

# Motivational Factors (Prompt Payment of Salaries, Provision of Teaching Resources, and Teacher's Recognition) as Predictors of Senior Secondary Teachers' Effectiveness in Minna, Niger State, Nigeria

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Publication Date: 2026/01/17

**Abstract:** This study investigated motivational factors—prompt payment of salaries and incentives, provision of teaching and learning resources, and teachers' recognition and acceptance—as predictors of senior secondary school teachers' effectiveness in Minna, Niger State, Nigeria. A correlational research design was adopted for the study. The population comprised all senior secondary school teachers in Minna, from which a sample of 200 teachers was selected using a multistage sampling technique. Data were collected using the Teachers' Motivation and Effectiveness Questionnaire (TMEQ), which consisted of a Motivation Factors Predictors Sub-scale and a Teachers' Effectiveness Sub-scale. The instrument was validated by experts, and reliability indices of 0.74 and 0.84 were obtained using the test–retest method. Data were analyzed using mean, standard deviation, simple linear regression, and multiple regression analysis at the 0.05 level of significance. Findings revealed that teachers in senior secondary schools in Minna were moderately motivated (grand mean = 2.92) and moderately effective in their teaching duties (grand mean = 3.00). The results of the regression analyses showed that motivational factors jointly accounted for only 2% of the variance in teachers' effectiveness and did not significantly predict teachers' effectiveness. Specifically, prompt payment of salaries and incentives, provision of teaching and learning resources, and teachers' recognition and acceptance did not have a statistically significant relationship with teachers' effectiveness. Consequently, the null hypotheses were accepted. The study concluded that although teachers in Minna senior secondary schools demonstrate moderate levels of motivation and effectiveness, the motivational factors examined do not significantly predict their effectiveness. It was recommended that educational stakeholders adopt more comprehensive and holistic motivational strategies, including improved welfare packages, better working conditions, and stronger intrinsic motivation mechanisms, to enhance teachers' effectiveness and overall educational quality in Niger State.

**Keywords:** *Motivation, Teacher Effectiveness, Salary Payment, Teaching Resources, Teacher Recognition, Senior Secondary Schools, Minna.*

**How to Cite:** Idris Mahmood Aliyu; Shehu Ndagi Ahmed; Ishaka Ibrahim Abba (2026) Motivational Factors (Prompt Payment of Salaries, Provision of Teaching Resources, and Teacher's Recognition) as Predictors of Senior Secondary Teachers' Effectiveness in Minna, Niger State, Nigeria. *International Journal of Innovative Science and Research Technology*, 11(1), 871-876. <https://doi.org/10.38124/ijisrt/26jan215>

## I. INTRODUCTION

Education remains a pivotal instrument for national development, and its quality largely depends on the effectiveness of teachers who serve as the key drivers of learning and knowledge dissemination. Teachers are central to the attainment of educational goals at all levels, especially

in senior secondary schools where learners are being prepared for higher education and meaningful participation in society. However, the effectiveness of teachers is strongly influenced by the motivational factors available within their work environment. In Nigeria, particularly in Niger State, concerns about declining teacher morale and performance

have raised critical questions about how motivation influences teacher effectiveness.

Motivation in the educational context refers to the internal and external factors that stimulate teachers to take actions that lead to the achievement of organizational goals (Akinsolu, 2010; Deci & Ryan, 2017). When teachers are adequately motivated, they exhibit enthusiasm, commitment, and creativity in their instructional delivery, which translates into improved student performance and overall school productivity. Conversely, inadequate motivation often leads to job dissatisfaction, absenteeism, poor classroom management, and attrition from the teaching profession (Adebayo, 2019). Hence, identifying and enhancing motivational factors that promote teacher effectiveness is fundamental to improving educational outcomes.

Among the numerous factors that influence teacher motivation, prompt payment of salaries and other allowances, provision of teaching and learning resources, and teacher recognition have consistently emerged as significant predictors of teacher effectiveness (Ofoegbu, 2004; Usman, 2016). Prompt payment of salaries serves as a primary extrinsic motivator, ensuring that teachers can meet their personal and family needs, which in turn reduces stress and enhances concentration on teaching tasks. Irregular or delayed salary payments, however, can demoralize teachers and undermine their commitment to classroom responsibilities (Eze & Okonkwo, 2021). Similarly, the availability of adequate teaching resources—such as instructional materials, laboratories, and technology—enables teachers to deliver lessons effectively and engage students actively, thereby enhancing their instructional performance (Okeke & Adedeji, 2020). Moreover, recognition and appreciation of teachers' efforts through awards, promotions, and verbal acknowledgments provide psychological satisfaction and reinforce positive professional behavior (Herzberg, 1966; Ololube, 2006).

Despite these established relationships, many schools in Nigeria continue to grapple with challenges related to poor teacher motivation. Reports from Niger State Ministry of Education (2023) indicate that some senior secondary school teachers face irregular salary payments, inadequate instructional facilities, and limited recognition from school authorities. These conditions may adversely affect their level of effectiveness in areas such as lesson preparation, delivery, classroom management, and student assessment. Consequently, there is a need for empirical investigation into the extent to which these motivational factors predict teacher effectiveness within the context of senior secondary schools in Minna metropolis.

This study, therefore, seeks to examine motivational factors—prompt payment of salaries, provision of teaching and learning resources, and teacher's recognition—as predictors of senior secondary teachers' effectiveness in Minna, Niger State, Nigeria. By exploring these relationships, the research aims to provide evidence-based insights that could guide educational administrators and policymakers in developing motivation-driven strategies to

enhance teacher performance and educational quality in the state.

#### ➤ *Statement of the Problem*

The alarming rate of disillusionment of teachers with teaching job in Niger state in particular and Nigeria in general is perplexing and a cause for grave concern to students, parents, teachers themselves and school administrators and psychologists.

Many reasons have been adduced for this. One particular reason which have been often talked about yet little action, is the issue of motivation of teachers. There might be smart schools and fitted with the state-of-the-art gadgets and teaching resources, but if there are no humans in form of teachers to operate them to the academic upliftment and development of students, everything would be a waste. The issue of teachers' motivation is a matter of life-and-death for the educational sector, resources and investment. At the heart of this investment are the teachers who must be adequately motivated if we must record success at all. When teachers are adequately compensated and motivated everything concerning teaching and learning becomes success. But, when they are neglected as we have seen in many parts of Nigeria including Minna, everything becomes a waste including the well-intended programmes.

Moreover, this is the more reason why teachers' motivation and welfare including prompt payment of salaries and other allowances, provision of adequate teaching resources and teacher's recognition and acceptance should feature prominently in the scheme of all stakeholders involve in the education industry. Teachers are the least paid workers among the civil servants in the state. They find living hard and tough, yet they must develop others. They work in the most challenging conditions and without necessary tools and resources. Many teachers still do carryout their work under trees in the 21st century! While other civil servants are duly compensated and recognized for their effort, teachers however great they had perform, receive not even a pat on the back.

It is in the light of this that the researcher is intending to investigate motivational factors and their impact on teachers' effectiveness in Minna Niger state, Nigeria.

#### ➤ *Purpose of the Study*

The main objective of the study is to investigate the impact of motivational factors on teachers' effectiveness in senior secondary schools in Minna Niger state. Specifically, the study intends to investigate:

- Level of teachers' motivation in Minna senior secondary schools.
- Level of teachers' effectiveness in senior secondary schools in Minna.
- Relationship between motivation and effectiveness.
- Relationship between motivational factors and effectiveness in senior secondary schools in Minna.

➤ *Research Questions*

- What is the extent of teachers’ motivation in senior secondary schools in Minna?
- What is the extent of teachers’ effectiveness in senior secondary schools in Minna?
- What is the relationship between motivation and teachers’ effectiveness?
- What is the relationship between motivational factors (prompt payment of salaries and incentives, teaching and learning resources, and recognition and acceptance) and teachers’ effectiveness?

➤ *Null Hypotheses (H<sub>0</sub>):*

- H<sub>01</sub>: There is no significant relationship between motivation and teachers effectiveness in senior secondary schools in Minna.
- H<sub>02</sub>: There is no significant relationship between motivational factors (prompt payment of salaries and incentives, teaching and learning resources and recognition and acceptance of teachers) and teachers’ effectiveness.

**II. METHODOLOGY**

The study adopted a correlational design. This is considered appropriate because it involves finding relationship between motivational factors as predictors of teachers effectiveness in senior secondary schools in Minna through the administration of an instrument featuring direct contact with the population and sample that has the characteristics, qualities or attitudes relevant to this study.

The population of this study comprises of all the teachers in all the senior secondary schools in Minna. A sample size of two hundred (200) participants was used in the study through a multistage sampling technique. An instrument titled "Teachers' Motivation and Effectiveness Questionnaire (TMEQ) was used to elicit responses from the participants. The TMEQ is divided into three sections. Section A contained demographic data of the respondents. Section B titled Motivation Factors Predictors Sub-scale (MFPS) contained items on the various factors of motivation and structured on a four point Likert Scale of Strongly Agree (4), Agree(3), Disagree(2) and Strongly Disagree (1). Section C titled Teachers Effectiveness Instrument Sub-scale (TEIS), contained information about teacher effectiveness, their job in instructional activities and co-curricular activities. The Teachers’ Effectiveness Sub-scale is a twenty-four items questionnaire adapted and adopted in this study from Apeh & Idris (2020). It is designed on a four point Likert scale: very poor (1), poor (2), Good (3) and very good (4). The instruments were face and content validated by experts in the field of measurement and evaluation. The test-retest reliability technique was used to determine the reliability index. And the reliability index of 0.74 and 0.84 of a pilot study carried out over a space of two weeks interval, was found to be appropriate for the study.

**III. RESULTS**

➤ *Research Question One:*

What is the extent of motivation among teachers in Minna? Mean and Standard deviation were used to answer the research question.

Table 1 Teachers’ Level of Motivation in Minna Senior Secondary Schools

S/N	Lead Statement	Mean	Std. Dev	Decision
	My salary is paid promptly every month	3.08	0.76	Moderate
	Delay in salary payment affect my morale towards teaching	3.13	0.74	Moderate
	I am satisfied with the current salary structure in my work	3.05	0.78	Moderate
	I receive additional incentives (e.g allowance, bonuses) that encourage me to work harder	2.65	0.93	Moderate
	Timely payment of salaries improve my job commitment and effectiveness	3.05	0.87	Moderate
	The school management ensures that the financial entitlements are paid as at when due	3.08	0.89	Moderate
	Irregular payment of salaries reduces my enthusiasm for teaching	2.87	0.67	Moderate
	Welfare packages e.g medical support, housing allowances motivate me to perform better	2.96	0.91	Moderate
	My school provides adequate teaching materials for classroom instructions	2.94	0.87	Moderate
	The availability of instructional resources makes teaching more interesting and effective	2.73	0.92	Moderate
	Lack of sufficient teaching aids reduces my motivation to teach	3.12	0.88	Moderate
	I have access to modern teaching technologies such as projectors, computers, internet etc	3.25	0.84	Moderate
	The school library and laboratory resources are sufficient for effective teaching and learning	3.05	0.88	Moderate
	The government regularly supplies teaching resources	2.65	0.92	Moderate
	I am more committed to when adequate instructional facilities are available	3.10	0.91	Moderate

	I often spend personal funds to provide teaching materials due to lack of supply	2.93	1.04	Moderate
	I feel appreciated by the school management for my effort	2.70	0.93	Moderate
	My contributions to students' success are recognised and rewarded	3.08	0.97	Moderate
	I receive commendations for outstanding performances	2.75	0.96	Moderate
	Teachers are treated with respect and dignity in my school	2.87	0.98	Moderate
	I feel accepted and valued as part of the school community	2.81	0.93	Moderate
	Recognition from school authorities and the government motivate me to perform better	2.93	0.86	Moderate
	The community holds teachers in high esteem	2.81	0.85	Moderate
	Lack of recognition reduces my contributions to give my best.	2.60	0.94	Moderate
	<b>Grand Mean/Std.Dev/Decision</b>	<b>2.92</b>	<b>0.88</b>	<b>Moderate</b>

Table 1 shows the level of motivation among senior secondary schools teachers in Minna, Niger State. The item means shown that teachers rated the items moderately – not low and not high. The overall mean of 2.92 puts the researcher in a position to conclude that teachers are moderately motivated in Senior Secondary Schools Minna.

➤ *Research Question Two:*

What is the extent of teachers' effectiveness in senior secondary schools, Minna? Mean and standard deviation were used to answer the research question.

Table 2 Teachers' Effectiveness in Senior Secondary Schools in Minna

S/N	Lead Statement	Mean	Std. Dev	Decision
	Cover school syllabus sufficiently	2.99	0.79	Moderate
	Arranges and supervises classrooms activities	3.08	0.75	Moderate
	Attend classes punctually	3.02	0.77	Moderate
	Organizes his/her lesson properly	2.45	0.90	Poor
	Uses different teaching methods	3.02	0.79	Moderate
	Understanding students' learning problems	3.10	0.84	Moderate
	Provide prompt feedbacks on assignment	2.93	0.66	Moderate
	Show deep knowledge of the subject	3.09	0.85	Moderate
	Uses some equipment and other materials to help his/her teaching	3.09	0.82	Moderate
	Conduct end of term examination appropriately	2.85	0.94	Moderate
	Show willingness to mark assignment promptly	3.09	0.82	Moderate
	Makes use of learning aids	3.23	0.74	Moderate
	Encourages students to learn	3.08	0.82	Moderate
	Let students to know how they have performed in their study	2.42	0.92	Poor
	Involves students in classrooms learning activities	3.16	0.75	Moderate
	Give extra lessons to students even after school hours	3.10	0.85	Moderate
	Sets good examples of moral behaviour	2.94	0.67	Moderate
	Disciplines students effectively	3.19	0.86	Moderate
	Make proper use of school facilities	3.11	0.86	Moderate
	Shows keen interest in parent-teacher association	2.97	0.93	Moderate
	Maintain good relationship with other staff and authorities	3.12	0.84	Moderate
	Shows keen interests in games and, sports and extra-curricular activities	3.13	0.73	Moderate
	Encourage students to develop self-confidence	3.11	0.73	Moderate
	Supervise students on nationwide, state and local activities	2.80	0.89	Moderate
	<b>GrandMean/Std.Dev/Decision</b>	<b>3.00</b>	<b>0.81</b>	<b>Moderate</b>

Table 2 shows the effectiveness of teachers in senior secondary schools in Minna as rated by teachers. The item means indicated that teachers were rated moderately in their job effectiveness. The grand mean of 3.00 puts the researcher in a position to conclude that teachers are

moderate in their job effectiveness in senior secondary schools in Minna.

- $H_{01}$ : There is no significant relationship between motivation and teachers effectiveness in senior secondary schools in Minna.

Table 3 Simple Linear Regression of the Relationship between Motivation and Teachers' Effectiveness in Minna Senior Secondary Schools

Model	R	R Square	Adj.R square	Std Error of the Estimate
	.140	.020	.005	.312201

Predictors (Constant), Salary and incentives, Teaching Resources, Recognition and Acceptance

- Dependent Variable: Teacher Effectiveness

Model	Sum of Squares	Df	Mean Squares	F	Sig(2 tailed)
Regression	.381	3	.127	1.304	.274
Residual	19.080	196	.097		
Total	19.461	199			

- Dependent Variable: Teacher Effectiveness
- Predictors: Salary, Teaching Resources and Recognition and Acceptance of teachers.

Table 3 shows the relationship between motivation and teachers' effectiveness in Minna senior secondary schools. From the table R is .140, R square is .020, Adjusted R Square is .005, Standard Error is .31201 and Unstandardized Error is 3.034. From the R Square value, there is indication that motivational factors ( prompt payment of salary and other incentives, teaching and learning resources and teachers' recognition and acceptance) explains about only 2% of the teachers' effectiveness among senior secondary teachers in Minna. Also, in the associated ANOVA revealed

a calculated F value of 1.304 while the Sig ( $p = .274 > 0.05$ ) is greater than 0.05. The null hypothesis is therefore accepted. This implies that there is no significant relationship between motivational factors (prompt payment of salaries and other incentives, provision of teaching and learning resources and teachers' recognition and acceptance) and teachers' effectiveness in senior secondary schools in Minna.

- $H_02$ : There is no significant relationship between motivational factors (prompt payment of salaries and incentives, teaching and learning resources, and recognition and acceptance of teachers) and teachers' effectiveness.

Table 4 Multiple Regression on Relationship Between Motivational Factors and Teachers' Effectiveness

Model	Unstandardized B	Coefficient Std. Error	Std. Coefficient Beta	T	Sig.
Constant	3.034	.174		16.966	< .001
Salary&All	-.007	.043	-.011	-.155	.877
Tea&Lea.Res.	.067	.043	.129	1.526	.120
Rec&Acc	-.075	.041	-.151	-1.806	.073

- *Dependent Variable: Teachers' Effectiveness*

The result in table 4 shown the Unstandardized Regression Weight (B) range from .067 to -.007; and the standardized regression weight (Beta) range from .129 to -.011; and the standard error of estimates range from .043 to .041 which shown that all the research independent variables are not significant in predicting the objective measure of the secondary schools teachers' effectiveness.

The standardized coefficient in the table 4 revealed that the independent variable, teaching and learning resources has the strongest positive relationship with teacher effectiveness because Beta ( $B=.129, p<.120$ ) shows statistically not significant relationship at an alpha value greater than 0.05. Similarly, both the independent variables, prompt payment of salaries and other allowances and teacher recognition and acceptance with negative values because Beta ( $-.011$  and  $-.151, p<.877$  and  $p<.073$ ) shown statistically not significant relationship because the alpha value is greater than 0.05.

In the light of the above, it is clearly shown that the motivational factors in this study (prompt payment of salary

and other allowances, teaching and learning resources and teacher recognition and acceptance) do not have significant relationship with teacher effectiveness in Minna senior secondary schools. Therefore, the null hypothesis is accepted.

#### IV. DISCUSSION OF FINDINGS

One of the major findings in this study indicated that teachers are moderately motivated and effective in their teaching job in Minna senior secondary schools. This level of motivation and effectiveness is not low and not high as well. However, it is not good for the overall growth and development of academic performance and achievement among teachers in Niger state. This is because teachers need to be well motivated for effective academic performance and achievement. The deficits in motivation in the form of low and irregular payment of salaries, shortages in teaching and learning resources, weak promotions and teachers neglect and poor recognition may be responsible for the overall moderate score. This finding means there is room for improvements especially in pay, working conditions and intrinsic aspect of motivation. This could shift many

teachers from passively coping to actively engaged. The finding is not in consonance with the finding of Apeh and Idris (2020) who reported low academic effectiveness of teachers in the FCT.

Another major finding in this study indicated there is no significant relationship between motivation with regards to prompt payment of salaries and other allowances, provision of teaching and learning resources, Teachers' recognition and effectiveness among teachers in senior secondary schools in Minna. This implies that these motivational factors do not adequately predict teacher effectiveness. This finding contrasted the findings of Imam and Muhammed (2012), Ossai and Ikpeba (2022) who reported a significant relationship between motivation and performance in Niger and Delta states respectively. This finding is the direct result of the deficit experience by teachers in the areas of salary payment and other allowances, provision of teaching and learning resources and poor teacher recognition as well as absent of intrinsic motivation since, teachers are moderately motivated which in turn resulted in moderate effectiveness.

## V. CONCLUSION

The thrust of this study was to investigate motivational impact on teacher job effectiveness with regards to payment of salaries and other allowances, provision of teaching and learning resources as well as teacher's recognition and acceptance in Minna. The study concludes that teachers are moderately motivated and effective in their job, and there is no significant relationship between motivational factors and effectiveness of teachers in senior secondary schools in Minna.

## RECOMMENDATIONS

➤ *It is however, Recommended Based on the Findings of this Study that:*

- The government should ensure timely and sustained salary payments, consistent allowances, and other incentives for teachers.
- The government and other stakeholders should ensure consistent supply of basic teaching materials and facilities (textbooks, lab equipment etc)
- Teachers should be adequately recognized and rewarded for their effort especially in the areas of promotion, health support, award etc
- Teachers should work on their intrinsic motivation such as enthusiasm and interest.
- The school authorities must strengthen school leadership and supportive supervision.

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