

# Perceived Influence of Motivation on Primary School Teacher Performance in Kwara State

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**Abstract:** The study investigated the effect of motivation on primary school teacher performance in Ilorin West Local Government Area of Kwara State. Descriptive survey was employed for the study and a total of 202 participants were drawn using proportional, purposive and stratified sampling techniques. The instrument used was self-designed questionnaire “Teachers Motivation and Performance Questionnaire (TMOPQ)”, which had a test re-test reliability coefficient of 0.67. Data collected were analyzed with the use of descriptive and inferential statistical tools. Hypotheses were tested with Pearson Product Moment Correlation at 0.05 level of significance. Finding revealed significant and positive relationship between prompt payment of salaries, availability of materials and performance in primary schools. It was inferred from the finding of this study that timely payment of teacher financial benefits such as salaries and provision of teaching materials in the right quality and quantity will ultimately bring about increased performance in the primary school system. It was recommended based on the findings of the study that the government should make policies and laws that will encourage teacher motivation and ensure proper implementation, and that stakeholders in education sectors should identifies motivational strategies that would aid teaching and learning.

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## I. INTRODUCTION

It is the teacher's responsibility to objectively transform educational philosophy into knowledge and skills that students can use in the classroom. Teachers always help students acquire academic information and abilities, therefore those who are highly driven put in a lot of effort and helped students achieve better academically. When it comes to kids' accomplishments and success in school, motivation and performance are crucial components (Laff, 2008). Since motivation boosts teacher morale and performance and makes it possible to accomplish school goals efficiently, it plays a significant role in educational settings. In every school, incentive can be used to modify the behaviour of the teachers. An individual's level of motivation varies depending on the circumstances (Robbins, Judge, and Sanglin, 2005).

One of the greatest problems that managers or employers face in organization is how to make workers feel committed to their jobs and put their maximum efforts into their works. The major way of dealing with employers' job

satisfaction is by motivating them. The term motivation, according to Michael (2001), was originally derived from the Latin word *Movere* meaning to move. Equally, motivational issues constitute remedy to most of the administrative problems in the Nigerian educational institutions. Motivation explains the gap between what the school personnel can do and what they actually do in a given situation (Aina 2002), motivation is essentially make up of an individual basic needs and the conscious effort made to gratify such needs. The needs help in explaining the action that is taken to satisfy them.

Motivation is a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow 2002). This implies, motivation is a force that drives one to do things that he or she would not normally do. In its move technical usage, motivation is a psychological process that facilitates and organization of behavior towards achieving some specific course. Motivation can also be looked at as part of social exchange model i.e the inter personal relationship is formed for the purpose of satisfying human needs. This is any

positively valued consequence, which the student gains from the relationship, which is viewed as reward. Among the psychologists who put forward certain theories on reward and learning in general is Robert (2003), who stressed that teachers use negative reinforcement like punishment in the hope that wrong responses can be corrected while they use positive motivation to encourage correct responses, opinion deters on the teachers who engages in mud punishing behavior such teacher may not have an orderly classes.

According to Okoye (2005), when we view our inconveniences and problems positively we being to be in a better relaxed mood, to think move positively and eventually in order better position to make move meaningful decisions needed for effective problem solving. On the other hand, if we assure a negative view of inconveniences on our problems, we get move worried, move disorganized, move negatively tense and unrelated and less able to make meaningful decisions very much needed for overcoming in conveniences.

In educational institutions, Adeniyi (2005), stressed that job satisfaction of teaching personnel can be enhanced through various factors such as conducive school environment, payment of salaries as at when due, provision of adequate teaching and learning facilities and provision of opportunity for teachers educational development. In an organisational setting, great motivation is just one of the many benefits of teachers doing well[Horuby (2000)]. Teachers' roles in teaching pupils both inside and outside of the classroom can be seen in their performance. The ability of teachers to integrate their experience, teaching methods, instructional materials, knowledge, and skills in delivering subject matter to students both inside and outside of the classroom is a crucial component of their job performance. Other important aspects of teaching include using instructional materials, conducting fieldwork, assessing students, planning lessons, participating in sports, and providing guidance and counselling. Performance is an action that is typically influenced by motivation. Teachers' performance naturally rises to a high degree when they are motivated.

#### ➤ *Problem Statement/Justification*

Motivation is a psychological process that influence organization behavior towards achieving some specific course. It is essential and necessary factor to efficient and effective job proficiency and satisfaction to teachers' performance and for pupils' success in their work. It is therefore necessary for school head who wants his staff (teaching staff) to perform creditably. However, what is observed in most of Nursery and Primary schools is low staff motivation which is a likely reason for the poor performance of learner at that level of education.

This study might be a new research in the realm of motivation of teachers as many researchers have carried out from different parts of Nigeria but it unique because few studies have sought for the views of Private Primary School teachers. For instance, Lasisi (2014) carried out a study on motivation on public primary school Teachers performance

in Ilorin West Local Government of Kwara State. The findings of the study showed a relationship between teacher's motivation and pupils academic performance. There was also a correlation between job security for teachers and pupils academic performance.

Orphlins (2002) studied motivation of teachers and jobs performance. Finding revealed that motivated teachers always look for better ways to do their teaching job and as a result, they are more productive. Also, Mustafa and Othman (2010) examined the perception of teachers about the effect of motivation on the teacher's job performance in teaching and learning of undergraduate in university of Ibadan. The findings of the study showed that there is a positive relationship between motivation and working performance of teachers in university of Ibadan.

To the best of the researcher's knowledge, research attention focusing on primary school teachers' motivation on teachers' motivation and performance in Kwara State are limited in scope. Therefore, this study looked at motivation of primary school teachers and performance in Kwara State.

#### ➤ *Purpose of the Study*

The main purpose of this study was to investigate the influence of motivation on primary school teachers' performance in primary schools in Kwara State.

Specifically, the study would look at:

- Relationship between prompt payment of salaries to teachers and performance in primary schools
- Relationship between availability of teaching materials and teachers' performance in primary schools

#### ➤ *Research Hypothesis*

HO1:- There is no significant relationship between prompt payment of salaries to teachers and performance

HO2:- There is no significant relationship between availability of teaching materials and performance.

## II. LITERATURE REVIEW

### A. *Concept of Motivation*

Motivation can be seen as a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow, 1993). In its more technical usage, motivation is a psychological process that facilitates an organization of behavior towards achieving some specific course.

Motivation was originally derived from the Latin word (moveve) meaning to move. Equally, motivational issues constitute remedy to most of the administrative problems in the Nigerian educational institutions (Micheal, 2001). Motivation explains the gap between what the school personnel can do and what they actually do in a given situation (Aina 2002), motivation is essentially make up of an individual basic needs and conscious effort made to gratify such needs. The needs help in explaining the action that is taken to satisfy them.

Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way.

#### *B. Theories of Motivation and Management Practices*

It is clear that the motives of one man are not the motive of another. Management efforts to find the determinants of motivation and performance have been primarily in terms of incentives or inducements. They seem to be in no doubt that there are needed but the difficulties really commence when it comes to deciding what form they should take.

A model of the relationships between leadership behaviours, professional learning activities, teaching methods, school organizational conditions, and teacher motivating factors was created by Thoomen et al. (2011). The model makes the assumption that teachers' participation in professional learning activities has an indirect impact on their motivation. It was discovered that teachers' participation in professional development events is influenced differently by anticipation, value, and affective factors. In particular, of all the motivational factors, teacher self-efficiency accounts for the majority of the variation in teaching and learning practices; the value factor greatly affects teachers' perceptions of their own efficacy and engagement in learning; and the effective factor, which has to do with their well-being and job satisfaction, deters teachers from being more motivated to learn and enhance their methods. The scientific management approach developed by Taylor serves as the foundation for one technique of employee motivation in organizations. "People are basically self-centered; their actions at work are invariably designed simply to maximize personal material gains," was a widely held belief at the time. Taylor's strategy is predicated on the idea that an individual will be driven to work if his performance is closely correlated with rewards and sanctions. He saw labourers at the American Bethlehem Steel Company. After researching the operations, he concluded that, with the right incentives, they ought to be able to manage about four times their typical output.

By some criteria, Taylor was dramatically successful. He was concerned to secure maximum output for minimum cost and he achieved it. There were increases in wages, reduction in the number of workers for a target output and considerable financial saving for the company. His approach was to regard men as individual machine-like units whose inefficiency was attributed to unnecessary movement, fatigue and physical environment.

#### *C. Influence of Motivation on Teachers effectiveness*

It is said that educators at all levels of the educational system effectively contribute to the advancement of community and national well-being. They work in an environment where their primary responsibility is to effectively contribute to the growth and development of pupils in order to raise knowledge of morality, ethics, norms, and standards.

Enhancing classroom performance requires motivated teachers (Carson & Chase, 2009). Teaching effectiveness has

been investigated in terms of teaching styles, teacher approaches to teaching, teaching practice, and instruction behaviours in connection to teacher motivation variables since the quality of instruction has a significant impact on students' learning results.

Berman (2008), holds that motivation is a necessary condition for the existence of any organization because it promotes jobs satisfaction. In line with this, Durotoye (2000), agreed that route to positive motivation is through provision of intrinsic factors that is achievement recognition and growth or advancement which are satisfiers or motivation. According to him, the extrinsic factors include organization policy and administration, supervising, interpersonal relationship, working condition, salary status and security, which are dissatisfied when they are perceived as poor.

Durotola (2009), claimed that there was a considerable evidence of the relationship between high achievement need and performance. He stressed further that people who succeeded in competitive occupations were well above average in achievement motivation.

Similarly, Ali (2003), found that performance of companies with managers who have achievement needs was better than the performance of companies where managers had lower achievement. Workers with motivational needs for mastoids higher order factors tend to work harder. Based on these conceptual positions Duro Sulyman (2000), concluded that motivation is positively related to performances.

Furthermore, Hein et al. (2012) investigate the connection between teaching styles and teacher motivation in a study including physical education instructors from five different nations. According to the study, teachers who were autonomously motivated tended to adopt productive (student-centered) teaching styles, whereas instructors who were not autonomously motivated tended to use reproductive (teacher-centered) teaching methods.

Thus, the design of this work in the light of the above is to observe the relationships that exist between motivation of teachers and their job performance at the primary school level in Ilorin West Local Government Area of Kwara State.

#### *D. Primary School Teachers' Job Performance*

According to Adeniyi (2000), there are many different and intricate aspects that influence human behaviour, making it difficult to assess how well teachers are able to teach their students. The ability of a teacher to successfully instill in his students approved social behaviour as it is expressed in real-life settings should theoretically be the main emphasis of teacher evaluation. This concept is challenging to implement because the factors that affect children are too varied, complex, and long-term to be quantified and fully attributable to a single educator. For instance, the effects of his instruction take time to show, and it is never easy to determine if a change in a student's behaviour is due to the impact of the instructor or other reasons.

- According to Agboola (2007), evaluating a teacher typically involves assessing them indirectly for qualities that are thought to have the greatest chance of yielding the intended outcomes in both the students and the teaching process. Although the supervisors have complete discretion over what to analyse, the following factors are generally considered to be quite comprehensive.
  - Personal Qualities: - Is the teacher physically and emotionally prepared to teach, is the enthusiastic and lively about his teaching?
  - School Relation: - Does he work well with others, and with the head of his department? Are his appearance and manners reasonably good? Does he behave responsibly by being punctual? Is he a worthy and active member of the school? Is the friendly and just in his dealing with colleagues? Is he aware of school policies and procedures? Is he concerned about the welfare of others?
  - Teachers' Performance of the Job: -
    - Is able to create objectives that are valid, general, explicit, and clear in terms of changing pupils' behaviour. Does he have an introduction, a presentation, an application, and a conclusion in his lesson plan?
    - Do learning activities have a clear connection to the assessment, content, and objectives? Do these goals get furthered by the assignments and example he uses? Are the learning activities in a generally coherent order? Is he asking questions? Does he make good use of the chalkboard and often used audio-visual aids?
    - Does he provide his students with many opportunities to practise speaking, listening, responding, and writing? Does he himself uphold proper language usage, spelling, speaking, and reading standards?
    - Does he uphold discipline without using excessive force? Can he build a strong rapport with his students?
    - Subject mastery: Does he know enough about his field to guarantee that his pupils pass the test?
- Achievement of Goals: Does he allow for the assessment of goals? Is he able to get reliable proof of the students' progress in them? Does he make use of this information in his future planning? Nearly all of the

information above may be learned by directly observing teachers in action.

### III. METHODOLOGY

Descriptive survey research design was adopted for this study. Descriptive survey involves collection of data in order to test hypotheses concerning the current status of the subject and after which a generalized finding would be made on the study. The population for this study consists of all primary school teachers in Kwara State. The researcher's designed questionnaire titled "Teachers Motivation and Performance Questionnaire (TMOPQ)". The instrument consists of two (2) sections. Section "A" elicits Bio-data information from the participants such as Gender, Educational Qualification and year of teaching experience. Section "B" elicits information on the "effect of teacher's motivation on performance". The instrument was rated using a four-point Likert Type Scale. Respondents are to indicate degree of agreement and disagreement to the items. SA Strongly Agree, A Agree, D Disagree, SD Strongly Disagree. Face and content validity was used to measure the ability of the research instrument to accurately measure what is suppose to measure. The test re-test method of reliability was adopted to determine the consistency of the instrument in the interval of four weeks. Copies of the instrument were administered to ten (10) primary School teachers, two weeks later, the same group of teachers were re-tested, scores from the two tests were correlated using the Pearson product moment correlation coefficient (r) of 0.67 obtained. This was considered high enough to consider the instrument reliable. Data analysis was done with Pearson Product Moment Correlation at 0.05 level of significance.

➤ *Hypothesis One:*

There is no significant relationship between prompt payment of salaries to teachers and performance in primary school

**Table 1: Relationship between Prompt Payment of Salaries to Teachers and Performance in Primary School**

Variable	N	X	SD	df	r-cal.	P-Value
Prompt payment of salaries to teaches	101	54.31	7.72	201	0.501	0.01
Performance in primary school	101	55.26	6.99			

The mean for Prompt payment of salaries to teaches is 54.31 while the mean for Performance in primary school is 55.26 and standard deviations are 7.72 and 6.99 respectively. The result in table 1 indicated that the r-cal. value of 0.501 37 is significant at 0.05 level of significance because the P-value (0.01) < 0.05. Hence, the null hypothesis is rejected. This implies that there was significant positive relationship

between prompt payment of salaries to teachers and performance in primary school

➤ *Hypothesis Two:*

There is no significant relationship between availability of adequate teaching materials and performance in primary school.

**Table 2: relationship between availability of adequate teaching materials and performance in primary school**

Variable	N	X	SD	df	r-cal.	P-Value
Adequate teaching materials for teachers	101	49.94	6.98	201	0.422	0.011
Performance in primary school	101	55.26	6.99			

The mean for Adequate teaching materials for teachers is 49.94 while the mean for Performance in primary school is 55.26 and standard deviations are 6.98 and 6.99 respectively. The result in table 2 indicated that the r-cal. value of 0.42237 is significant at 0.05 level of significance because the P-value (0.011) < 0.05. Hence, the null hypothesis is rejected. This implies that there was significant positive relationship between availability of adequate teaching materials and performance in primary school.

#### IV. DISCUSSION

There was significant relationship between prompt payment of salaries of teachers and performance in primary school. This implies that when teachers' benefits are released to them as and when due, they will be motivated to deliver their statutory duties zealously. This finding is similar with the finding of Dua (2014) which found that salary is an integral part of organizational success because it inspires employees to exert more effort in discharging their duties within the workplace which produces a positive influence on the effectiveness and efficiency among teachers. It equally affirmed Abiogu (2016) opinion that employees have more tendencies to be dissatisfied with their job when they experience a decrease in salary attractiveness.

Finding equally revealed there was significant relationship between availability of adequate teaching materials and performance in primary schools. This implies that provision of materials for in-door and out-door teaching and learning activities would bring about increased performance at the primary level of education. This finding is in line with the submission of Farombi (2018) which indicated that availability, adequacy and relevance of teaching materials in classroom influences quality teaching, which have positive effect on students learning and academic performance.

#### V. CONCLUSION

It was inferred from the finding of this study that timely payment of teacher financial benefits such as salaries and provision of teaching materials in the right quality and quantity will ultimately bring about increased performance in the primary school system.

#### RECOMMENDATION

Based on the findings of the study, it is recommended that;

- Government should make policies and laws that will encourage teacher motivation and ensure the proper implementation.
- Stakeholders in Educational sectors should identifies motivational strategies that would aid teaching and learning
- Manager should educate all school stakeholders on the effect of teacher motivation on performance.

- The provision and maintenance of teaching materials and facilities in appropriate quantity should be prioritized by the government and school managers.
- Government commission and board in charge of teachers' salary should always expedite action on processing of teacher salaries and other allowances in order to enhance motivation in the schools.

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