

INFLUENCE OF TEACHERS' MOTIVATION ON THE DELIVERY OF QUALITY EDUCATION IN SECONDARY SCHOOLS IN KANO STATE, NIGERIA.

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Abstract

This study investigates the influence of teachers' motivation on the delivery of quality education in secondary schools in Kano State, Nigeria. The study adopted descriptive survey research design,. Five research objectives with corresponding research questions guided the study. The total population of teachers' in public secondary schools in Kano State is 34,590 teachers. A sample of 375 teachers was drawn from public secondary schools across the 23 Zonal Educations in Kano State. Data were collected using a structured questionnaire titled "Teachers' Motivation and Quality Education Delivery Questionnaire (TMQEDQ)" with a reliability coefficient of 0.82 established through Cronbach's alpha. Data collected were analysed using descriptive statistics mean and standard deviation. Findings reveal that teachers' motivation level in Kano State secondary schools is low; teachers have low motivation regarding adequate salary, promotion opportunities, conducive environment, adequate instructional facilities, and appreciation for good work done. Also the study discovered that moderate level of quality education delivery in study area. The study also revealed inadequate teaching facilities, delay in salary payment, and lack of promotion opportunities as the most significant challenges affecting teacher motivation in secondary schools. It was conclude that teacher motivation significantly influences the delivery of quality education in Kano State secondary schools. Recommendations include prompt payment of salaries, provision of instructional resources, and implementation of regular professional development programmes.

Keyword: Teachers', Motivation, Teachers' Motivation, Quality Education

Introduction

The goal of providing high-quality education is a key focus of educational systems globally, including Nigeria. At the core of any effective educational system are teachers, whose level of dedication, expertise, and motivation greatly influences how well educational goals are met. Teachers play a central role in implementing the curriculum, delivering instruction, and helping students develop character, making their contributions essential for achieving educational excellence (Okeke, Aneke, & Owo, 2022). However, the Nigerian education system has long faced challenges related to teacher performance, job satisfaction, and commitment, prompting important

questions about the state of teacher motivation and its impact on the quality of education. Teacher motivation refers to the internal and external factors that drive, guide, and sustain teachers' actions in pursuit of educational goals. These factors include salary, working conditions, recognition, opportunities for career development, and support for professional growth (Mballos & Oyewumi, 2025). When teachers are motivated, they tend to have positive attitudes toward their work, show commitment to their responsibilities, and engage effectively with students during the teaching process. In contrast, unmotivated teachers may show signs of apathy, frequent absences, and reduced productivity, which can lower the overall quality of education provided to students.

In Nigeria, concerns about teacher motivation have become more pronounced. Reports indicate that many teachers face issues such as irregular salary payments, lack of teaching resources, poor workplace conditions, and limited opportunities for professional development across various states (Aliyu, 2026; Abubakar, 2024). These problems not only affect the well-being of teachers but also have negative effects on student learning and the broader goal of sustainable national development. Mballos and Oyewumi (2025) argue that low teacher motivation is a major obstacle to achieving the best possible outcomes in building human capacity for national progress. Secondary education holds a crucial position in Nigeria's education system, acting as a bridge between basic education and higher education or entry into the workforce. At this level, students consolidate foundational knowledge, develop critical thinking abilities, and prepare for future opportunities. Therefore, the quality of education at the secondary level has wide-ranging effects on both individuals and society. Understanding the factors that influence teacher motivation and how these factors affect the delivery of quality education is essential for developing strategies that can improve educational outcomes.

This study investigates the impact of teacher motivation on the delivery of quality education in secondary schools in Kano State, Nigeria. The findings are expected to contribute to discussions on improving education in Kano State and the country as a whole, while also informing policy decisions aimed at strengthening the teaching profession and enhancing the quality of education. The delivery of quality education in secondary schools in Kano State has remained a serious concern for educators, policymakers, and the general public. Despite various reforms and efforts to improve educational standards, it is evident that many secondary school graduates lack the necessary knowledge, skills, and competencies to pursue higher education or participate meaningfully in the economy. This situation has been linked to several factors, with teacher-related issues playing a significant role.

Reports and observations suggest that many teachers in Nigerian secondary schools show low levels of commitment to their responsibilities. Behaviors like arriving late to school, frequent absences, poor lesson preparation, superficial teaching of the curriculum, and lack of engagement with students' learning needs have been reported in different settings (Ogunjide, 2022; Nick-Akan, Okpa, & Isang, 2025). These behaviors often reflect deeper motivational issues that hinder teacher

effectiveness and, by extension, the quality of education students receive. The problem is further worsened by the fact that motivational challenges are more common in public secondary schools than in private ones. Teachers in public institutions often face bureaucratic obstacles, limited resources, and inconsistent policies that reduce their enthusiasm for teaching (Abubakar, 2024). These combined challenges result in a teaching workforce that does not perform to its full potential, leading to negative impacts on the quality of education given to students. Although there is a clear link between teacher motivation and education quality, there is still a need for thorough research that examines this connection specifically within the context of secondary schools in Kano State. While previous studies have explored teacher motivation, job satisfaction, and commitment (Okemakinde, 2025; Okeke, Aneke, & Owo, 2022; Ogunjide, 2022), there is limited research that directly connects teachers' motivational states to the delivery of quality education as a multifaceted concept involving levels of motivation, motivating factors, instructional effectiveness, and student learning outcomes. This study aims to fill this gap by examining how teacher motivation influences the delivery of quality education in secondary schools in Kano State, Nigeria.

The objective of this study is to examine the influence of teachers' motivation on the delivery of quality education in secondary schools in Kano State, Nigeria. The specific objectives are to:

1. Examine the level of teachers' motivation in secondary schools in Kano State.
2. Assess the state of quality education delivery in secondary schools in Kano State.
3. Determine the factors that motivate teachers in secondary schools in Kano State.
4. Examine impacts of teachers' motivation on the delivery of quality education in secondary schools in Kano State.
5. Identify the challenges affecting teachers' motivation and their implications for quality education delivery in Kano State secondary schools.

This study was guided by the following research questions:

1. What is the level of teachers' motivation in secondary schools in Kano State?
2. What is the state of quality education delivery in secondary schools in Kano State?
3. What factors influencing teachers' motivation in secondary schools in Kano State?
4. What are the impacts of teachers' motivation on the delivery of quality education in secondary schools in Kano State?

5. What challenges affect teachers' motivation and their implications for quality education delivery in Kano State secondary schools?

Literature Review

Concept of Teacher Motivation

Teacher motivation refers to the psychological forces that determine the direction, intensity, and persistence of a teacher's effort toward achieving educational goals. It encompasses the internal and external factors that stimulate teachers' desire and energy to be continually interested and committed to their work (Mballos, & Oyewumi, 2025).). Motivation is not a unitary construct but comprises multiple dimensions that interact to shape teachers' attitudes, behaviours, and performance. Teachers' motivation specifically refers to the willingness, drive, and commitment that teachers bring to their professional roles and responsibilities. It encompasses both intrinsic factors such as passion for teaching, love for children, sense of purpose, and professional fulfilment and extrinsic factors including salary, promotion opportunities, working conditions, recognition, and job security (Baba, 2025).

Intrinsic motivation arises from within the individual and relates to the inherent satisfaction and enjoyment derived from teaching. It includes factors such as passion for working with young people, love of subject matter, sense of purpose, and personal fulfillment from contributing to learners' growth and development. Teachers who are intrinsically motivated find teaching rewarding in itself and are likely to persist in their efforts even when external rewards are limited (Falebita, Ayeni, Ekundayo, Ambode, Xulu, & Bankole, 2026).

Extrinsic motivation, on the other hand, stems from external factors that are separate from the teaching activity itself. These include remuneration, incentives, recognition, promotion opportunities, job security, and working conditions. Extrinsic motivators are important for attracting individuals to the teaching profession and sustaining their engagement, particularly in contexts where teaching competes with other occupations for talented personnel (Aliyu, 2026). Mballos and Oyewumi (2025) emphasise that teacher motivation is critical for effective capacity building and national development. They argue that motivated teachers give their best to learners, which reflect in the quality of learning outcomes and ultimately contributes to the development desired by educational policy in Nigeria.

Concept of Quality Education

Quality education is a multidimensional concept that extends beyond academic achievement to encompass the holistic development of learners. It includes the acquisition of relevant knowledge, skills, attitudes, and values that enable individuals to lead fulfilling lives and contribute meaningfully to society. In the school context, quality education is reflected in effective teaching

and learning processes, conducive learning environments, appropriate curriculum content, and positive learning outcomes (Usman, Javan, and Bagare 2022). Quality education delivery encompasses the processes, practices, and outcomes associated with effective teaching and learning. The concept extends beyond mere content transmission to include the creation of conducive learning environments, employment of appropriate pedagogical strategies, use of relevant instructional materials, continuous assessment of student progress, and cultivation of critical thinking and problem-solving skills among learners. Quality education delivery also involves teachers' ability to adapt instruction to meet diverse learner needs and to inspire students toward academic excellence (Okemakinde, 2025).

The delivery of quality education depends significantly on teacher quality and effectiveness. Teachers who are knowledgeable, skilled, motivated, and committed are better positioned to facilitate learning, inspire students, and create classroom environments that support academic and personal growth. Usman, Javan, and Bagare (2022) found that teachers' self-efficacy and motivation are significantly related to students' academic performance, underscoring the connection between teacher characteristics and educational outcomes. Ogunjide(2022) identified several indicators of quality education delivery, including effective curriculum implementation, student engagement in learning activities, achievement of learning objectives, and development of students' potential. These indicators are influenced by teacher factors such as preparation for lessons, use of varied instructional strategies, provision of feedback, and creation of supportive learning environments.

Theoretical Framework

The study anchor on Herzberg's Two-Factor Theory in 1959. Herzberg's two-factor theory, also known as the motivation-hygiene theory, provides a useful framework for understanding teacher motivation. The theory distinguishes between hygiene factors and motivators. Hygiene factors include salary, working conditions, interpersonal relationships, and job security. These factors do not necessarily motivate employees but can cause dissatisfaction when inadequate. Motivators, on the other hand, include recognition, achievement, responsibility, and opportunities for growth. These factors contribute to job satisfaction and motivate employees to higher performance (Abubakar, 2024). Applied to the teaching context, this theory suggests that improving hygiene factors such as salaries and working conditions may reduce teacher dissatisfaction but may not necessarily enhance motivation. For teachers to be truly motivated, attention must also be paid to motivators such as recognition of their contributions, opportunities for professional growth, and meaningful involvement in decision-making processes.

Empirical Studies

Several empirical studies have examined teachers' motivation in various Nigerian contexts. Baba (2025) investigated the influence of extrinsic motivation on job performance of secondary school teachers in Gwale Local Government Area of Kano State. Using a sample of 115 teachers, the study found that salary, working environment, promotion opportunities, and societal recognition all have significant positive impacts on teacher performance. The study concluded that enhancing extrinsic motivational factors is crucial for improving teacher productivity in Kano State.

Onyia (2023) conducted a broader analysis of factors affecting teachers' effectiveness in secondary schools across 23 Zonal Education Directorates in Kano State. The study, involving 378 randomly selected teachers, revealed that teachers' effectiveness operates at a low level, negatively affecting students' performance. Key factors undermining effectiveness included unconducive learning environments, lack of motivation, poor condition of service, lack of pedagogical skills, inadequate mastery of subject matter, inadequate instructional facilities, late salary payment, delayed promotions, personal stress, workload, and lack of interest in teaching. The study recommended providing enabling environments, improving conditions of service, ensuring prompt salary payment, and reviewing teacher education curricula. Okemakinde (2025) investigated factors influencing teachers' job satisfaction and commitment in public secondary schools in Oyo State. The study, which sampled 2,750 respondents across 250 schools, established that both motivational strategies and school factors (including teachers' workload and school facilities) jointly influenced teachers' job satisfaction and professional dedication. The study recommended regular provision of school facilities, basic incentives, in-service training, and welfare packages to improve teacher satisfaction and commitment. Oladiji and Olaboye (2025) examined the impact of teachers' motivation on senior secondary school students' academic performance in Osun State. Using a sample of 324 respondents (108 teachers and 216 students) from 18 secondary schools, the study found that teachers' motivation is influenced by teaching environment, school resources, promotion opportunities, salary, and recognition. The study revealed a weak positive relationship between teacher motivation and students' academic performance, suggesting that while motivation matters, it operates alongside other factors in shaping student outcomes.

Igoche, Ogugua, and Takor (2022) focused specifically on the influence of teachers' motivation on students' performance in mathematics in secondary schools in Okpokwu Local Government Area of Benue State. The study, involving 192 Senior Secondary School II students, found that teachers' condition of service, upward job mobility (promotion), and prompt salary payment all significantly influence students' mathematics performance. The study recommended that school proprietors take teacher motivation seriously through timely salary payment, provision of appropriate resources, and assignment of appropriate workloads. Usman, Javan, and Bagare (2022) examined teachers' self-efficacy, motivation, and academic performance of senior secondary school students in Damaturu Metropolis, Yobe State. Using a sample of 250 teachers from six secondary schools, the

study found that teachers' motivation is significantly related to students' academic performance. The researchers concluded that proper training and attention to teacher motivation should be prioritized, recommending enhanced professional development, improved teacher welfare, and programmes to develop teachers' sense of self-efficacy and motivation. Okeke, Aneke, and Owo (2022) investigated teachers' positive attitude to curriculum implementation as influenced by motivational incentives and job satisfaction in Enugu East Local Government Area. The study, involving 455 teachers, found that motivational incentives significantly influence teachers' positive attitude toward curriculum implementation. The study recommended regular payment of teachers' salaries, provision of allowances, in-service training, timely promotion, and provision of teachers' quarters. The researchers concluded that teacher welfare should be the fundamental responsibility of both local and state governments.

However, gaps exist in the literature. Few studies have comprehensively examined the link between teacher motivation and the multidimensional concept of quality education delivery in Kano State using recent data. Most existing studies focus on either motivation or performance without adequately exploring how motivation influences specific dimensions of quality education. This study aims to fill these gaps.

Research Methodology

The study adopted descriptive survey design to collect data on teachers' motivation levels, factors influencing teachers' motivation, perceptions of quality education delivery, impacts of teachers' motivation and challenges affecting teachers' motivation. The target population comprises all teachers in public secondary schools in the selected states. Based on available data from state teaching service commissions the total population of teachers' in public secondary schools in Kano State is 34,590 teachers.

A multi-stage sampling procedure was employed to select participants for the study. In the first stage, stratified sampling is used to categorise local government areas within each state into urban and rural strata. In the second stage, simple random sampling is used to select local government areas from each stratum. In the third stage, purposive sampling is used to select five secondary schools from each local government area selected, ensuring representation of schools with varying characteristics. In the final stage, proportionate stratified random sampling was used to select teachers from each school based on the school's teacher population. The sample size of 375 was selected for the study.

The instrument for data collection was a researcher made structured questionnaire titled "Teachers' Motivation and Quality Education Delivery Questionnaire (TMQEDQ)." The questionnaire has five sections A - E: Section A: Level of teachers' motivation in secondary schools with 8 items; Section B: State of quality education delivery in secondary schools with 13 items; Section C:

Factors influencing teachers' motivation in secondary schools; Section D: Impacts of teachers motivation on the delivery of quality education in secondary schools with 8 items; Section E: challenges affect teachers' motivation with 6 items. All items are structured on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The questionnaire is subjected to face and content validation. Copies of the draft instrument are submitted to three experts in English Education, Educational Foundations and Measurement and Evaluation from Bayero University, Kano. The experts assess the instrument for clarity, relevance, comprehensiveness, and appropriateness of items in addressing the research objectives and questions. Their suggestions and corrections are incorporated into the final version of the instrument. To establish the reliability of the instrument, a pilot study is conducted with 40 teachers from two secondary schools in Kano Municipal Local Government Area, which are excluded from the main study. Data collected from the pilot study are analysed using Cronbach's Alpha coefficient to determine internal consistency. The overall reliability coefficient obtained is 0.82 which indicate high reliability. The instrument is reliable for data collection.

The researcher obtains permission from principals of the selected schools. Researcher and trained research assistants administered the questionnaires directly to sampled teachers during school hours. Completed questionnaires are collected on the spot.

Data collected were analysed using descriptive statistics. Research questions are answered using mean and standard deviation. A mean score of 2.50 and above is considered positive or acceptable (agreement), while below 2.50 is considered negative or unacceptable (disagreement), also Mean Scale: 0.00 - 2.49 (Low), 2.50 - 2.99 (Moderate), 3.00 - 4.00 (High)

Results

Research Question 1: What is the level of teachers' motivation in secondary schools in Kano State?

Table 1: Level of Teachers' Motivation in the Study Area

SN	Items	Mean	SD	Decision
1	My salary is adequate for my needs	2.18	0.76	Low
2	My salary is paid regularly	2.43	0.89	Low
3	There are clear promotion opportunities in my school	2.31	0.81	Low

4	Promotions are given fairly when due.	2.08	0.71	Low
5	The school environment is conducive for teaching.	2.35	0.84	Low
6	I have access to adequate instructional facilities	2.12	0.73	Low
7	I receive appreciation for good work done.	2.39	0.79	Low
8	I feel valued as a teacher in this school.	2.44	0.81	Low
Grand Mean = 2.29				

Table 1 above shows level of teachers motivation in secondary schools. The result reveal that teachers have low motivation regarding adequate salary(mean = 2.18), low motivation regarding promotion opportunities (mean = 2.31), low motivation regarding conducive environment (2.35), low motivation regarding adequate instructional facilities (mean = 2.12), low motivation regarding appreciation for good work done (mean = 2.39). The Grand Mean of 2.29 significant show low level of teachers motivation in secondary schools in Kano State.

Research Question 2: What is the state of quality education delivery in secondary schools in Kano State?

Table 2: State of Quality Education Delivery in Study Area

SN	Items	Mean	SD	Decision
9	I prepare lesson notes regularly.	3.12	0.68	High
10	I use a variety of teaching methods to cater for different learning styles	2.71	0.79	Moderate
11	I use instructional materials to enhance students' understanding	2.22	0.77	Low
12	I relate lessons to real-life situations and experiences	3.04	0.71	High
13	I encourage students to ask questions and participate actively in class	2.89	0.73	Moderate

14	I monitor students' progress through regular assessments	2.21	0.77	Low
15	I provide timely feedback to students on their performance.	2.93	0.69	Moderate
16	I maintain a positive and orderly classroom environment	2.88	0.74	Moderate
17	I cover the prescribed curriculum content within the school term	2.89	0.73	Moderate
18	I reflect on my teaching practices and make improvements where necessary	3.04	0.71	High
19	My students perform well in internal exams	2.45	0.82	Low
20	My students perform well in external exams	2.21	0.77	Low
21	Overall, quality education is delivered in my school.	2.43	0.85	Low

Grand Mean = 2.69

Mean Scale: 0.00 - 2.49 (Low), 2.50 - 2.99 (Moderate), 3.00 - 4.00 (High)

Table 2 indicates that teachers reported high levels of prepare lesson notes regularly (3.12) relate lessons to real-life situations and experiences (3.04) reflect on my teaching practices and make improvements where necessary (3.04). However, they reported moderate agreement that variety of teaching methods to cater for different learning styles are used (2.71), encourage students to ask questions and participate actively in class (2.89), timely feedback to students on their performance (2.93), positive and orderly classroom environment (2.88), cover the prescribed curriculum content (2.89). Furthermore, they reported low agreement that use instructional materials to enhance students' understanding (2.22), monitor students' progress through regular assessments (2.21), students perform well in internal exams (2.45), students perform well in examinations (2.21) and Overall, quality education is delivered in my school (2.43). The grand mean of 2.69 suggests a moderate level of quality education delivery.

Research Question 3: What factors influencing teachers' motivation in secondary schools in Kano State?

Table 3: Factors that Motivate Teachers' in Study Area

SN	Items	Mean	SD	Decision
22	My salary is adequate and paid regularly	3.28	0.74	1st
23	Conducive teaching environment	2.46	1.16	5th
24	Timely promotion opportunities	2.32	1.28	8th
25	Adequate instructional materials and facilities	2.52	1.12	5th
26	Reasonable and manageable workload	2.84	0.94	3rd
27	Professional growth opportunities.	2.58	1.08	4th
28	Support from school administrators	3.12	0.82	2nd
29	Recognition for teaching efforts.	2.42	1.20	7th

Table 3 shows that salary adequacy and paid regularly (mean = 3.28) ranked highest among motivational factors, followed by support from school administrators (mean = 3.12) and reasonable and manageable workload (mean = 2.84), Adequate instructional materials and facilities (mean = 2.52), Conducive teaching environment (2.46), Recognition for teaching efforts (2.42), and timely promotion (mean = 2.32) ranked lowest, suggesting these extrinsic factors are perceived as inadequate by teachers and Challenges influencing teachers' motivation.

Research Question 4: What are the impacts of teachers motivation on the delivery of quality education in secondary schools in Kano State?

Table 4: Impacts of Teachers' Motivation on Quality Education

SN	Items	Mean	SD	Decision
30	Motivation makes teacher to work harder	3.48	0.59	Agreed
31	Motivation inspire continuous improvement	3.46	0.60	Agreed
32	Motivation boosts teacher morale	3.53	0.54	Agreed
33	Motivation enhances teacher professional satisfaction	3.45	0.62	Agreed

34	Motivation encourages teacher dedication	3.41	0.64	Agreed
35	Motivation makes teacher focus better on teaching.	3.61	0.50	Agreed
36	Motivation reduces teaching boredom	3.46	0.60	Agreed

Grand Mean= 3.49

Table 4 shows impacts of teachers' motivation on quality education. Teachers' responses agreed that motivation make teacher to work hard (mean = 3.48), Motivation inspire continuous improvement (mean = 3.46), Motivation boosts teacher morale (mean =3.53), Motivation enhances teacher professional satisfaction (mean = 3.45), Motivation encourages teacher dedication (mean = 3.41), Motivation makes teacher focus better on teaching (mean = 3.61) and Motivation reduces teaching boredom (mean = 3.46). The Grand Mean of 3.49 show that teachers' motivation has significant impact on the delivery of quality education in secondary schools in Kano State.

Research Question 5: What challenges affect teachers' motivation and their implications for quality education delivery in Kano State secondary schools?

Table 5: Challenges Affecting Teachers' Motivation

SN	Items	Mean	SD	Decision
37	Delay in payment of salaries	3.58	0.62	Agreed
38	Overcrowded classrooms	3.28	0.76	Agreed
39	Poor working conditions	3.18	0.84	Agreed
40	Excessive workload	3.12	0.86	Agreed
41	Lack of promotion opportunities.	3.36	0.76	Agreed
42	Inadequate teaching facilities and resources	3.42	0.68	Agreed
43	Lack of opportunities for professional development	2.76	0.98	Agreed
44	Inadequate administrative support	2.84	0.96	Agreed

Table 5 shows that Delay in payment of salaries (3.58), inadequate teaching facilities (3.58), overcrowded classroom (3.28), lack of promotion opportunities (3.36), Poor working conditions (3.18), Excessive workload (3.12), Inadequate administrative support (2.84) and Lack of opportunities for professional development (2.76) are the significant challenges affecting teachers' motivation in Kano State public secondary schools.

Discussion of findings

The study examined the influence of teachers' motivation on the delivery of quality education in secondary schools in Kano State Nigeria. The finding revealed that teachers' motivation level in Kano State secondary schools is low (grand mean = 2.29) that is, teachers have low motivation regarding adequate salary, promotion opportunities, conducive environment, adequate instructional facilities, and appreciation for good work done. This is in agreement with Onyia (2024) reported that factors affecting teacher effectiveness include lack of motivation, poor condition of service, late salary payment, and delayed promotions. Similarly, Igoche, Ogugua, and Takor (2022) found that teachers' condition of service, upward job mobility (promotion), and prompt salary payment all significantly influence students' performance and also lower the quality of curriculum implementation.

Also the study discovered that moderate level of quality education delivery (grand mean = 2.69). Teachers report performing basic professional tasks such as prepare lesson notes regularly (3.12) relate lessons to real-life situations and experiences (3.04) and teacher reflect on teaching practices and make improvements where necessary (3.04) with high level. However, they reported moderate agreement that variety of teaching methods to cater for different learning styles are used (2.71), encourage students to ask questions and participate actively in class (2.89), timely feedback to students on their performance (2.93), positive and orderly classroom environment (2.88), cover the prescribed curriculum content (2.89). Furthermore, they reported low agreement that use instructional materials to enhance students' understanding (2.22), monitor students' progress through regular assessments (2.21), students perform well in internal exams (2.45), students perform well in examinations (2.21) and Overall, quality education is delivered in my school (2.43). indicate significant quality gaps. This is in agreement with Usman, Javan, and Bagare (2022) found that teachers' self-efficacy and motivation are significantly related to students performance and quality of education delivery.

Furthermore, it discovered that salary adequacy and paid regularly (mean = 3.28) ranked highest among motivational factors, followed by support from school administrators (mean = 3.12) and reasonable and manageable workload (mean = 2.84), Adequate instructional materials and facilities (mean = 2.52), Conducive teaching environment (2.46), Recognition for teaching efforts (2.42), and timely promotion (mean = 2.32) ranked lowest, suggesting these extrinsic factors are perceived as inadequate by teachers and Challenges influencing teachers' motivation. This is in

agreement with Onyia (2023) who stated that key factors undermining effectiveness included unconducive learning environments, lack of motivation, poor condition of service, lack of pedagogical skills, inadequate mastery of subject matter, inadequate instructional facilities, late salary payment, delayed promotions, personal stress, workload, and lack of interest in teaching.

Moreover, study revealed impacts of teachers motivation on quality education includes: it make teacher to work hard (mean = 3.48), inspire continuous improvement (mean = 3.46), boosts teacher morale (mean = 3.53), enhances teacher professional satisfaction (mean = 3.45), encourages teacher dedication (mean = 3.41), makes teacher focus better on teaching (mean = 3.61) and reduces teaching boredom (mean = 3.46). The Grand Mean of 3.49 show that teachers' motivation has significant impact on the delivery of quality education in secondary schools in Kano State. This is in agreement with Okeke, Aneke, and Owo (2022) found that motivational incentives significantly influence teachers' positive attitude toward curriculum implementation and dedication to work

Lastly, the study revealed that delay in payment of salaries (3.58), inadequate teaching facilities (3.58), overcrowded classroom (3.28), lack of promotion opportunities (3.36), Poor working conditions (3.18), Excessive workload (3.12), Inadequate administrative support (2.84) and Lack of opportunities for professional development (2.76) are the significant challenges affecting teachers' motivation in Kano State public secondary schools. This is supported by Makoda, (2025) who State that inadequate teaching facilities, delay in salary payment, and lack of promotion opportunities as the most significant challenges affecting teacher motivation in secondary schools, aligns closely with findings of Onyia (2023) who identified similar factors, including unconducive learning environments, late salary payment, and delayed promotions, as key barriers to teacher effectiveness in Kano State secondary schools.

Conclusion

This study investigated the influence of teachers' motivation on the delivery of quality education in secondary schools in Kano State, Nigeria. Based on the findings, the following conclusions are drawn. Teachers in Kano State secondary schools demonstrate a low level of motivation, characterized by strong professional commitment and willingness to invest effort in student success, but tempered by low perceptions that their work is adequately appreciated. This low motivation level suggests untapped potential for enhanced performance if motivational conditions improve.

Quality education delivery in Kano State secondary schools operates at a moderate level. Teachers demonstrate strengths in lesson preparation and creating positive classroom environments, but struggle with limitations in time for individual student attention and concerns about students'

examination performance. These limitations reflect both motivational factors and broader systemic challenges

The factors that most significantly motivate teachers include adequacy and paid regularly salary, support from school administrators, reasonable workload, promotion opportunities, and recognition for teaching efforts are perceived as inadequate, creating significant motivational challenges. The most significant challenges affecting teacher motivation include inadequate teaching facilities, delay in salary payment, and lack of promotion opportunities. These challenges represent systemic issues requiring comprehensive policy responses at both state government and school management levels.

In conclusion, teacher motivation significantly influences the delivery of quality education in Kano State secondary schools. While teachers demonstrate intrinsic commitment to their professional responsibilities, the inadequacy of extrinsic motivational factors constrains their ability to deliver the quality of education that students deserve.

Recommendations

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

1. The Kano State Government should review teacher salaries to ensure they are competitive and adequate for meeting basic needs. Salary payments should be prompt and regular, as delays significantly demotivate teachers and it implications on delivery quality education
2. Principals should foster positive school climates where teachers feel valued and supported. Regular staff meetings, open communication, and collaborative decision-making can enhance teacher morale and improve quality education delivery.
3. School administrators should make conscious efforts to acknowledge teacher efforts, both privately and publicly. Simple gestures of appreciation can significantly boost motivation.
4. Ministry of Education should prioritize the provision of adequate teaching facilities and instructional materials to all secondary schools in the state.
5. Further research should explore how gender and school location (urban/rural) interact with motivation and quality education delivery.

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