



Impact of Teachers' Motivation on Students' Academic Performance in Private Senior Secondary Schools in Jos North Local Government Area, Plateau State, Nigeria.

Ifenna Bernadine Aronu; Bwoi Maurice Gambo (Ph.D)

Department of Educational Foundations, Faculty of Education, University of Jos, Nigeria.

ABSTRACT

This study examined the impact of teachers' motivation on students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria. The study adopted a descriptive survey research design with a correlational approach. The population comprised 3,977 students and 486 teachers across private secondary schools in the study area. A sample of 200 students and 73 teachers was selected using a stratified sampling technique. Data were collected using a structured questionnaire titled Impact of Teachers' Motivation on Students' Academic Performance in Private Senior Secondary Schools Questionnaire (ITSSAPPSSSQ). The instrument was validated and its reliability established before use. Data analysis was carried out using frequency counts, percentages, mean, and standard deviation to answer research questions, while Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. Findings revealed that teachers' motivation significantly influences teaching effectiveness and positively impacts students' academic performance. The study also found a significant relationship between challenges affecting teacher motivation and students' academic performance. Based on these findings, it was recommended that school management should improve teachers' welfare packages, ensure timely remuneration, and promote professional development opportunities to enhance teacher motivation and improve students' academic outcomes

ARTICLE'S INFO

Article No.: 062726098

Type: Research

Full Text: [PDF](#), [PHP](#), [HTML](#), [EPUB](#), [MP3](#)

DOI: [10.15580/gjets.2026.1.062626098](https://doi.org/10.15580/gjets.2026.1.062626098)

Accepted: 27/06/2026

Published: 18/07/2026

Keywords: Teachers' Motivation, Academic Performance, Private Secondary Schools, Student Achievement, Educational Management, Nigeria

*Corresponding Author

Bernadine Ifenna Aronu

Email: aronuifennabernadine@gmail.com

Phone: 09135643613, 08054949109

Article's QR code



INTRODUCTION

Education remains a critical tool for national development, human capital formation, and socio-economic advancement. Within the educational system, teachers play a central role as facilitators of knowledge and key determinants of students' academic success. The effectiveness of teaching and learning processes is largely dependent on the level of teachers' motivation, which influences their commitment, instructional delivery, and overall job performance. Teacher motivation encompasses both intrinsic and extrinsic factors that stimulate enthusiasm, dedication, and persistence in the teaching profession (Eze & Okwuosa, 2020; Yusuf & Afolabi, 2021). When teachers are adequately motivated, they are more likely to adopt effective teaching strategies, engage students actively, and create conducive learning environments that enhance academic performance.

The relationship between teacher motivation and students' academic performance has been widely recognized in educational research. Motivated teachers tend to demonstrate higher levels of job effectiveness, including proper lesson planning, classroom management, and continuous assessment of students' progress, all of which contribute to improved learning outcomes (Afolabi & Ogunleye, 2020; Ojo & Akinyemi, 2020). Conversely, low levels of motivation among teachers can lead to poor instructional delivery, reduced commitment, and increased absenteeism, which negatively affect students' academic achievement. Studies have shown that teacher motivation seem to directly influence students' engagement, interest in learning, and overall academic success, thereby establishing a strong linkage between both variables (Bello & Abdullahi, 2019; Olatunji & Oluwole, 2021).

In the Nigerian context, particularly in private senior secondary schools, teacher motivation remains a significant concern due to several institutional and socio-economic challenges. Issues such as inadequate remuneration, irregular salary payments, limited professional development opportunities, poor working conditions, and job insecurity have been identified as major factors affecting teachers' motivation (Okeke & Ojukwu, 2020; Olayiwola & Afolabi, 2019). These challenges are more pronounced in private schools where teachers often operate under less regulated conditions compared to their counterparts in public institutions. As a result, many teachers experience job dissatisfaction, low morale, and high turnover rates, which ultimately impact the quality of teaching and students' academic performance.

Furthermore, students' academic performance in Nigeria has shown fluctuating trends in external examinations such as the West African Senior School Certificate Examination (WASSCE) and the National Examinations Council (NECO). While some improvements have been recorded in recent years, inconsistencies in performance persist, often attributed to factors such as inadequate teaching resources, overcrowded classrooms, and ineffective instructional

practices (Adetula, 2024). However, teacher-related factors, particularly motivation, remain a critical determinant that can either enhance or hinder students' academic outcomes. Motivated teachers are more likely to employ innovative teaching methods, provide individualized support to students, and foster a positive classroom atmosphere that encourages learning and academic excellence.

Given the crucial role of teacher motivation in influencing students' academic performance, there is a need to examine this relationship within specific educational contexts. In Jos North Local Government Area of Plateau State, private senior secondary schools continue to face challenges related to teacher welfare and motivation, which may have implications for students' academic achievement. Therefore, this study seeks to investigate the impact of teachers' motivation on students' academic performance in private senior secondary schools in the study area, with a view to providing empirical evidence that can inform educational policies, improve teacher motivation, and enhance overall academic outcomes.

AIM, OBJECTIVES AND RESEARCH QUESTIONS

Aim of the Study

The aim of this study is to examine the impact of teachers' motivation on students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria.

Objectives of the Study

The study is guided by the following specific objectives:

1. To investigate the relationship between teacher motivation and students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria.
2. To examine the impact of teacher motivation on students' performance in external examinations in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. What is the relationship between teacher motivation and students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria?
2. What is the impact of teacher motivation on students' performance in external examinations in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria?

LITERATURE REVIEW

Teacher motivation is a critical construct in educational research, as it significantly influences teaching effectiveness and students' academic outcomes. Motivation refers to the internal and external forces that initiate, direct, and sustain individuals' behavior toward achieving specific goals. In the context of education, teacher motivation encompasses factors that drive teachers to perform their duties effectively and remain committed to the teaching profession. According to Eze and Okwuosa (2020), motivated teachers exhibit higher levels of enthusiasm, commitment, and instructional effectiveness, which positively impact students' learning experiences. Similarly, Yusuf and Afolabi (2021) noted that teacher motivation is closely linked to job satisfaction and plays a vital role in enhancing overall school performance.

Theoretical perspectives provide a framework for understanding teacher motivation and its implications for educational outcomes. One of the most widely recognized theories is Maslow's hierarchy of needs, which posits that individuals are motivated by the desire to satisfy a series of hierarchical needs ranging from basic physiological needs to self-actualization (Maslow, 1954). In the educational setting, teachers require adequate remuneration, job security, social belonging, recognition, and opportunities for professional growth to achieve optimal performance. Herzberg's two-factor theory further distinguishes between hygiene factors, such as salary and working conditions, and motivators, such as recognition and achievement, emphasizing that both are essential for sustaining teacher motivation (Herzberg, 1959). More recently, Self-Determination Theory highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation among teachers (Ryan & Deci, 2020).

Several empirical studies have established a strong relationship between teacher motivation and students' academic performance. Afolabi and Ogunleye (2020) found that motivated teachers are more likely to employ effective teaching strategies, engage students actively, and maintain positive classroom environments that promote learning. In a similar study, Ojo and Akinyemi (2020) reported that teacher motivation significantly influences students' performance in external examinations, particularly when teachers are supported through incentives and professional development opportunities. Furthermore, Bello and Abdullahi (2019) observed that students taught by highly motivated teachers tend to demonstrate higher levels of academic engagement and achievement compared to those taught by less motivated teachers.

In Nigeria, teacher motivation is influenced by a combination of economic, institutional, and socio-cultural factors. Poor remuneration, irregular salary payments, inadequate teaching resources, and limited opportunities for professional development have been identified as major challenges affecting teacher motivation, particularly in private secondary schools

(Okeke & Ojukwu, 2020; Olatunji & Oluwole, 2021). Additionally, unfavourable working conditions, high workload, and lack of administrative support contribute to job dissatisfaction and reduced teacher effectiveness (Olayiwola & Afolabi, 2019). These challenges not only affect teachers' well-being but also have direct implications for students' academic performance, as demotivated teachers are less likely to deliver quality instruction.

Furthermore, the academic performance of students in Nigeria has been a subject of concern, especially in standardized examinations such as WASSCE and NECO. Fluctuations in students' performance have been attributed to multiple factors, including teaching quality, availability of learning resources, and socio-economic conditions (Adetula, 2024). However, teacher-related factors, particularly motivation, remain a significant determinant of students' academic success. Studies have shown that when teachers are motivated through adequate welfare packages, recognition, and supportive work environments, they are more likely to contribute positively to students' academic achievement (Afolayan & Ogunleye, 2021; Ikechi & Okonkwo, 2019).

Despite the growing body of literature on teacher motivation and students' academic performance, there is still a need for context-specific studies that examine this relationship within private secondary schools in Nigeria. Many existing studies have focused on public schools, leaving a gap in understanding the unique challenges and dynamics within private educational institutions. Therefore, this study seeks to fill this gap by examining the impact of teachers' motivation on students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria.

METHODOLOGY

Research Design

This study adopted a descriptive survey research design with a correlational approach. The descriptive survey design was considered appropriate because it allows for the systematic collection of data from a representative sample of respondents in order to describe existing conditions and examine relationships among variables. The correlational aspect of the design enabled the researcher to determine the nature and strength of the relationship between teacher motivation and students' academic performance without manipulating any variables. This design is widely used in educational research where variables are studied in their natural settings to generate valid and reliable findings.

Population of the Study

The population of the study comprised all teachers and students in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria. Specifically, the population consisted of 3,977 students and 486 teachers drawn

from private secondary schools within the study area. These groups were considered appropriate because teachers are directly involved in instructional delivery and motivation processes, while students are the recipients of teaching and their academic performance serves as the outcome variable of the study.

Sample and Sampling Technique

A sample was drawn from the population to make the study manageable while ensuring representativeness. Based on the adjustment for this journal study, half of the original sample size was utilized. Therefore, the sample consisted of 200 students and 73 teachers. This resulted in a total sample size of 273 respondents selected from private senior secondary schools in the study area.

A stratified sampling technique was employed to select the respondents. The population was first stratified into two groups of teachers and students to ensure adequate representation of both categories. Subsequently, participants were randomly selected from each stratum. This technique ensured that all relevant subgroups were fairly represented, thereby enhancing the validity and generalizability of the findings.

Instrument for Data Collection

Data for the study were collected using a structured questionnaire titled: "Impact of Teachers' Motivation on Students' Academic Performance in Private Senior Secondary Schools Questionnaire (ITSSAPPSSSQ)".

The questionnaire was designed by the researcher based on the objectives of the study and relevant literature. It consisted of sections that addressed key variables such as teacher motivation, factors influencing motivation, challenges faced by teachers, and students' academic performance. The items were structured using a Likert scale format, allowing respondents to indicate their level of agreement or disagreement with each statement.

The use of a questionnaire was considered appropriate because it enables the collection of data from a large number of respondents within a relatively short period. It also ensures uniformity in responses and facilitates quantitative analysis.

Validity of the Instrument

Validity refers to the extent to which an instrument measures what it is intended to measure. To ensure the validity of the questionnaire, the instrument was subjected to expert review. Specialists in Educational Management and Measurement and Evaluation examined the items for clarity, relevance, and adequacy in addressing the research objectives. Their suggestions and corrections were incorporated into the final version of the instrument, thereby enhancing its content and face validity.

Reliability of the Instrument

Reliability refers to the consistency of an instrument in measuring a variable over time. To establish the reliability of the questionnaire, a pilot test was conducted using respondents outside the study area but with similar characteristics to the target population. The data obtained from the pilot test were analyzed using appropriate statistical techniques to determine the internal consistency of the instrument. The reliability coefficient obtained was considered satisfactory, indicating that the instrument was reliable for the study.

Procedure for Data Collection

The researcher obtained permission from the relevant school authorities before administering the questionnaire. The instrument was distributed personally to the selected respondents with the assistance of research aides where necessary. Clear instructions were provided to guide respondents in completing the questionnaire. Adequate time was given for completion, after which the completed questionnaires were collected immediately to ensure a high return rate and minimize data loss.

Method of Data Analysis

Data collected from the respondents were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer the research questions and describe the responses of participants.

For hypothesis testing, the Pearson Product Moment Correlation (PPMC) technique was employed to determine the relationship between teacher motivation and students' academic performance, as well as the relationship between challenges affecting teacher motivation and students' academic performance. All hypotheses were tested at the 0.05 level of significance. The choice of this statistical tool was based on its suitability for measuring the strength and direction of relationships between variables.

RESULTS

This section presents the analysis of data collected from the respondents based on the research questions. A total of 273 questionnaires were administered and successfully retrieved, comprising 200 students and 73 teachers from private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria.

Research Question 1: *What is the relationship between teacher motivation and students' academic performance in private senior secondary schools?*

Table 1: Relationship between Teacher Motivation and Students' Academic Performance

S/N	Items	Mean	Std. Deviation	Decision
1	Motivated teachers demonstrate effective teaching strategies	3.45	0.62	Accepted
2	Teacher motivation improves classroom management	3.38	0.70	Accepted
3	Students perform better when teachers are motivated	3.52	0.65	Accepted
4	Teacher commitment enhances students' academic outcomes	3.47	0.68	Accepted
5	Lack of teacher motivation leads to poor student performance	3.41	0.73	Accepted

Grand Mean = 3.45

Table 1 shows that all items have mean values above the criterion mean of 2.50, indicating that respondents agreed that teacher motivation has a strong relationship with students' academic performance. The grand mean of 3.45 further confirms that motivated teachers contribute significantly to improved teaching effectiveness, classroom

management, and student achievement. This implies that teacher motivation is a key determinant of students' academic success in private senior secondary schools.

Research Question 2: *What is the impact of teacher motivation on students' performance in external examinations?*

Table 2: Impact of Teacher Motivation on Students' Performance in External Examinations.

S/N	Items	Mean	Std. Deviation	Decision
1	Motivated teachers prepare students better for external exams	3.49	0.66	Accepted
2	Teacher motivation improves students' WASSCE/NECO results	3.43	0.71	Accepted
3	Teachers who are motivated provide extra academic support	3.37	0.74	Accepted
4	Students are more confident when taught by motivated teachers	3.46	0.69	Accepted
5	Poor teacher motivation negatively affects exam performance	3.40	0.72	Accepted

Grand Mean = 3.43

The results in Table 2 indicate that all items recorded mean scores above 2.50, showing that respondents agreed that teacher motivation has a significant impact on students' performance in external examinations. The grand mean of 3.43 suggests that motivated teachers play a crucial role in preparing students effectively for examinations such as WASSCE and NECO. This highlights the importance of teacher motivation in enhancing students' confidence,

preparedness, and overall academic outcomes in standardized assessments.

Test of Hypotheses

Hypothesis 1: *There is no significant relationship between teacher motivation and students' academic performance.*

Table 3: Pearson Correlation between Teacher Motivation and Students' Academic Performance

Variables	N	r-value	p-value	Decision
Teacher Motivation	273	0.68	0.000	Significant
Students' Academic Performance	273			

Table 3 shows a Pearson correlation coefficient (r) of 0.68, indicating a strong positive relationship between teacher motivation and students' academic performance. The p -value (0.000) is less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This implies that there is a statistically significant relationship between

teacher motivation and students' academic performance.

Hypothesis 2: *There is no significant relationship between challenges affecting teacher motivation and students' academic performance.*

Table 4: Pearson Correlation between Challenges in Teacher Motivation and Students' Academic Performance

Variables	N	r-value	p-value	Decision
Challenges in Teacher Motivation	273	-0.61	0.000	Significant
Students' Academic Performance	273			

The results in Table 4 indicate a correlation coefficient (r) of -0.61, showing a strong negative relationship between challenges affecting teacher motivation and students' academic performance. The p -value (0.000) is less than 0.05, leading to the

rejection of the null hypothesis. This means that challenges such as poor remuneration, lack of incentives, and inadequate working conditions negatively impact students' academic performance.

DISCUSSION

The findings of this study revealed that teacher motivation has a significant positive relationship with students' academic performance in private senior secondary schools in Jos North Local Government Area of Plateau State, Nigeria. The result showing a strong positive correlation ($r = 0.68$) indicates that as teachers become more motivated, students' academic outcomes improve correspondingly. This finding aligns with the study of Afolabi and Ogunleye (2020), who reported that motivated teachers are more effective in lesson delivery, classroom management, and student engagement, all of which contribute to improved academic performance. Similarly, Ojo and Akinyemi (2020) found that teacher motivation enhances instructional quality and positively influences students' achievement levels.

The study also found that teacher motivation significantly impacts students' performance in external examinations such as WASSCE and NECO. The high mean scores recorded across items suggest that motivated teachers are more committed to preparing students adequately for examinations through extra lessons, continuous assessment, and individualized support. This finding is consistent with Bello and Abdullahi (2019), who observed that students taught by motivated teachers tend to perform better in standardized examinations due to increased academic support and encouragement. It further supports the assertion that teacher commitment and enthusiasm play a critical role in shaping students' academic success.

Furthermore, the findings revealed that challenges affecting teacher motivation, such as poor remuneration, lack of incentives, and inadequate working conditions, have a significant negative relationship with students' academic performance ($r = -0.61$). This implies that when teachers are demotivated due to unfavourable working conditions, their effectiveness declines, which in turn adversely affects students' learning outcomes. This result is in agreement with Okeke and Ojukwu (2020), who identified poor salary structure and irregular payments as major factors contributing to low teacher motivation in Nigeria. In the same vein, Olatunji and Oluwole (2021) emphasized that demotivated teachers often exhibit low commitment, absenteeism, and reduced instructional quality, leading to poor student performance.

The findings of this study can also be explained using motivational theories such as Maslow's hierarchy of needs and Herzberg's two-factor theory. According to Maslow (1954), individuals are motivated to perform better when their basic and higher-level needs are satisfied. In the context of this study, teachers who have access to adequate salaries, job security, recognition, and opportunities for professional growth are more likely to be motivated and perform effectively. Herzberg's theory further suggests that both hygiene factors (e.g., salary and working conditions) and motivators (e.g., recognition and achievement) are essential for sustaining motivation

(Herzberg, 1959). The absence of these factors in many private secondary schools explains the negative impact on teacher performance and student outcomes observed in this study.

Overall, the findings highlight the critical role of teacher motivation in enhancing students' academic performance. The results underscore the need for school administrators, policymakers, and stakeholders in the education sector to prioritize teacher welfare and professional development. Improving teacher motivation not only enhances teaching effectiveness but also contributes significantly to better student learning outcomes and overall educational quality.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings of this study, it can be concluded that teacher motivation is a key determinant of students' academic performance in private senior secondary schools. The study established that motivated teachers are more effective in delivering instruction, managing classrooms, and preparing students for academic success, particularly in external examinations. Conversely, challenges such as poor remuneration, lack of incentives, and unfavourable working conditions negatively affect teacher motivation and, consequently, students' academic outcomes.

The study further confirms that there is a significant relationship between teacher motivation and students' academic performance, as well as a significant negative relationship between challenges affecting teacher motivation and students' academic achievement. Therefore, improving teacher motivation is essential for enhancing the quality of education and achieving better academic results among students.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- 1. Improved Teacher Welfare Packages:** School management should provide adequate welfare packages, including competitive salaries, timely payment, health benefits, and housing allowances, to enhance teacher motivation and job satisfaction.
- 2. Provision of Incentives and Rewards:** Private school proprietors should introduce performance-based incentives, recognition awards, and promotion opportunities to motivate teachers and encourage higher productivity.
- 3. Professional Development Opportunities:** Schools should organize and sponsor teachers to attend seminars, workshops, and conferences to improve their skills, knowledge, and teaching effectiveness.

4. **Improvement of Working Conditions:** Government and school authorities should ensure the provision of adequate teaching facilities, instructional materials, and conducive learning environments to support effective teaching and learning.
5. **Strengthening Administrative Support:** School administrators should foster a supportive leadership style that promotes teacher participation in decision-making, open communication, and recognition of teachers' contributions.
6. **Policy Intervention:** Educational policymakers should develop policies that regulate private school operations to ensure fair treatment of teachers and improve overall educational standards.

REFERENCES

- Afolabi, O. T., & Ogunleye, A. A. (2020). Teacher motivation and students' academic performance in secondary schools in Nigeria. *Journal of Educational Research and Development*, 15(2), 45–58.
- Afolayan, A. O., & Ogunleye, O. S. (2021). Motivation and job satisfaction among teachers in Nigerian schools. *International Journal of Educational Studies*, 18(1), 102–115.
- Adetula, O. (2024). Trends in students' performance in WASSCE and NECO examinations in Nigeria. *Nigerian Journal of Educational Evaluation*, 22(1), 67–80.
- Bello, M. A., & Abdullahi, S. U. (2019). Teacher motivation and its impact on student academic achievement in Nigeria. *African Journal of Education Studies*, 10(3), 88–99.
- Eze, P. I., & Okwuosa, V. N. (2020). Motivation and teacher effectiveness in Nigerian secondary schools. *Journal of Educational Management*, 14(1), 23–36.
- Herzberg, F. (1959). *The motivation to work*. New York: Wiley.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.
- Ojo, A. O., & Akinyemi, B. A. (2020). Teacher motivation as a predictor of students' performance in external examinations. *Journal of Educational Practice*, 11(5), 120–130.
- Okeke, C. I., & Ojukwu, M. O. (2020). Challenges affecting teacher motivation in Nigerian private schools. *International Journal of Education Policy*, 9(2), 55–70.
- Olatunji, O. A., & Oluwole, D. A. (2021). Salary structure and teacher motivation in Nigeria. *Journal of Social Sciences and Education*, 16(3), 140–152.
- Olayiwola, S. A., & Afolabi, F. O. (2019). Working conditions and teacher productivity in secondary schools. *Nigerian Journal of Educational Administration*, 13(2), 77–89.
- Yusuf, M. A., & Afolabi, A. F. (2021). Teacher motivation and classroom effectiveness in Nigerian schools. *Journal of Contemporary Education Research*, 12(4), 59–72.

Cite this Article: Aronu, IB; Gambo, BM (2026). Impact of Teachers' Motivation on Students' Academic Performance in Private Senior Secondary Schools in Jos North Local Government Area, Plateau State, Nigeria. *Greener Journal of Education and Training Studies*, 9(1), 35-41, <https://doi.org/10.15580/gjets.2026.1.062626098>.