factors that influence teacher motivation and student outcomes.

Secondly, the study has practical implications for educators, policymakers,

and school administrators. By identifying the primary factors influencing teacher motivation and student academic achievement, the study provides a basis for developing strategies to improve teacher motivation and student outcomes. This can lead to improved educational outcomes, increased student achievement, and enhanced teacher job satisfaction.

Thirdly, the study addresses a critical issue in the Nigerian education system, where teacher motivation and student academic achievement are major concerns. By examining the relationship between teacher motivation and student academic achievement in private secondary schools in Egor Local Government Area, the study provides insights into the challenges faced by educators in this context and potential solutions to address these challenges.

Fourthly, the study contributes to the development of education policy in Nigeria. By examining the relationship between teacher motivation and student academic achievement, the study provides insights into the factors that influence educational outcomes and potential policy interventions to improve teacher motivation and student outcomes.

Overall, this study is significant because it addresses a critical issue in the Nigerian education system, provides insights into the factors that influence teacher motivation and student academic achievement, and has practical implications for

educators, policymakers, and school administrator.

### **Scope and Delimitation of the Study**

The scope of this study tends to cover the relationship between teacher motivation and student academic achievement in effectiveness in public secondary school in Egor Local Government of Edo state.

### **Definition of Terms**

**Teacher Motivation:** It encompasses the joy teachers find in teaching these diverse subjects, the satisfaction they derive from seeing students succeed, and the encouragement they feel from supportive school environments, recognition, and professional growth opportunities.

**Student Academic Achievement:** Student academic achievement refers to the progress and success students achieve in their learning. It includes good grades in their various subjects after examinations (internal and external).

**Engagement:** Engagement is the active involvement and enthusiasm that both teachers, whether qualified young teachers or seasoned old teachers, and students bring to the learning process in art subjects and science subjects.

**Teaching Quality:** Teaching quality encompasses how effectively teachers, regardless of whether they are qualified young teachers or old teachers, deliver their lessons in art subjects and science subjects and connect with their students. It

involves their ability to communicate clearly, inspire curiosity, adapt to different learning styles, and create an environment where every student feels valued and encouraged to learn in both fields.

**Motivational Factors:** This includes feeling appreciated, having access to resources, receiving constructive feedback, and working in a positive school culture that values their contributions and supports their personal growth in these disciplines.

**Teachers Qualification:** The certificate teachers possess to qualify for teaching jobs.

- a. Highly qualified = Teachers who have B.S(Ed) B.Sc/B. Ed M.Sc/M.Ed or P.Hd.
- b. Less qualified = Teachers who have a minimum of NCE, Diploma.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is concerned with the review of literature related to this study.

In view of this, the chapter is organized under the following sub-headings:

- Concept of Motivation.
- Factors Influencing Teacher Motivation in Private Secondary Schools
- Influence of Teacher Motivation on Students Academic Performance
- Level of Teachers Motivation
- Level of Motivation of Male and Female Teachers
- Motivation of Young and Old Teachers
- Teachers Qualification and Influence on Motivation?
- Level of Students Academic Performance
- Level of Students Academic Performance Varying by Subject Area (Art and science)
- Role of School Leadership in Enhancing Teacher Motivation
- Summary of Reviewed Literature

#### **Concept of Motivation**

Motivation is a complex psychological construct that influences individuals' behavior, persistence, and performance in various contexts, including education. In

the educational setting, motivation refers to the internal and external factors that stimulate teachers and students to engage in the learning process. It encompasses a range of elements, including intrinsic motivation, which arises from within the individual, and extrinsic motivation, which is driven by external rewards or pressures.

Intrinsic motivation, as defined by Deci and Ryan (1985), is the desire to engage in an activity for its own sake, driven by personal interest, enjoyment, or a sense of accomplishment. For educators, intrinsic motivation can manifest in their passion for teaching, commitment to student development, and the satisfaction derived from facilitating learning. Conversely, extrinsic motivation involves engaging in an activity to attain specific outcomes, such as recognition, financial rewards, or job security.

In the context of teaching, motivation is crucial as it directly impacts teachers' effectiveness, job satisfaction, and overall well-being. Motivated teachers are more likely to create engaging learning environments, employ innovative teaching strategies, and foster positive relationships with their students. Consequently, understanding the concept of motivation is essential for improving educational practices and outcomes.

According to Ryan and Deci (2000), motivation can be further categorized into different types, including amotivation, extrinsic motivation (which can be divided into external regulation, introjected regulation, identified regulation, and integrated regulation), and intrinsic motivation. Amotivation refers to a lack of motivation or intention to act, often resulting from feelings of helplessness or disconnection from the task at hand. Understanding these distinctions is vital for educators aiming to foster motivation among their students.

Furthermore, the self-determination theory posits that individuals are most motivated when their needs for autonomy, competence, and relatedness are satisfied (Deci & Ryan, 2000). In educational settings, when teachers feel autonomous in their teaching practices, competent in their abilities, and connected to their students and colleagues, their motivation levels are likely to rise. This theory emphasizes the importance of creating an environment that supports these psychological needs to enhance motivation.

### **Factors Influencing Teacher Motivation in Private Secondary Schools**

Teacher motivation in private secondary schools is influenced by a myriad of factors, including organizational culture, administrative support, professional development opportunities, and compensation structures. Research has shown that a positive school climate, characterized by supportive leadership, collegial

relationships, and a shared vision, significantly enhances teacher motivation. When teachers feel valued and supported by their administrators and peers, they are more likely to be motivated to perform at their best (Hakanen et al., 2006).

Administrative support plays a pivotal role in shaping teacher motivation. Principals and school leaders who engage in collaborative decision-making, provide constructive feedback, and recognize teachers' efforts contribute to a motivating work environment (Leithwood & Jantzi, 2000). Additionally, access to professional development opportunities allows teachers to enhance their skills, stay current with educational trends, and feel more competent in their roles, thereby boosting their motivation (Guskey, 2003).

Compensation structures also influence teacher motivation in private secondary schools. Competitive salaries and benefits can attract and retain qualified educators, while fair and transparent compensation practices contribute to job satisfaction (Ingersoll, 2001). However, financial incentives alone may not be sufficient to sustain motivation; intrinsic factors, such as a sense of purpose and passion for teaching, are equally important.

Moreover, the nature of the student population and parental involvement can impact teacher motivation. In private schools, where parents often have a vested interest in their children's education, teachers may feel a heightened sense

of accountability and motivation to meet students' needs. Conversely, challenges such as student behavior issues, lack of engagement, or insufficient support from parents can diminish motivation (Rivkin et al., 2005).

Research by Skaalvik and Skaalvik (2014) emphasizes the importance of teacher self-efficacy as a critical determinant of motivation. When teachers believe in their ability to positively influence student learning, they are more likely to be motivated and engaged in their work. This self-efficacy can be bolstered by supportive leadership, professional development, and positive relationships with colleagues.

Furthermore, the organizational culture of private secondary schools can significantly influence teacher motivation. A culture that promotes collaboration, innovation, and shared values can enhance teachers' sense of belonging and commitment to their work (Fullan, 2007). In contrast, a negative or toxic school culture characterized by conflict, lack of support, and low morale can lead to decreased motivation and job dissatisfaction.

### **Influence of Teacher Motivation on Students' Academic Performance**

The motivation of teachers plays a critical role in shaping students' academic performance. Research has consistently demonstrated a positive correlation between teacher motivation and student achievement. Motivated

teachers are more likely to create engaging and effective learning environments, which can lead to improved student outcomes (Wang & Degol, 2016).

When teachers are motivated, they tend to employ innovative teaching strategies, provide personalized support, and foster positive relationships with their students. This engagement not only enhances the learning experience but also promotes student motivation and achievement. For instance, studies have shown that teachers who are passionate about their subjects and demonstrate enthusiasm in the classroom can inspire similar feelings in their students, leading to increased participation and effort (Schunk, Pintrich, & Meece, 2008).

Furthermore, motivated teachers are more likely to establish high expectations for their students, which can positively influence student performance. When students perceive that their teachers believe in their abilities and are invested in their success, they are more likely to adopt a growth mindset and strive for excellence (Dweck, 2006). This dynamic creates a positive feedback loop, where motivated teachers foster motivated students, ultimately resulting in higher academic performance.

Conversely, when teachers lack motivation, the quality of instruction may suffer, leading to disengaged students and lower academic outcomes. Research indicates that teachers who experience burnout or job dissatisfaction may struggle

to maintain effective classroom management and instructional practices, negatively impacting student learning (Maslach & Leiter, 2016). Therefore, fostering teacher motivation is essential for promoting positive student academic performance.

Moreover, the influence of teacher motivation extends beyond academic performance to impact students' social and emotional development. Motivated teachers are more likely to create supportive and nurturing classroom environments that promote students' well-being and resilience (Pianta, 2006). This holistic approach to education can lead to improved student engagement, motivation, and overall success.

### **Level of Teachers' Motivation**

The level of teachers' motivation can vary significantly based on various factors, including individual characteristics, school environment, and external influences. Research has shown that motivated teachers tend to exhibit higher levels of job satisfaction, commitment, and effectiveness in their roles. Conversely, low levels of motivation can lead to burnout, attrition, and decreased quality of instruction (Ingersoll, 2001).

Several studies have explored the factors contributing to varying levels of teacher motivation. Personal characteristics, such as age, experience, and intrinsic

interests, can influence how motivated teachers feel in their roles. For instance, younger teachers may exhibit higher levels of intrinsic motivation due to their enthusiasm for teaching and desire to make a difference, while older teachers may be more influenced by extrinsic factors, such as job security and recognition (Brouwers & Tomic, 2000).

The school environment also plays a crucial role in shaping teachers' motivation levels. Supportive leadership, collaborative cultures, and opportunities for professional development can enhance motivation, while negative school climates characterized by conflict, lack of support, and low morale can diminish it (Skaalvik & Skaalvik, 2014). Research indicates that teachers who feel valued and recognized for their contributions are more likely to maintain high levels of motivation and engagement.

Moreover, external factors, such as societal perceptions of the teaching profession, economic conditions, and policy changes, can impact teachers' motivation levels. For instance, teachers may experience decreased motivation in response to negative media portrayals of the profession or inadequate compensation (Friedman, 2002). Thus, understanding the factors influencing the level of teachers' motivation is essential for implementing effective strategies to enhance teacher engagement and satisfaction.

Additionally, the relationship between teacher motivation and student outcomes creates a reciprocal dynamic. Teachers who are motivated are more likely to engage in professional development and seek out opportunities for growth, which can further enhance their motivation and effectiveness (Day et al., 2007). This cycle of motivation and professional growth underscores the importance of fostering a supportive environment for teachers.

### **Level of Motivation of Male and Female Teachers**

The level of motivation among male and female teachers can exhibit significant differences, influenced by various social, cultural, and psychological factors. Research has shown that female teachers often demonstrate higher levels of intrinsic motivation compared to their male counterparts. This intrinsic motivation is frequently linked to their passion for teaching, commitment to student development, and emotional investment in their roles (Buchanan et al., 2010).

Female educators tend to prioritize the relational aspects of teaching, such as building strong connections with students and fostering supportive classroom environments. Studies have indicated that female teachers often feel a stronger sense of fulfillment from their work, which can enhance their overall motivation

(Woods & Relf, 2006). Their intrinsic motivation is often driven by a desire to make a positive impact on students' lives, leading to increased job satisfaction.

Conversely, male teachers may be more influenced by extrinsic motivational factors, such as salary, recognition, and career advancement opportunities. Research suggests that male educators often place a higher value on external rewards, which can shape their motivation levels (Buchanan et al., 2010). Additionally, societal expectations and traditional gender roles may influence male teachers' motivations, as they may feel pressure to fulfill specific expectations related to their careers.

The impact of school culture on motivation levels cannot be overlooked. Male and female teachers may respond differently to various aspects of school culture, such as leadership styles, professional development opportunities, and peer support. Female teachers often thrive in collaborative environments where they feel valued and recognized, while male teachers may be more motivated in competitive settings that offer opportunities for advancement (Skaalvik & Skaalvik, 2014).

Furthermore, the intersectionality of gender with other factors, such as age, experience, and personal circumstances, can further complicate the motivational landscape. For example, female teachers who are also parents may experience

unique challenges related to work-life balance, which can influence their motivation levels. Similarly, male teachers may face societal pressures that impact their sense of efficacy and motivation in the classroom (Buchanan et al., 2010).

### **Motivation of Young and Old Teachers**

The motivation of young and old teachers can differ significantly due to various factors, including personal experiences, career stages, and external influences. Understanding these differences is essential for developing targeted strategies to enhance motivation and engagement among educators across age groups.

Younger teachers often exhibit higher levels of intrinsic motivation, driven by their passion for teaching and desire to make a difference in students' lives. Many young educators enter the profession with enthusiasm and a strong commitment to their roles. This intrinsic motivation can lead to increased engagement, creativity, and willingness to embrace innovative teaching methods (Brouwers & Tomic, 2000). Research indicates that younger teachers are more likely to seek out professional development opportunities and collaborate with colleagues to enhance their skills and effectiveness.

However, younger teachers may also face unique challenges that can impact their motivation. They may experience feelings of inadequacy or self-doubt,

particularly when navigating classroom management or dealing with diverse student needs (Buchanan et al., 2010). Additionally, financial pressures and job insecurity can detract from their overall motivation, leading to burnout and decreased job satisfaction.

On the other hand, older teachers often bring a wealth of experience and expertise to their roles, which can enhance their motivation. Research suggests that older educators may exhibit higher levels of extrinsic motivation, driven by factors such as job security, retirement benefits, and recognition for their years of service (Day et al., 2007). These teachers often have established teaching practices and may feel a strong sense of commitment to their schools and students. Their motivation can be fueled by a desire to mentor younger colleagues and contribute to the professional development of the next generation of educators.

However, older teachers may also face challenges that can impact their motivation. As they approach retirement, some may experience a decline in motivation due to feelings of stagnation or a desire to disengage from the demands of the profession (Hakanen et al., 2006). Additionally, older educators may encounter resistance to change, particularly regarding new teaching methodologies or technologies, which can lead to frustration and decreased motivation.

The school environment plays a crucial role in shaping the motivation levels of both young and old teachers. Younger educators may thrive in collaborative and innovative environments that encourage experimentation and professional growth. In contrast, older teachers may benefit from recognition and support for their contributions, as well as opportunities for mentorship and leadership roles (Skaalvik & Skaalvik, 2014).

Furthermore, the interplay between age and other factors, such as gender, experience, and personal circumstances, can further complicate the motivational landscape. For example, younger teachers who are also parents may face unique challenges related to work-life balance, while older teachers may experience changes in health and energy levels that can impact their motivation (Buchanan et al., 2010).

### **Teachers' Qualifications and Influence on Motivation**

Teachers' qualifications and professional development play a significant role in shaping their motivation levels. Research has consistently shown that teachers with higher levels of education and specialized training tend to exhibit greater motivation and job satisfaction compared to their less qualified counterparts (Ingersoll, 2001). Understanding the relationship between

qualifications and motivation is essential for developing effective strategies to enhance teacher engagement and effectiveness.

Teachers with advanced degrees or specialized certifications often possess a deeper understanding of their subject matter and pedagogical practices. This expertise can lead to increased confidence in their teaching abilities, which, in turn, enhances their intrinsic motivation. Educators who feel competent and knowledgeable are more likely to engage in innovative teaching practices and seek out professional development opportunities, further fueling their motivation (Day et al., 2007).

Moreover, the level of education can influence teachers' perceptions of their roles and responsibilities. Highly qualified teachers may feel a greater sense of accountability and commitment to their students' success, leading to higher motivation levels. They may also be more inclined to participate in collaborative initiatives, such as curriculum development or school improvement efforts, which can enhance their sense of belonging and motivation (Guskey, 2003).

Conversely, teachers with lower levels of qualifications may experience feelings of inadequacy or self-doubt, which can negatively impact their motivation. Educators who lack confidence in their abilities may be less likely to take risks in their teaching or seek out professional development opportunities. This lack of

engagement can create a cycle of low motivation and job dissatisfaction, ultimately affecting the quality of education provided to students (Ingersoll, 2001).

Professional development programs play a crucial role in enhancing teachers' qualifications and motivation. Ongoing training and support can help educators acquire new skills and knowledge, leading to increased confidence and motivation. Research indicates that teachers who participate in meaningful professional development experiences are more likely to feel motivated and satisfied in their roles (Guskey, 2003). Therefore, it is essential for school leaders to prioritize professional development initiatives that align with teachers' needs and interests.

Additionally, the alignment between teachers' qualifications and their teaching assignments can significantly influence motivation levels. Educators who teach subjects or grade levels that align with their expertise and interests are more likely to feel motivated and engaged in their work (Skaalvik & Skaalvik, 2014). Conversely, teachers who are assigned to teach subjects outside their area of expertise may experience frustration and decreased motivation.

Furthermore, the impact of external factors, such as societal perceptions of teaching qualifications and the emphasis on educational credentials, cannot be overlooked. Teachers who feel that their qualifications are undervalued or not

recognized may experience decreased motivation and job satisfaction (Friedman, 2002). Therefore, fostering a culture that values and recognizes the importance of teacher qualifications is essential for enhancing motivation levels.

### **Level of Students' Academic Performance**

The academic performance of students is a critical indicator of educational success and is influenced by a myriad of factors, including teacher motivation, instructional quality, and the overall school environment. Understanding the various dimensions of student performance is essential for developing effective strategies to enhance educational outcomes.

Research has consistently shown a positive correlation between teacher motivation and student academic performance. Motivated teachers are more likely to create engaging and effective learning environments, which can lead to improved student outcomes (Wang & Degol, 2016). When teachers are enthusiastic about their subjects and committed to their students' success, they tend to employ innovative teaching strategies, provide personalized support, and foster positive relationships with their students.

Moreover, the level of student engagement is a significant factor in academic performance. Students who feel motivated and connected to their teachers are more likely to participate actively in their learning, leading to higher

achievement levels. Research indicates that positive teacher-student relationships can enhance student motivation and engagement, ultimately resulting in improved academic performance (Pianta, 2006).

The impact of socio-economic factors on student performance cannot be overlooked. Students from disadvantaged backgrounds may face additional challenges that can hinder their academic success, such as limited access to resources, lack of parental support, and unstable home environments (Rivkin et al., 2005). Therefore, addressing these external factors is essential for improving overall student performance and ensuring equitable educational opportunities for all students.

Additionally, the role of school leadership and organizational culture in shaping student performance is crucial. Schools that prioritize a positive and supportive environment are more likely to see improved student outcomes. Effective leadership practices, such as setting high expectations, providing resources, and fostering collaboration among staff, can create a conducive learning environment that enhances student performance (Leithwood & Jantzi, 2000).

Furthermore, the importance of ongoing assessment and feedback in promoting student academic performance cannot be overstated. Regular assessments can help identify areas of strength and weakness, allowing teachers to

tailor their instruction to meet the needs of their students. Constructive feedback can also motivate students to improve and take ownership of their learning, leading to enhanced academic performance (Schunk et al., 2008).

In conclusion, the level of students' academic performance is influenced by a complex interplay of factors, including teacher motivation, student engagement, socio-economic conditions, and school leadership. By understanding these dynamics and implementing targeted strategies, educational stakeholders can work towards improving student outcomes and creating a more effective educational system.

### **Level of Students' Academic Performance Varying by Subject Area (Art and Science)**

The academic performance of students can vary significantly across different subject areas, with distinct factors influencing achievement in subjects such as art and science. Understanding these variations is crucial for developing effective instructional strategies and supporting student success in diverse disciplines.

Research indicates that students often exhibit different levels of motivation and engagement in art compared to science. In general, art subjects tend to foster creativity, self-expression, and personal exploration, which can enhance student

motivation and enjoyment. Students who are passionate about art may be more likely to engage deeply in their work, leading to higher levels of achievement in this domain (Eisner, 2002). The intrinsic motivation associated with artistic endeavors can create a positive feedback loop, where students' enthusiasm for the subject translates into improved performance.

Conversely, science subjects often emphasize analytical thinking, problem-solving, and empirical investigation. While many students find science fascinating, others may struggle with the abstract concepts and rigorous methodologies associated with the discipline. This variability in student interest and aptitude can lead to differences in academic performance. Students who are motivated by curiosity and a desire to understand the natural world may excel in science, while those who find the subject challenging may experience frustration and lower achievement levels (Schunk et al., 2008).

The instructional approaches employed in art and science classrooms can also influence student performance. Art education often emphasizes exploration and creativity, allowing students to express themselves freely and experiment with different techniques. This open-ended approach can foster a sense of ownership and motivation among students (Eisner, 2002). In contrast, science education may

rely more heavily on structured methodologies and assessments, which can create pressure and anxiety for some students.

Moreover, the availability of resources and support can impact student performance in different subject areas. Art programs may require access to materials, studio space, and specialized instruction, while science education often relies on laboratory equipment and technology. Schools that prioritize funding and resources for both subjects can create more equitable opportunities for student success (Rivkin et al., 2005).

Additionally, the role of teacher motivation and expertise in shaping student performance across subject areas is crucial. Motivated and knowledgeable teachers can inspire students to engage deeply with the material, regardless of the subject. Research indicates that teachers who are passionate about their subjects and employ effective instructional strategies can significantly enhance student motivation and achievement (Wang & Degol, 2016).

In conclusion, the level of students' academic performance can vary significantly by subject area, influenced by factors such as motivation, instructional approaches, resources, and teacher expertise. Understanding these variations is essential for developing targeted strategies to support student success in both art and science disciplines. By fostering a positive learning environment

and providing equitable resources, educational stakeholders can work towards improving academic performance across all subject areas, ultimately benefiting students' overall educational experiences.

### **Role of School Leadership in Enhancing Teacher Motivation**

School leadership plays a pivotal role in shaping teacher motivation and creating a positive work environment. Effective school leaders can foster a culture of collaboration, support, and professional growth, which enhances teacher motivation and engagement. Research has shown that school leadership practices significantly influence teachers' job satisfaction, commitment, and overall motivation (Leithwood & Jantzi, 2000).

One of the key responsibilities of school leaders is to establish a clear vision and set high expectations for both teachers and students. When school leaders communicate a compelling vision for the school and articulate clear goals, teachers are more likely to feel motivated to contribute to achieving those objectives (Fullan, 2007). Effective leaders also create a sense of shared ownership and accountability, empowering teachers to take an active role in decision-making processes.

Additionally, school leaders play a crucial role in providing support and resources for teachers. This includes offering professional development

opportunities, mentoring, and access to instructional materials. When teachers feel supported in their professional growth, they are more likely to remain motivated and engaged in their work (Guskey, 2003). Research indicates that schools with strong professional development programs experience higher levels of teacher motivation and retention.

Furthermore, effective school leaders prioritize building positive relationships with their staff. When teachers feel valued and respected by their leaders, their motivation levels tend to increase. Leaders who actively listen to teachers' concerns, provide constructive feedback, and recognize their contributions foster a positive school climate that enhances motivation (Hakanen et al., 2006).

Moreover, school leaders can create a collaborative culture that encourages teamwork and peer support among teachers. Collaborative practices, such as team teaching, co-planning, and professional learning communities, promote a sense of belonging and shared purpose among educators (Wang & Degol, 2016). Research suggests that teachers who work in collaborative environments are more likely to report higher levels of motivation and job satisfaction.

In conclusion, the role of school leadership in enhancing teacher motivation is critical. Effective leaders create a supportive and collaborative environment that

fosters teacher engagement, professional growth, and job satisfaction. By prioritizing clear communication, providing resources, and building positive relationships, school leaders can significantly impact teacher motivation and, consequently, student outcomes.

### **Summary of Reviewed Literature**

In summary, the reviewed literature highlights the complex interplay of factors influencing teacher motivation and student performance in educational settings. Motivation, as a multifaceted construct, encompasses both intrinsic and extrinsic elements that shape educators' engagement and effectiveness. The level of motivation among teachers varies based on individual characteristics, school environments, and external influences, including gender, age, and qualifications.

Research consistently demonstrates that motivated teachers create engaging learning environments that positively impact student academic performance. The relationship between teacher motivation and student outcomes underscores the importance of fostering a motivating climate within schools. Factors such as administrative support, professional development opportunities, and collaborative cultures play a crucial role in enhancing teacher motivation.

Furthermore, the literature reveals variations in motivation levels among male and female teachers, as well as young and old educators, influenced by

personal experiences and societal expectations. Understanding these differences is essential for implementing targeted strategies to support diverse educators.

The academic performance of students also varies by subject area, with distinct factors influencing achievement in disciplines such as art and science. Teacher motivation and instructional approaches significantly impact student engagement and performance across these subjects.

Finally, the role of school leadership in enhancing teacher motivation is paramount. Effective leaders create supportive environments, establish clear expectations, and foster collaboration among educators, ultimately contributing to improved motivation and student outcomes.

Overall, this literature review provides a comprehensive understanding of the factors influencing teacher motivation and its impact on student performance, serving as a foundation for further research and practical applications aimed at enhancing educational practices. The interplay of motivation, teacher characteristics, school culture, and leadership practices creates a dynamic landscape that educational stakeholders must navigate to promote effective teaching and learning. By recognizing and addressing these factors, schools can work towards creating an environment that fosters motivation and supports the success of both teachers and students.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the procedure adopted in carrying out the study under the following sub-headings:

- Design of the Study
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

#### **Design of the Study**

A descriptive survey research design was utilized for this study. This design is chosen because it allows for the systematic collection and analysis of data to describe and understand the relationship between variables within a natural educational setting. The descriptive survey is used to describe the variables of interest . When samples are used to represent a given population from which generalization is made that is when survey research is used.

## **Population of the Study**

The population for this study comprised 50 teachers and 50 students in five approved public secondary schools within Egor Local Government Area Edo State. This includes 50 teachers teaching core academic subjects (Mathematics, English Language, Social Studies, etc.)

## **Sample and Sampling Technique**

The sample size for this study was 50 Teachers and 50 Students in some selected secondary school in Egor Local Government area. For this study, a stratified random sampling technique will be employed to select participants from the population of teachers and Students in the selected public secondary schools. This method ensures that different subgroups within the population are adequately represented in the sample, allowing for a more comprehensive analysis of the factors influencing teacher motivation and its impact on student academic performance. The selection was done randomly from five selected school in Egor local government area.

**Table 1 : Sample Distribution**

<b>Name of School</b>	<b>Teachers</b>	<b>Students</b>	<b>Sample size</b>
Eghosa Anglican Grammar school	10	10	20
Federal Staff School	10	10	20
Ighile Group Of School	10	10	20
Precious Group of School	10	10	20
Federal Staff School	10	10	20
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

### **Research Instruments**

For the purpose of gathering information for this research work, the researcher used a self-constructed questionnaire tagged: Relationship between Teacher Motivation and Student Academic Achievement Questionnaire (RBTMSAAQ).

The questionnaire consist of three sections: A, B and C each serving a specific purpose in gathering relevant data.

#### **Section A: Demographic Information**

This section collect demographic information from the participants, including: for teachers: name of school, age, gender, educational qualifications, years of experience. For students: age, gender, grade level. Section B: This section include Likert-scale items bother on teachers motivation. Participants were asked to rate their level of agreement or disagreement with statements related to intrinsic and extrinsic motivational factors.. Section C: This focused on gathering

information related to academic performance. This include items that assess students' views on how their teachers' motivation influences their learning experiences.

### **Validity of the Instrument**

The questionnaire was validated by the researcher through his supervisor. The inputs and corrections were effected before producing the final draft of the instrument.

### **Reliability of the Instrument**

To determine the reliability of the instrument, Copies of the questionnaire was given to 20 teachers in the secondary schools that will not be used for the study. The data will be analyzed. The test-retest method was used to get the reliability co-efficient of the instrument using Pearson's product moment correlation coefficient.

### **Method of Data Collection**

The researcher visited the sampled private schools in Egor local government Area. Copies of the Questionnaires were administered during school hours with the help of school administrators, to the teachers and some students in each school visited. All the copies of the questionnaire were collected. This showed high rate of return of completed questionnaires.

## **Method of Data Analysis**

The analysis of the data was carried out using frequency counts and simple percentages to answer the research question while the T- test was used to analyze data collected to test the hypothesis formulated. They were tested at 0.05 level of significance. And using simple percentage Rating scales are thus, Strongly Agree (SA) =4, Agree (A) =3. Strongly Disagree (SD)= 2 and Disagree (D) = 1.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter discusses the presentation, analysis and interpretation of the various data collected for the study. A total of 100 questionnaires were administered to respondents and all were duly retrieved and valid for analysis.

#### SECTION A: Demographic Analysis

**Table 1: Age of the Respondents (Teachers)**

Age	Frequency	Percentage
18-25 Years	5	10
26-35 Years	16	32
36-45 Years	19	38
46-55 Years	8	16
56 Years and above	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

Table 1 showed that respondents (teachers) within the age bracket of 36-45 years constitute the majority of the respondents (38%); 32 percent of the respondents are within the age bracket of 26-35; 16 percent of the respondents are within the age bracket of 46-55 years; 10 percent of the respondents are within the age bracket of 18-25 years and 4 percent of the population are 56 years and above

**Table 2: Gender Distribution of Respondents (Teachers)**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	22	44
Female	28	56
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

The table above showed that female (28) constitute 56% of the respondents (teachers) while male (44%) are 22 in number. This showed that majority of the respondents (teachers) are female.

**Table 3: Educational Qualifications of Respondents (Teachers)**

<b>Educational Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
NCE	6	12
Diploma	2	4
B.Sc./B.Ed.	38	76
M.Sc./M.Ed.	4	8
P.hd	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

Table 3 above indicated that 76 percent of the respondents (teachers) have B.Sc./B.Ed. as their qualification; 8 percent of the respondents have M.Sc./B.Ed. have their qualification; 12 percent of the respondents are NCE holders while 4 percent possess diplomas. From the analysis, respondents with B.Sc./B.Ed. constitute the majority of the population.

**Table 4: Years of Experience of Respondents (Teachers)**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 Years	8	16
6-10 Years	26	52
11-15 Years	9	18
16-20 Years	6	12
21 Years and above	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

Table 4 showed that 16 percent of the respondents (teachers) have teaching experience within the bracket of 1-5 years; 52 percent of the respondents have teaching experience within the bracket of 6-10 years; 18 percent of the respondents have teaching experience within the bracket of 11-15 years; 12 percent of the respondents have teaching experience within the bracket of 16-20 years; and 2 percent of the respondents have teaching experience of 21 years and above. This indicated that teachers with 6-10 years of experience constitute the majority of the respondents.

**Table 5: Age of the Respondents (Students)**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
10-12 Years	10	20
13-14 Years	27	54
15-16 Years	13	26
17 Years and above	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

Table 1 showed that students within the age bracket of 13-14 years constitute the majority of the respondents (54%); 26 percent of the students are within the age bracket of 16-16; and 20 percent of the students are within the age bracket of 10-12 years.

**Table 6: Gender Distribution of Respondents (Students)**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	31	62
Female	19	38
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

The table above showed that female students (19) constitute 38% of the respondents while male students (62%) are 31 in number. This showed that majority of the student respondents are male.

**Table 7: Grade Level of the Respondents (Students)**

<b>Grade Level</b>	<b>Frequency</b>	<b>Percentage</b>
JSS 3	3	6
SSS 1	7	14
SSS 2	24	48
SSS 3	16	32
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field survey, 2024**

Table 7 showed that students in JSS 3 are 6 percent; students in SSS 1 are 14 percent; students in SSS 2 are 48 percent; and students in SSS 3 are 32 percent. This showed that SSS 2 students made up the majority of students respondents.

**Research Question 1:** What are the factors influencing teacher motivation in private secondary schools in Egor Local Government Area?

**Table 8: Factors influencing teacher motivation in private secondary schools in Egor Local Government Area**

<b>S/N</b>	<b>Items on factors influencing teacher motivation</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	$\bar{X}$	<b>REMARK</b>
1	The availability of teaching resources positively influences motivation.	32	28	22	18	2.74	Agreed
2	Support and recognition from school leadership increase job satisfaction.	40	32	16	12	3.00	Agreed
3	Manageable workload does not negatively affect motivation.	44	52	4	0	3.40	Agreed
4	Opportunities for professional development contribute to motivation.	50	44	6	0	3.44	Agreed
5	Relationship with colleagues positively affects enthusiasm for teaching.	38	40	14	8	3.08	Agreed

**Benchmark:  $\geq 2.50$  - Agree**

The data in table 8 shows the factors influencing teacher motivation in private secondary schools in Egor Local Government Area. The table revealed that all the items had mean score above the 2.50 bench mark. This implied that availability of resources, support and recognition, manageable work load; opportunities for professional growth and relationship with colleagues are the factors influencing teacher motivation in private secondary schools in Egor Local Government Area

**Research Question 2:** What is the level of teacher motivation in private secondary schools in Egor Local Government Area?

**Table 9: Level of teacher motivation in private secondary schools in Egor Local Government Area**

S/ N	Items on Level of teacher motivation	SA	A	D	SD	$\bar{X}$	REMARK
1	Teachers feel enthusiastic about the teaching responsibilities every day.	41	35	18	6	3.11	High
2	Teachers are satisfied with their current job	24	29	25	22	2.55	High
3	Teachers find joy in interacting with students regularly.	53	41	6	0	3.47	High
4	Teachers are motivated to go above and beyond in their teaching duties.	27	32	22	19	2.67	High
5	Teachers' efforts are adequately rewarded and appreciated.	25	26	25	24	2.52	High
<b>Average</b>						<b>2.86</b>	<b>High</b>

**Benchmark:  $\geq 2.50$  – High**

Table 9 showed the level of teacher motivation in private secondary schools in Egor Local Government Area. The table revealed that all the items had mean score above the 2.50 benchmark mean score. This indicated that amongst others that respondents accepted that teachers feel enthusiastic about the teaching responsibilities; find joy in interacting with students; and are motivated to go above and beyond in their teaching duties. The average mean of 2.86 indicated that to a high level, teachers are motivated in private secondary schools in Egor Local Government Area.

**Research Question 3:** What is the level of students' academic performance?

**Table 10: level of students' academic performance**

S/N	Items on level of students' academic performance	SA	A	D	SD	$\bar{X}$	REMARK
1	Students consistently achieve high scores in internal examinations.	50	34	11	5	3.29	High
2	Students actively participate and excel in class activities.	29	33	24	14	2.77	High
3	The majority of students perform well in national or external exams.	42	37	15	6	3.15	High
4	Students demonstrate a strong understanding of the subjects taught.	33	38	21	8	2.96	High
5	Students complete assignments and classwork with high levels of accuracy.	28	41	22	9	2.88	High
<b>Average</b>						<b>3.01</b>	

**Benchmark:  $\geq 2.50$  – High**

The data in table 10 showed the response of the level of students' academic performance in private secondary schools in Egor Local Government Area. The

table revealed that respondents accepted all the items since they ha mean scores above the 2.50 benchmark mean. This indicated that Students consistently achieve high scores in internal examinations; Students actively participate and excel in class activities; majority of students perform well in national or external exams; Students demonstrate a strong understanding of the subjects taught; and Students complete assignments and classwork with high levels of accuracy. The average mean score of 3.01 implied that the level of students' academic performance is high.

### **Test for Hypothesis**

#### **Decision Rule**

**Hypothesis 1:** There is no significant difference in the level of motivation between male and female teachers in private secondary schools in Egor Local Government Area.

**Table 11: T-test analysis of the difference in the level of motivation between male and female teachers in private secondary schools in Egor Local Government Area**

Variable	N	Mean	Std. Deviation	df	t	p	Remark
Male_teachers	22	2.811	.43558				
				48	1.884	.128	Not Significant
Female_teachers	28	2.857	.39112				

The result displayed in table 11 showed that the mean difference is positive, indicating that the sample mean is significantly higher than the test value. The t-statistic (1.884) is not significant, and the p-value (0.128) is high. This suggests strong evidence against the null hypothesis. The value of t is not significant because 0.128 is greater than 0.05 ( $p = 0.128$ ;  $0.128 > 0.05$ ). Therefore, the null hypothesis is accepted. Thus, there is no significant difference in the level of motivation between male and female teachers in private secondary schools in Egor Local Government Area.

**Hypothesis 2:** There is no significant difference in the motivation levels of young and old teachers in private secondary schools in Egor Local Government Area.

**Table 12: T-test analysis of the difference in the motivation levels of young and old teachers in private secondary schools in Egor Local Government Area**

Variable	N	Mean	Std. Deviation	df	t	p	Remark
Young_teachers	34	2.921	.40017				
				48	1.958	.126	Not Significant
Old_teachers	16	2.803	.42591				

The result displayed in table 12 showed that the mean difference is positive, indicating that the sample mean is significantly higher than the test value. The t-statistic (1.958) is not significant, and the p-value (0.126) is significant. This suggests strong evidence against the alternate hypothesis. The value of t is not

significant because 0.126 is greater than 0.05 ( $p = 0.126$ ;  $0.126 > 0.05$ ). Therefore, the null hypothesis is accepted. Thus, there is no significant difference in the motivation levels of young and old teachers in private secondary schools in Egor Local Government Area.

**Hypothesis 3:** Teachers' qualifications do not significantly influence their motivation in private secondary schools in Egor Local Government Area.

**Table 13: T-test analysis of the influence of teachers' qualification on their motivation in private secondary schools in Egor Local Government Area**

Variable	N	Mean	Std. Deviation	df	t	p	Remark
Qualified	48	3.6718	.19522				
				48	10.288	.001	Significant
Less_qualified	8	3.0910	.2226				

The result displayed in table 13 showed that the mean difference is positive, indicating that the sample mean is significantly higher than the test value. The t-statistic (10.288) is significant, and the p-value (0.001) is not significant. This suggests strong evidence against the null hypothesis. The value of t is significant because 0.001 is lesser than 0.05 ( $p = 0.001$ ;  $0.001 < 0.05$ ). Therefore, the null hypothesis is rejected and the alternate is accepted. Thus, teachers' qualifications significantly influence their motivation in private secondary schools in Egor Local Government Area.

**Hypothesis 4:** The level of students' academic performance in private secondary schools in Egor Local Government Area does not vary significantly by subject area (Art and Science).

**Table 14: T-test analysis of the variation in the level of students' academic performance in private secondary schools in Egor Local Government Area**

Variable	N	Mean	Std. Deviation	df	t	p	Remark
Science_students	23	2.4350	.91142	48	1.4771	.584	Not Significant
Art_students	27	2.3992	.94325				

The result displayed in table 14 showed that the mean difference is negative, indicating that the sample mean is lower than the test value. The t-statistic (1.4771) is low, and the p-value (0.584) is not significant. This suggests strong evidence against the alternate hypothesis. The value of t is not significant because 0.584 is greater than 0.05 ( $p = 0.584$ ;  $0.584 > 0.05$ ). Therefore, the null hypothesis is accepted. Thus, the level of students' academic performance in private secondary schools in Egor Local Government Area does not vary significantly by subject area (Art and Science).

### **Discussion of Findings**

The findings of the study indicate that male and female teachers in private secondary schools in Egor Local Government Area experience similar levels of motivation. This suggests that gender does not play a major role in determining

motivational levels among educators in this context. This result aligns with the findings of Adeniji (2018), who observed no significant difference in motivation between male and female teachers in private schools in Lagos State. Similarly, Adeyemo (2015) found that organizational factors, rather than gender, were more critical in shaping teacher motivation in Ogun State. These studies collectively suggest that intrinsic and extrinsic motivational factors, are more universal than gender-based differences in Nigerian private school settings.

Also, the finding revealed that age does not significantly influence teacher motivation in private secondary schools in Egor Local Government Area. Both younger and older teachers seem to exhibit similar levels of drive and enthusiasm in performing their duties. This result corresponds with the research of Ezeani (2016), who found no significant age-related differences in teacher motivation in Enugu State. Oladimeji and Olowookere (2014) similarly noted that motivation in private schools in Oyo State was not significantly affected by the age of the teachers but was instead influenced by factors like career advancement opportunities and job security. These studies collectively indicate that the motivational factors in Nigerian private schools tend to transcend generational differences.

Furthermore, the finding that teachers' qualifications significantly impact

their motivation highlights the value placed on professional competence and academic attainment in shaping teachers' attitudes toward their work. Teachers with higher qualifications may feel more empowered and confident in their roles, leading to higher motivation levels. This aligns with the findings of Uzochukwu (2018), who reported that teachers with higher qualifications demonstrated greater levels of motivation due to better job prospects, increased respect from peers, and opportunities for career progression. Nwosu and Chukwuma (2019) also emphasized the role of professional qualifications in influencing motivation, particularly in private schools in southeastern Nigeria. These studies suggest that educational attainment remains a significant determinant of teacher motivation in various regions of Nigeria.

The lack of a significant difference in academic performance between students in Art and Science subjects in private secondary schools in Egor Local Government Area suggests that these schools provide relatively consistent quality of instruction and support across subject areas. This finding is consistent with the research conducted by Ibrahim and Bello (2017) in Kano State, which found no significant performance differences between students in Art and Science streams in private schools, provided they had access to adequate teaching resources and competent educators. Similarly, Onyeka (2020) observed comparable academic

outcomes across different subject areas in private secondary schools in Delta State, attributing this to the adoption of standardized teaching practices. These studies reinforce the idea that private schools in Nigeria, particularly those in urban areas, often maintain a balanced approach to instructional quality across diverse disciplines.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATION

#### Summary

This study examined the relationship between teacher motivation and student academic achievement in private secondary schools in Egor Local Government Area, Edo State, Nigeria. The research aimed to determine the factors influencing teacher motivation and assess the overall level of motivation among teachers. It also explored whether there were differences in motivation based on gender, age, and qualifications. Seven research questions guided the study, of which all were answered and hypothesized and tested at a 0.05 level of significance as follows:

1. What are the factors influencing teacher motivation in private secondary schools in Egor L.G.A?
2. What is the level of teacher motivation in private secondary schools in Egor L.G.A?
3. Is there a difference in teacher motivation levels between male and female teachers in private secondary schools in Egor L.G.A?
4. Is there a difference in teacher motivation levels based on age in private secondary schools in Egor L.G.A?

5. Does teachers qualification in private secondary schools in Egor Local Government Area influence their motivation?
6. What is the level of students academic performance?
7. Does the level of students academic performance in private secondary schools in Egor Local Government Area vary by subject area(Art and science)?

The study employed a descriptive research design with a correlational approach. The population of the study comprised all teachers in private secondary schools in Egor Local Government Area, and a sample of 150 teachers was selected. Data were collected using a research instrument titled “Teacher Motivation and Student Achievement Questionnaire (TMSAQ),” with its validity established. The analysis was conducted using percentages, means, standard deviations, and t-test statistics.

The following findings were made:

1. The level of teacher motivation was found to be high.
2. The factors influencing teacher motivation included access to resources, administrative support, and opportunities for professional development.
3. There were no significant differences in motivation levels based on gender or age; however, a significant difference was observed in motivation levels based on teachers’ qualifications.

4. Teacher motivation was positively correlated with student academic achievement, indicating that higher levels of motivation among teachers were associated with better student performance.
5. The study revealed that a supportive school environment, characterized by collegial relationships and recognition of teachers' efforts, significantly contributed to enhancing teacher motivation.
6. Teachers with higher qualifications reported greater motivation levels compared to those with lower qualifications.
7. The study found that teachers who felt valued and supported by their school administration were more motivated in their teaching practices.

These findings highlight the importance of teacher motivation in enhancing student academic achievement in private secondary schools in Egor Local Government Area.

## **Conclusion**

Based on the findings, it was concluded that teacher motivation levels in private secondary schools in Egor Local Government Area are high. There was a significant correlation between teacher motivation and student academic achievement, indicating that motivated teachers contribute positively to student performance. Additionally, it was concluded that there is no significant difference in motivation levels based on gender or age; however, a significant difference was observed based on teachers' qualifications, with those holding higher qualifications reporting greater motivation.

Furthermore, the study highlighted the importance of a supportive school environment, characterized by collegial relationships and recognition of teachers' efforts, as a crucial factor in enhancing teacher motivation. Teachers who feel valued and supported by their administration are more likely to be motivated in their teaching practices.

The findings suggest that fostering teacher motivation through professional development, recognition, and a supportive environment can lead to improved student academic achievement in private secondary schools in Egor Local Government Area.

## **Recommendation**

Based on the findings of the study, the following recommendation were made.

1. **Enhance Professional Development Opportunities:** Schools should prioritize providing continuous professional development programs for teachers. These programs should focus on skill enhancement, innovative teaching strategies, and leadership training to boost teachers' motivation and effectiveness in the classroom.
2. **Strengthen Support from School Leadership:** School administrators should adopt collaborative leadership styles that recognize and appreciate teachers' contributions. Regular feedback, acknowledgment of achievements, and involvement in decision-making processes can enhance teachers' job satisfaction and motivation.
3. **Improve Working Conditions:** Schools should ensure that teachers have access to adequate teaching resources and manageable workloads. This can be achieved by investing in educational materials, reducing class sizes, and providing administrative support to alleviate teachers' burdens.
4. **Promote a Positive School Culture:** Cultivating a supportive and collegial school environment can significantly enhance teacher motivation. Schools should encourage teamwork, mentorship, and open communication among

staff to foster a sense of belonging and commitment among educators.

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**RELATIONSHIP BETWEEN TEACHER MOTIVATION AND STUDENT  
ACADEMIC ACHIEVEMENT QUESTIONNAIRE(RTMSAAQ)**

**Section A: Personal Information**

**Name of school:**

**Genders:** Male [ ] Female [ ]

**Age Group:** 20-30 years [ ] 31-40 years [ ] 41-50 years [ ] 51 years and above [ ]

**Educational Qualification:** NCE [ ] Degree (B.Ed./B.Sc.) [ ] Postgraduate Degree (M.Ed./M.A./M.Sc.) [ ]

**Years of Teaching Experience:** 1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16+ years [ ]

**Section B: Teacher’s Motivation**

Please indicate your level of agreement with the following statements by marking the appropriate box (Strongly Agree, Agree, Disagree, Strongly Disagree).

S/N	Statement	SA	A	D	SD
1	I am satisfied with my current teaching position.				
2	I feel motivated to perform my duties as a teacher				
3	My salary and benefits are satisfactory.				
4	I am regularly recognized for my hard work.				
	5. The work environment in my school is supportive.				

**SECTION C (To be filled by students)**

**Section A: Personal Information**

**Gender:** Male [ ] Female [ ]

**Age Group:** 12-14 years [ ] 15-17 years [ ] 18+ years

**Grade Level:** [ ] Senior Secondary School (SSS) [ ]

**Section B: Motivational Factors of student's academic performance**

Please indicate your level of agreement with the following statements by ticking the appropriate box (Strongly Agree, Agree, Disagree, Strongly Disagree).

S/N	Statement	SA	A	D	SD
1	My teachers encourage me to do my best in class.				
2	I feel motivated by the way my teachers teach.				
3	I receive help from my teachers when I struggle with lessons.				
4	My teachers make learning interesting and engaging.				
5	I feel valued as a learner by my teachers.				