

INFLUENCE OF TEACHERS' MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS' IN OSUN STATE

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Abstract: *The study investigated the impact of teachers' motivation on senior secondary school students' academic performance in Osun State, Nigeria. The study's objectives are to examine how teachers' motivation influence the academic performance of secondary school students in Osun State due to their performance in examinations. The study employed a descriptive survey research design. Three hundred and twenty-four (324), one hundred and eight (108) teachers, and two hundred and sixteen (216) students randomly drawn from 18 secondary schools constituted the study sample. Two valid and reliable instruments were used to collect data from the study. These include: an adapted Questionnaire on Influence of Teachers' Motivation (TMQ), which was subjected to Pearson Product-Moment Correlation (PPMC) to establish the reliability index of the instrument at 0.85, and Academic Performance Test in Civic Education, Mathematics and English language (AACME). The research question was analyzed with descriptive statistics, while the research hypotheses were analyzed with t-test and Pearson's Product-Moment Correlation. The result of the study revealed that teachers' motivation is influenced by a range of factors, including the teaching environment, school resources, promotion opportunities, salary, and recognition. The result revealed a weak, positive relationship ($r = 0.118$, $p > 0.05$) between teacher motivation and students' academic performance; insignificant difference between young and old teachers' motivation. The study recommended the present teachers' motivation should be sustained among secondary school teachers in Osun State, Nigeria because it does not*

negatively affect students' academic performance. It is also suggested that teachers' motivation be strengthened, as this continues to increase positive teacher commitment as the working conditions are upgraded to make them more appealing.

Keywords: *teachers' motivation; academic performance; secondary school students.*

Introduction

Academic performance is basically how well a student can show what they've learnt over a certain time when they take their exams. Schools use it as one way to measure if students are doing well or not. It's about whether students are meeting the standards that education officials have set as the bar for judging how they're getting on. We're talking about the marks or grades students get when they sit their exams. Brew, Nketiah, and Koranteng back in 2021 pointed out that doing well academically really matters in any education system because it helps students reach their learning goals and makes their lives better. But here's the thing - students in secondary schools in Osun State aren't doing too well, and most of them aren't managing to hit their educational targets or improve their lives much. Uthman mentioned in 2022 that you can clearly see public education going backwards in Osun State, and this shows up in how poorly public-school students are doing in both their school exams and external ones. He also found that there's been a steady drop in how well public-school students perform in their West African Examination Council exams from 2019 right through to 2022.

Several contributing elements have been identified as accountable for this phenomenon, encompassing students' inadequate disposition towards academic pursuits, insufficient infrastructure and pedagogical resources, inadequate domestic financial assistance, amongst other considerations. On a worldwide scale, educator motivation constitutes a fundamental issue of paramount importance, given its direct correlation with student academic performance. Ainembabazi & Ezeonwumdu, (2025). Research underscores that educators who demonstrate high levels of motivation exhibit enhanced effectiveness, resulting in superior academic achievements, reduced rates of absenteeism, and more efficient resource allocation (O'Sullivan, 2022, & Gil, 2023). Motivation may be defined as the internal impetus or stimulus that precipitates particular human behaviour or the absence thereof within a specified temporal framework, under given prevailing circumstances. It represents a driving force that encompasses

individual internal motivation in the endeavor to compel educators towards specific actions in response.

According to Usman (2019), motivation constitutes purposeful, deliberate, and objective-driven conduct that encompasses specific elements or influences operating upon or within an individual to commence, maintain, and guide behavior. Teacher motivation, conversely, denotes those variables and elements that compel educators to undertake particular actions. Educators necessitate regular motivational support, which may manifest in diverse forms, including salary enhancements, employment stability, career advancement opportunities, and conducive professional environments, as noted by Ortan (2021). Such incentives revitalize teachers' vigor and dedication to providing excellence in education, particularly under demanding conditions, as observed by Ainembabazi and Ezeonwumdu (2025). This factor typically governs an educator's capability and professional performance within their role.

School administrators ought to priorities the provision of substantive and stimulating work opportunities, fostering a sense of accomplishment, conferring additional responsibilities, acknowledging professional achievements, and creating pathways for professional development and career progression. These elements, amongst other motivational factors, encourage educators to demonstrate exemplary conduct, as the most capable and inventive staff members are not exclusively driven by monetary compensation but rather derive fulfilment from their professional endeavors. The World Development Report (2018) concerning education identified a worldwide educational crisis attributed to inadequate institutional governance and insufficient educator motivation. Mustary (2021) noted that both intrinsic and extrinsic incentives in Japan and Bangladesh successfully motivated teaching professionals to direct students' efforts towards enhanced academic outcomes. Educator motivation exerts a positive influence upon all components of the educational process. When teaching staff experience job satisfaction, they demonstrate enhanced commitment to delivering high-quality educational content to students. In his research, Hammar (2024) observed that educators also stress the importance of maintaining appropriate sanitary conditions and security measures in establishing a favorable working environment.

Teachers' motivation represents a critical concern that must be addressed within Nigeria's 21st-century educational framework. It would be accurate to assert that the motivation levels of educators directly influence their pupils' achievements. Research by Ainembabazi & Ezeonwumdu (2025) highlights the significant relationship between educator motivation and scholastic success in

private secondary institutions within Bushenyi-Ishaka Municipality, suggesting that enthusiastic teachers are more inclined to invest the necessary effort to enhance their learners' academic results. Elements including acknowledgement, constructive feedback, employment stability, and collaborative partnerships with management all foster increased teacher motivation, subsequently improving educational outcomes. Across Africa, Ghana's government has implemented educational programs aimed at enhancing educational standards. However, it is regrettable that these programs have insufficiently addressed teacher motivation as a priority (Othoo, & Nekesa, 2022).

The age of teachers also plays a role in how motivated they feel at work. Generally, younger teachers tend to be more motivated because they're fresh-faced, full of energy, and have big hopes for what lies ahead in their careers. This is especially true when they're just starting out. However, as time goes on and those high hopes don't quite pan out as expected, their enthusiasm for the job starts to fade, which can also impact how well communication flows within the school, as Bambang noted in 2016. Research by Adeoye, Akoma, and Binuyo in 2014 has recognized that employee age does indeed relate to work motivation. Other studies have highlighted significant differences in motivation levels between younger and older teachers. Interestingly, Njoku, Igbodor and Amalu found in 2020 that older teachers actually seem more motivated than their younger colleagues, suggesting that motivation increases with age in what Herzberg's theory describes as a u-shaped pattern.

Motivation can influence teachers' attitudes towards their work. As a result, the significance of teachers' motivation on the academic performance of secondary school students in Osun State cannot be overstated; thus, this study seeks to investigate the influence of teachers' motivation on students' academic performance in secondary schools in Osun State.

Statement of the Problem

When students get into secondary school, they're supposed to do well in their exams - both the ones set by outside bodies and their school tests - so they can get into university or further education and pick up the skills they need to find decent jobs. The National Bureau of Statistics worked with WAEC to look at how students performed in the WASSCE between 2019 and 2022, and their findings weren't great for some areas. The report showed the ten worst-performing states in 2022, and Osun State came second from bottom with just 32.6% - that put them 36th out of all the states plus the Federal Capital Territory in Abuja. It appears that one of the primary reasons students struggle in

secondary school is related to the level of motivation their teachers exhibit. Quite a few teachers nowadays don't really see teaching as their final career - they're just using it as a stepping stone to something better. Many of them are trying to juggle teaching with other jobs like running small businesses on the side, which means they're not fully focused, and their enthusiasm for teaching suffers. This lack of motivation from teachers appears to be affecting how well students perform as well.

However, since low academic performance of students is a major and persistent problem as well as the motivation of teachers, it is of utmost importance to review the existing literature on the problem. And as such, this study investigated the influence of teachers' motivation on students' academic performance in senior secondary schools in Osun State.

Research Question

The following research question guided the study:

1. What is the level of teacher's motivation among senior secondary school teachers in Osun State?

Research Hypotheses

The following research hypotheses guided the study:

H0₁: Teachers' motivation will not significantly influence students' academic performance in Senior Secondary Schools in Osun State.

H0₂: There is no significant difference between young and old teachers' motivation in Senior Secondary Schools in Osun State in Secondary School in Osun State.

Methodology

The research employed a descriptive survey methodology. The study's target population encompassed all senior secondary school educators and pupils within Osun State. A multi-stage sampling approach was utilized for this investigation. The initial stage entailed employing purposive sampling methodology to select one senatorial district from the three senatorial districts within Osun State based upon geographical proximity, whilst random sampling techniques were applied to choose three Local Government areas from the ten Local Government areas within the selected senatorial district. The subsequent stage involved selecting six senior secondary schools from each of the three chosen Local Government Areas within Osun East Senatorial district in Osun State through stratified random sampling methodology. The final stage encompassed the selection of six educators who were randomly chosen from each institution, yielding a total of one hundred and eight teachers

(108), whilst twelve pupils were randomly selected from each school, resulting in two hundred and sixteen students (216). The complete sample comprised three hundred and twenty-four (324) participants who served as representatives of the population.

The study made use of two instruments. The researcher created a questionnaire on the influence of teachers' motivation on senior secondary school students' academic performance, as well as an academic performance test in civic education, mathematics, and English language. Items of the instrument were adapted from the works of Pedrito and Antonio (2023), as well as Obineme and Ekweogu. The teachers' questionnaire was used to collect data on instructors' motivation as predictors of secondary school students' academic success in the selected schools.

The instrument was tagged "Teachers' Motivation Questionnaire (TMQ)". It was grouped into two sections, Section A contains the demographic information of the respondents such as name of school, Age, and gender. While section B consist of 20 items on teachers' motivation. The items on the instrument were structured based on four-point Likert scale ranging from Strongly Agree (4 Points), Agree (3 Points), Disagree (2 Points) And Strongly Disagree (1 Points).

An academic performance test in Civic Education, Mathematics and English language (AACME) developed by specialist in test construction with the use of table of specification was used to gather data on academic performance of students in senior secondary school one. Each test consists of 15 items of multiple-choice questions with four options (Letters A to D) comprising of one key and three distracters. Summation of marks or score achieved by the student in all the questions were considered as his or her academic performance. The scoring was done on the basis of responses of the students on every item of each question and 1 mark was awarded on each question answered correctly answer and 0 for wrong option, the securing maximum score 15 and minimum of 0 on each scale. To ensure the validity of the instruments, the original versions were distributed to three lecturers in the fields of educational management, testing, and measurement to assess the instruments' applicability in relation to the research issue. The "Teachers' Motivation Questionnaire (TMQ)" was administered to thirty (30) teachers who were not included in the study sample. The acquired data were subjected to Pearson Product Moment Correlation (PPMC) to determine the instrument's reliability index of 0.85. A pilot test was done to assess the reliability of the second instrument, "AACME". The instrument was administered to 30 students who were not part of the study sample. The data collected were subjected to Cronbach's alpha which was calculated to evaluate

internal consistency of the instrument, indicating good internal consistency reliability. The reliability index was realized at 0.87 coefficient. Copies of the questionnaire were personally administered to 108 senior secondary school teachers in Osun State, and academic performance test was conducted for 216 senior secondary school students in Osun State. The acquired data was examined using both inferential and descriptive statistics. While inferential statistics like Pearson's Product Moment Correlation and the independent sample t-test were employed to evaluate the hypotheses, descriptive statistics like frequency count, percentages, averages, and standard deviation were utilized to address the research topic.

Results:

Research Question 1: What is the level of teacher's motivation among senior secondary school teachers in Osun State?

Table 1: Statistical analysis of the level of teachers' motivation among senior secondary schools' teachers in Osun State.

S/ N	ITEMS TEACHERS' MOTIVATION	SD (%)	D (%)	A (%)	SA (%)	Me an	Ran k
1.	Conducive teaching environment improves my motivation as a teacher	5 (4.6)	6 (5.6)	42 (38.9)	55 (50.9)	3.36	3 rd
2.	School environment is a major factor that improves my motivation	6 (5.6)	19 (17.6)	51 (47.2)	32 (29.6)	3.00	7 th
3.	The school where I work provides me with sufficient resources to do my job better.	8 (7.4)	29 (26.9)	49 (45.4)	22 (20.4)	2.78	14 th
4.	Regular promotion enhance my' motivation	10 (9.3)	18 (16.7)	43 (39.8)	37 (34.3)	2.99	8 th
5.	Delay in salary	17	32	41	18	2.55	13 th

	payment affected interest negatively in teaching in the classroom	has my)	(15.7)	(29.6)	(38)	(16.7)		
6.	State government regularly carries out teachers' promotion and this has positive effect on my motivation	14 (13.0)	28 (25.9)	53 (49.1)	13 (12)	2.60	15 th	
7.	Regular salary is a major factor of motivation	6 (5.6)	15 (13.9)	49 (45.4)	38 (35.2)	3.10	4 th	
8.	Increment in my salary always encourage me to teach students well.	13 (12.0)	16 (14.8)	37 (34.3)	42 (38.9)	3.00	7 th	
9.	Poor salary enhances my good performance	52 (48.1)	36 (33.3)	11 (10.2)	9 (8.3)	1.78	15 th	
10.	Programs like seminars, conference and workshops conducted for teachers influence my motivation	8 (7.4)	8 (7.4)	57 (52.8)	35 (32.4)	3.10	4 th	
11.	Career development opportunities of teachers enhance my motivation	3 (2.8)	16 (14.8)	58 (53.7)	31 (28.7)	3.08	5 th	

12.	Conferences organized in the school enhances my motivation	6 (5.6)	11 (10.2)	70 (64.8)	21 (19.4)	2.98	9 th
13.	seminars, conferences and workshops for training and development are organized in the school to influence my motivation	7 (6.5)	22 (20.4)	58 (53.7)	21 (19.4)	2.86	11 th
14.	I have opportunities to broaden my professional knowledge.	12 (11.1)	18 (16.7)	52 (48.1)	26 (24.1)	2.85	12 th
15.	I have a job in which I can easily meet all my basic needs (food, water, sex, etc.)	19 (17.6)	28 (25.9)	48 (44.4)	13 (12.0)	2.50	14 th
16.	The school where I work is not exposed to any danger that may cause health problems.	11 (10.2)	17 (15.7)	53 (49.1)	27 (25.0)	5.26	1 st
17.	My school gives me the opportunity to know whether I do my job well or not.	4 (3.7)	14 (13)	64 (59.3)	26 (24.1)	4.82	2 nd
18.	The school where I work contributes to my recognition.	7 (6.5)	21 (19.4)	56 (51.9)	24 (22.2)	2.88	10 th
19.	People respect	10	17	47	34	3.03	6 th

	me because I	(9.3)	(15.7	(43.5)	(31.5		
	am a teacher.))		
20.	I respect myself	8	7	42	51	3.03	6 th
	for having the	(7.4)	(6.5)	(38.9)	(47.2		
	profession of)		
	teaching.						

The result showed that 89.8% of the respondents (97) agreed that conducive teaching environment improves their motivation as a teacher while 10.2% (11) did not agree that conducive teaching environment improves their motivation as a teacher. These results showed that majority of the respondents believe that Conducive teaching environment improves their motivation as a teacher while very few do not believe. Also, majority of the respondents (76.8%) agree to this statement that "School environment is a major factor that improves my motivation" while 25 respondents (23.2%) did not agree with the statement which indicates that school environment is a major factor that improves their motivation.

The majority of respondents (65.8%, 71 individuals) endorsed the statement "The school where I work provides me with sufficient resources to do my job better," whilst 37 respondents (34.3%) disagreed with this perspective. This indicates that most schools where the respondents are employed furnish them with adequate resources to enhance their job performance. Furthermore, 80 respondents (74.1%) concurred that regular promotion boosts their motivation, whereas 28 respondents (26%) held a contrary view, suggesting that consistent teacher promotion indeed enhances motivation levels. Additionally, 59 respondents (54.7%) acknowledged that delayed salary payments have adversely affected their enthusiasm for classroom teaching, whilst 49 respondents (45%) disagreed with this sentiment, demonstrating that salary delays do impact teachers' interest in classroom instruction. A significant proportion of respondents (61.6%, 66 individuals) supported the statement "State government regularly carries out teachers' promotion and this has positive effect on my motivation," while 42 respondents (38.9%) expressed disagreement. This suggests that respondents believe the state government's regular implementation of teacher promotions positively influences their motivation levels.

Majority of the respondents (87) 80.6% agreed that regular payment of salary is a major factor of their motivation while 21 respondents (19.5%) did not agree with this view. This implies that regular payment of teachers' salary is a major factor of most teacher's motivation. Majority of the respondents (79) 73.2% agreed that increment in their salary always encourage them to teach students well while 29

respondents (26.8%) did not agree with this view. This implies that to encourage teachers to teach well in the class room, teacher's salary should be increased, also, a higher number of the respondent's population (88, 81.4%) disagreed that regular poor salary enhances their good motivation, while just 20 respondents 18.5% agree that poor salary enhances their good performance. The decision is then based on the fact that good salary enhances teacher's good performance.

Majority of the respondents (85.2%, 92) agree to this statement "Programs like seminars, conference and workshops conducted for teachers influence my motivation" while 16 respondents (14.8%) did not agree with this statement which indicate that Programs like seminars, conference and workshops conducted for teachers is a major factor that influence teacher's motivation. Also, a higher number of the respondent's population (89, 82.4%) agree to the statement that "Career development opportunities of teachers enhance my motivation", while 19 respondents (17.6%) did not agree with the statement. This showed that most of the teachers that has the opportunity to career development opportunities are more motivated than teachers who do not have the opportunity to career development. Majority of the respondents (84.2%, 91) agreed that Conferences organized in the school enhances their motivation while 17 of the respondents (15.8%) did not agree with this view which is an indication that Conferences organized in the school enhances teacher's motivation. 79 teachers representing 73.1% agreed that seminars, conferences and workshops for training and development are organized in the school to influence their motivation while 29 teachers representing 26.9% did not agree with this view which is an indication that when seminars, conferences and workshops for training and development are organized in the school it influences teachers' motivation.

Majority of the teachers (88) representing 72.2% agreed that they have opportunities to broaden their professional knowledge, while 30 teachers representing 27.8% did not agree with this view. This implies that majority of the teachers have opportunities to broaden their professional knowledge. On the question "I have a job in which I can easily meet all my basic needs (food, water, sex, etc.)" 61 teachers representing 56.4% did agree with the view while 47 teachers representing 43.5% did not agree with this question. This implies that most of the teachers have a job in which they can easily meet all their basic needs (food, water, sex, etc.) Majority of the teachers (80) representing 74.1% agreed that the school where they work is not exposed to any danger that may cause health problems, while 28 teachers representing 25.9% did not agree with this view. This implies

the school where most of the teacher's work is not exposed to any danger that may cause health problems.

On the question "My school gives me the opportunity to know whether I do my job well or not." 90 teachers representing 83.4% agreed with this view while 18 teachers representing 16.7% did not agree with this question. On the question "The school where I work contributes to my recognition.", 80 teachers representing 74.1% did say they strongly agreed while 28 representing 25.9% said they did not agree with this view. This showed that most of the school where the teachers contribute to their recognition. 81 teachers representing 75% agreed that people respect them because they are teachers while 27 teachers representing 25% did not agree with this view which is an indication that most of the teachers are respected because of their profession. 93 teachers representing 86.1% agreed that they respect themselves for having the teaching profession while 15 teachers representing 13.9% did not agree with this view which is an indication that most of the teachers respect themselves for having teaching profession.

Furthermore, to determine the level of teachers' motivation among secondary school teachers, the scores of the teachers were summed and categorized with the use of descriptive (Minimum = 26, Maximum = 78, Mean = 57.63, and Standard Deviation = 8.01). The scores were categorized into three; Low = '26 - 51', Moderate= '52 - 65' High = '66 - 78', the results are presented in Table 2

Table 2: Level of Teachers' Motivation

Teachers' Motivation	N	%
Low	16	7.4
Moderate	76	35.2
High	16	7.4

The result shows that 7.4% of the respondents had low level of motivation, while 35.2% of them had moderate level of motivation and 7.4% of the respondents had high level of motivation. Therefore, the level of teachers' motivation in Osun State is Moderate.

Research Hypothesis 1: Teachers' motivation will not significantly influence students' academic performance in Senior Secondary Schools in Osun State

Table 3: Test on the relationship between teachers' motivation and students' academic performance in Secondary Schools in Osun State

Variable	N	Mean	Std. Deviation	r	P	Remark
Teacher's motivation	108	57.6389	8.01104	0.118	0.224	Positive but weak relationship
Students' Performance	216	20.3981	5.10438			

The result of the data analysis displayed in the Table 3 shows a weak positive relationship ($p = 0.224$) between teacher's motivation and students' academic performance ($r = 0.118$, $p > 0.05$). Hence, the null hypothesis of no significant relationship between teachers' motivation and students' academic performance in Senior Secondary Schools in Osun State is accepted. Therefore, there is positive and insignificant but weak relationship between teacher's motivation and students' academic performance.

Research Hypothesis 2: There is no significant difference between young and old teachers' motivation and teachers' motivation in Senior Secondary School in Osun State.

Table 4: Independent sample t-test on the difference between young and old teachers' motivation in Secondary Schools in Osun State.

	Variable	N	Mean	Std. Deviation	Df	T	P
Teachers' motivation	Gender						
	Young Teachers	35	57.2857	9.17661	106	-	0.753
	Old Teachers	73	57.8082	7.45106			

The result of the data analysis displayed in the Table 4.10 shows an insignificant difference between the two groups ($t(106) = -0.316$, p greater than 0.05). The mean score of the young teachers is 57.2857 ($SD = 9.17661$) while the mean score for old teachers is 57.8082 ($SD = 7.45106$). The results shows that old teachers have higher motivation than the young teachers. This implies that the hypothesis which states that there is no significant difference between young and old teachers' motivation in Secondary Schools in Osun State is not rejected. That is, there is no significant difference between young and old teachers' motivation in Senior Secondary Schools in Osun State

Discussion of the Findings

The research question was examined using descriptive statistical methods, including frequency counts, percentages, and mean calculations. These analyses illuminated the extent to which teachers experience motivation in secondary educational settings, alongside identifying various motivational influences. The findings demonstrate that an overwhelming majority of educators (89.8%) consider a supportive teaching environment essential for enhancing their motivation levels. Likewise, a substantial number of teachers (76.8%) acknowledge that the school environment serves as a crucial factor in boosting their motivation. Most teachers also regard consistent promotional opportunities (74.1%), timely salary payments (80.6%), and salary increases (73.2%) as fundamental motivational elements. Oko's 2014 research examined how teacher motivation affects student academic achievement. This investigation revealed that teacher motivation significantly influences student academic performance by fostering students' desire to learn. The research concluded that insufficient teacher advancement opportunities create substantial barriers to effective and efficient job performance. The study recommended that teachers receive compensation comparable to other professions demanding similar qualifications and responsibilities, enabling them to maintain dignified living standards through their primary employment without requiring supplementary work. Furthermore, professional development opportunities (82.4%), participation in conferences and seminars (84.2%), and workplace recognition (74.1%) are equally valued as significant motivational factors amongst educators.

Conversely, a substantial minority of educators (26%) do not consider that routine advancement boosts their drive to work, whilst 23.2% disagree that a supportive educational setting enhances their motivation levels. Furthermore, 45% of teaching staff reject the notion that delayed salary payments have negatively influenced their enthusiasm for the profession. Research by Sadiku (2021) examining educator motivation in Kosovo revealed that recognition and rewards failed to provide meaningful motivation for teachers. These findings aligned with Harada's (2017) research, which demonstrated that financial incentives in Japan did not substantially drive teacher motivation. Nevertheless, these results contradicted the observations of Chaudhry et al. (2020), who noted that monetary compensation in Pakistan encouraged educators to increase their efforts and enhance pupils' academic achievement.

Research hypothesis one was addressed using Pearson's Product Moment Correlation Method, the results of the data analysis indicate a weak positive relationship ($r = 0.118$, $p > 0.05$) between teacher motivation and students' academic performance. This means that there is a slight tendency for students' academic performance to increase as teacher motivation increases, but the relationship is not strong enough to be considered statistically significant. Since the p-value ($p = 0.224$) is greater than 0.05, the null hypothesis that teachers' motivation will not significantly determine students' academic performance is accepted. This means that the data does not provide evidence to reject the null hypothesis, and therefore, we cannot conclude that there is a statistically significant relationship between teacher motivation and students' academic performance.

This result aligns with previous research conducted by Ainembabazi & Ezeonwumdu, (2025), whose investigation revealed that educators who receive adequate physical and emotional support demonstrate increased motivation to provide superior teaching, consequently improving pupils' academic outcomes. Nevertheless, the noted variations in learners' achievement were not statistically significant. In his research, Hammer, (2024), discovered that educators also highlighted the importance of adequate hygiene and safety measures in establishing a favorable work environment, with 68% of participants acknowledging these elements as crucial for sustaining motivation.

These findings align with the research conducted by Ebenezer et al. (2022), which demonstrated that teachers' motivation did not significantly influence students' academic achievement. This suggests that whilst teachers' motivation may have some effect on student performance, this influence is not statistically meaningful. The researchers additionally discovered that poor academic outcomes amongst students in Nigeria cannot be attributed to teachers' motivational levels. Other contributing factors must therefore account for the documented decline in student academic achievement. Put differently, the evidence indicates that teacher motivation lacks substantial influence on pupils' academic success in Osun State. This suggests that alternative elements, including student capability, educational programs, and institutional resources, might be more crucial in shaping academic outcomes. Consequently, the hypothesis proposing that teachers' motivation would not significantly affect students' academic performance receives empirical support. The research demonstrates that teacher motivation fails to serve as a meaningful indicator of student academic success.

Independent sample t-test was used to analyze the second hypothesis. The results of the data analysis indicate a weak positive relationship (r

= 0.079, $p > 0.05$) between teachers' motivation and teachers' age. This means that there is a very slight tendency for teachers' motivation to increase with age, but the relationship is not strong enough to be considered statistically significant. Since the p-value ($p = 0.419$) is greater than 0.05, the null hypothesis that there is no significant relationship between teachers' motivation and teachers' age is accepted. This means that the data does not provide evidence to reject the null hypothesis, and therefore, we cannot conclude that there is a statistically significant relationship between teachers' motivation and teachers' age.

In support of the study, Bambang (2016) found that there is no difference in work motivation of teachers based on age, education level, rank, tenure, and school level. Results of this study corroborate the results of Adeoye, Akoma, & Binuyo (2014), (Njoku, Igbodor and Amalu, 2020) concluded that there is no relationship between education level, rank, age, and work experience with work motivation. To put it differently, the findings indicate that the age of educators bears no substantial influence on their level of motivation. This suggests that alternative elements beyond age, including years of teaching experience, educational qualifications, and the institutional setting, might be more crucial in shaping educator motivation. Consequently, the research proposition stating no meaningful correlation exists between educator motivation and age receives empirical support. The evidence demonstrates that age fails to serve as a reliable indicator of teaching motivation, and any initiatives aimed at enhancing educator motivation ought to concentrate on alternative variables. Fundamentally, the outcomes reveal that teaching motivation remains unaffected by chronological age, indicating that different considerations should be examined when seeking to boost educator motivation.

Conclusion and recommendation

The research results show that in Osun State Secondary Schools, teachers' motivation isn't actually causing students to perform poorly academically, so it's worth keeping teacher motivation at its current level. That said, it would still be a good idea to maintain and boost teachers' motivation through regular training programs, providing extra benefits, better pay structures, and good retirement packages to make sure students' academic results don't suffer down the line. What's really important is focusing on other things like how capable students are, what's being taught, making sure education centers around students' needs, and having proper school resources to help students do better academically. Since teachers' motivation doesn't really make a big

difference to how well students perform, we should also create motivation strategies that work regardless of how old teachers are, because age doesn't seem to affect their motivation anyway. Lastly, the government ought to put more money into the education budget each year to give extra funding that can help motivate teachers and support better teaching and learning.

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