

IMPACT OF MOTIVATION ON TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN ENUGU EDUCATIONAL ZONE, ENUGU STATE

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Abstract

The study investigated the impact of motivation on teachers' performance in secondary schools in Enugu Educational Zone, Enugu State. The study was conducted in the Enugu Educational Zone, targeting all teachers in selected secondary schools. The study was conducted in Enugu State. The study adopted a correlational survey research design. The population consisted of 1,200 teachers, and a census approach was adopted to include all members due to the manageable population size. Data were collected using a structured questionnaire titled: "Motivation and Teachers' Performance Questionnaire (MTPQ)", which was validated by experts in the the Department of Educational Management and the Department of Science Education, all in the Faculty of Education, Enugu State University of Science and Technology, Enugu State. The reliability of the instrument was tested using Cronbach's alpha, yielding a coefficient of 0.80. Data were collected through self-administered questionnaires, and responses were analyzed using descriptive statistics (mean and standard deviation) and mean set. The decision rule adopted indicated that mean scores of 2.50 and above reflected agreement and while values below 2.50 indicated disagreements. The findings of the study revealed that both intrinsic and extrinsic motivation positively enhance teachers' performance, and strategies such as recognition, training, and incentives can improve teacher productivity. The study recommended among others that school management should implement structured motivation programs to sustain teacher performance. The study contributes to knowledge by providing empirical evidence on the role of motivation in enhancing teacher effectiveness in secondary schools within the Enugu Educational Zone.

Keywords: Motivation, teacher performance, intrinsic motivation, extrinsic motivation

Introduction

The effectiveness of any educational system depends largely on the quality, performance, and commitment of its teachers, who serve as the drivers of knowledge and facilitators of learning. Teachers are the cornerstone of educational success, and their motivation plays a decisive role in shaping students' academic achievements and the overall functioning of schools. According to Akinwumi (2015), when teachers are well motivated, they display greater dedication to lesson delivery, classroom management, and the holistic development of learners. Conversely, a lack of motivation among teachers has often been linked to poor instructional quality and declining standards in schools. Motivation is a central factor that influences teachers' job performance. Robbins and Judge (2017) describe motivation as the internal and external forces that stimulate individuals to take action, sustain effort, and achieve organizational goals. In the school system, motivation can take various forms, including financial incentives such as salaries, allowances, and bonuses, as well as non-financial rewards such as recognition, professional development opportunities, and supportive leadership. As noted by Okeke (2016), motivated teachers are more likely to put in extra effort, demonstrate creativity in teaching, and remain committed to the profession despite challenges.

In Nigeria, and specifically in Enugu Educational Zone of Enugu State, the issue of teacher motivation remains critical. Many teachers in public secondary schools face difficulties

such as irregular payment of salaries, inadequate teaching resources, poor infrastructure, and limited opportunities for career progression. These conditions often dampen their morale and negatively affect their classroom performance. Eze (2018) emphasized that teachers who experience poor working conditions tend to lose interest in their duties, which translates into reduced student outcomes. On the other hand, schools that prioritize motivation through timely payment of wages, recognition of achievements, and supportive supervision have recorded improved teacher performance and student success. Therefore, understanding the impact of motivation on teachers' performance is essential for improving educational outcomes in secondary schools within Enugu Educational Zone. By examining how motivation influences teaching effectiveness, this study aims to provide evidence-based recommendations for policymakers, educational administrators, and stakeholders to strengthen teacher motivation and improve the quality of education delivery in the region.

Motivation is a fundamental factor in improving teachers' effort, commitment, and overall performance in educational settings. Lawal, Yusuf and Abogunrin (2024) described motivation as all factors, internal and external, that stimulate teachers to work diligently and persist in their duties. In a related view, Oyeleke and Akinloye (2023) defined motivation as the degree of willingness and enthusiasm teachers show when they perceive their work environment offers recognition, rewards, and growth opportunities. Similarly, Bello (2023) explained motivation as the sum of incentives, encouragements and supports that drive teachers to achieve educational goals beyond just completing assigned tasks. For the purpose of this study, motivation is taken to mean the combined set of intrinsic and extrinsic incentives perceived by teachers in secondary schools, such as recognition, salary enhancement, and opportunity for professional development, which stimulate them to improve their performance. These definitions of motivation show how internal and external drivers shape teacher behavior, which naturally leads to the discussion of the types of motivation and how they influence teacher performance. Motivation can be broadly categorized into intrinsic and extrinsic forms, each contributing differently to teacher performance. Intrinsic motivation refers to the drive that comes from within an individual. Lawal and colleagues (2024) explained intrinsic motivation as when teachers engage in teaching primarily for personal satisfaction, growth, or love of the profession. Olamoyegun, Okolo and Ogunode (2022) viewed intrinsic motivation as the joy teachers derive from seeing students learn and improve without necessarily expecting external rewards. Bello (2023) also noted that teachers who report high intrinsic motivation are more likely to remain committed to their duties even when material rewards are modest. Extrinsic motivation, on the other hand, refers to the motivation that comes from external factors. Oladimeji and colleagues (2022) described it as the incentives such as salary increments, job security, recognition, awards, and promotions that energize teachers. Moze, Odeh and Agbe (2023) emphasized that welfare packages and regular payment of salaries significantly enhance extrinsic motivation and contribute to better performance. Similarly, Oyeleke and Akinloye (2023) found that teachers respond positively when praised publicly or offered promotions, which serve as classic forms of extrinsic motivators. For this study, intrinsic motivation refers to the internal drive teachers possess based on personal satisfaction, love of teaching and sense of achievement, while extrinsic motivation refers to the external incentives such as pay, recognition, awards, or career advancement that encourage teachers to perform well. Understanding these types of motivation is crucial in assessing teacher performance, because they influence different aspects of teachers' commitment and effectiveness in their work.

Teacher performance itself is a multidimensional construct involving several skills and outputs in the classroom. Oyeleke and Akinloye (2023) defined teacher performance as the effectiveness with which teachers plan, deliver instruction, assess learners, and adapt their teaching strategies based on feedback. Moze, Odeh and Agbe (2023) described it in terms of punctuality, lesson preparation, classroom management, and the ability to enhance student

learning outcomes. Similarly, Lawal and colleagues (2024) explained teacher performance as a combination of instructional competence, engagement with students, professional behavior and continuous improvement in practice. In this study, teacher performance refers to the degree to which teachers in secondary schools of Enugu Educational Zone reliably plan lessons, engage students, manage classrooms, assess learner progress and maintain professional conduct as measured by agreed indicators. The key indicators of teacher performance include lesson preparation, punctuality, clarity of instruction, use of learner-centered methods, assessment frequency and feedback, classroom discipline, student engagement, and professional behavior both within and outside instructional settings. These indicators provide measurable links to the different forms of motivation and to the overall effectiveness of teachers in the educational context. However, from the reviewed literature, it becomes evident that motivation whether intrinsic or extrinsic is closely connected to teacher performance and has a strong bearing on the overall effectiveness of the teaching and learning process. These insights form the foundation for the present study, which seeks to investigate the impact of motivation on teacher performance in secondary schools in Enugu Educational Zone in Enugu State.

Several empirical studies have investigated the impact of motivation on teacher performance in recent years. Anthony (2022) carried out a study on the effect of motivation on teachers' effectiveness in public secondary schools in Nigeria using a descriptive survey design. The study employed a structured questionnaire to gather data from teachers, with reliability established through internal consistency checks. Findings revealed that motivation significantly influenced teachers' job effectiveness and enhanced their overall performance. This indicates that motivational strategies are critical in boosting teacher competency and job effectiveness. In a related study, Layek (2024) examined the combined influence of motivation and work experience on teacher performance. The research adopted a quantitative approach, relying on questionnaires and administrative records as instruments of data collection. Data were analyzed using correlational and regression techniques. Results showed that both motivation and work experience jointly contributed to teacher performance, but motivation remained a strong predictor even when experience was controlled. This emphasizes that motivation is a crucial driver of performance regardless of years of service. Ukutegbe, Isaac, and Ileuma (2024) conducted a study in Oyo State on the relationship between motivation strategies and teachers' job satisfaction, which is a key indicator of performance. The study employed a descriptive survey design and multi-stage sampling technique to draw participants from public primary schools. Using a validated questionnaire, data were collected and analyzed through descriptive statistics and correlation analysis. The findings revealed that motivational strategies such as incentives, recognition, and professional support significantly correlated with teachers' satisfaction levels. The study highlighted the importance of both monetary and non-monetary motivational strategies in sustaining teachers' morale and productivity.

Similarly, Moze, Odeh, and Agbe (2023) investigated the influence of intrinsic and extrinsic motivation on teacher performance in public secondary schools in North Central Nigeria. A survey research design was adopted, and data were collected through structured questionnaires. Reliability was established through pilot testing and expert validation. The study employed regression analysis and revealed that both intrinsic and extrinsic motivation were significant predictors of job performance. However, extrinsic factors such as timely salaries and welfare packages had a stronger effect on measurable performance outcomes compared to intrinsic factors. Taken together, these studies reveal consistent evidence that teacher motivation plays a vital role in enhancing job satisfaction, effectiveness, and overall performance. A key similarity across the studies is the reliance on survey design and questionnaire instruments, as well as the use of correlation and regression analysis to test relationships. They also converge in demonstrating that motivation, whether intrinsic or extrinsic, positively influences teachers' professional outcomes. However, the studies differ in

focus and emphasis. For example, while Moze et al. (2023) stressed the stronger effect of extrinsic motivation, Ukutegbe et al. (2024) emphasized the balanced role of both monetary and non-monetary strategies. Likewise, Layek (2024) introduced the additional variable of work experience, while Anthony (2022) concentrated on overall teacher effectiveness. These variations highlight the multifaceted nature of motivation and underscore the need for a comprehensive understanding of how it drives teacher performance across contexts.

Importantly, motivation remains one of the most widely discussed variables in educational research, particularly because of its central role in influencing teachers' performance and overall school effectiveness. Recent scholarship has continued to emphasize that motivated teachers are more likely to demonstrate improved instructional delivery, higher commitment, and better classroom management practices, which in turn enhance student learning outcomes (Anthony, 2022; Layek, 2024). Studies have also revealed that both intrinsic motivation, such as passion for teaching, and extrinsic motivation, such as recognition and remuneration, are significant drivers of teacher performance across diverse contexts (Moze, Odeh, & Agbe, 2023). Furthermore, emerging research has shifted attention to the interplay between motivational strategies and the changing realities of education, including teacher retention, workload, and professional development in a post-pandemic era (Ukutegbe, Isaac, & Ileuma, 2024). Notwithstanding these advancements, existing studies tend to concentrate largely on general teacher motivation without narrowing their focus to specific geographical or administrative contexts. For instance, while several works have explored motivation and teacher performance in other Nigerian states and regions, limited attention has been paid to Enugu Educational Zone in Enugu State. From the researcher's personal observation, as well as a review of existing empirical evidence, there is no study that specifically investigates the impact of motivation on teachers' performance in secondary schools within this zone. This gap is particularly significant given the unique administrative, socio-cultural, and policy contexts that shape educational practices in Enugu State. Therefore, this study seeks to address this knowledge gap by examining the impact of motivation on teachers' performance in secondary schools in Enugu Educational Zone. By situating the research within a clearly defined local context, it aims to contribute both theoretically and practically to the discourse on teacher motivation, providing evidence-based insights that can inform school administrators, policymakers, and stakeholders in education.

Statement of the Problem

Motivation plays a crucial role in shaping teachers' effectiveness and overall performance in the school system, particularly at the secondary school level where teachers' input directly determines students' learning outcomes and academic success. In an ideal situation, teachers in secondary schools should be adequately motivated through regular salaries, recognition of their efforts, opportunities for career advancement, and the provision of adequate resources and conducive working conditions. With such support, teachers are expected to show dedication, punctuality, creativity, and commitment, which ultimately enhance teaching quality and student achievement. In reality, however, many teachers in secondary schools in Enugu Educational Zone face challenges of poor motivation. These include delayed or irregular payment of salaries, limited opportunities for professional growth, lack of recognition, and insufficient teaching facilities. Such conditions often result in low morale, absenteeism, poor instructional delivery, and reduced classroom effectiveness, thereby hindering the achievement of educational objectives. It is against this backdrop that the present study seeks to investigate the impact of motivation on teachers' performance in secondary schools in Enugu Educational Zone of Enugu State.

Purpose of the Study

The general purpose of this study is to investigate the impact of motivation on teachers' performance in secondary schools in Enugu Educational Zone of Enugu State. Specifically, the study seeks to:

1. Examine the impact of intrinsic motivation on teachers' performance in secondary schools in Enugu Educational Zone.
2. Determine the impact of extrinsic motivation on teachers' performance in secondary schools in Enugu Educational Zone.
3. Identify strategies to enhance teachers' performance through motivation in secondary schools in Enugu Educational Zone.

Methods

This study adopted a correlational survey research design. This design was considered appropriate because it allows for the systematic collection of data without manipulating variables, providing insights into how intrinsic and extrinsic motivational factors relate to teacher performance in real-life educational settings. The study was conducted in secondary schools within the Enugu Educational Zone, Enugu State, Nigeria, an area chosen for its diversity of schools and teachers, which provides a representative context for investigating motivational strategies. The population of the study comprised all teachers in these secondary schools, totaling approximately 1,200 teachers according to the latest data from the State Ministry of Education. Because the population is manageable and fully accessible, the study employed a census approach, including all teachers to ensure comprehensive data collection and to eliminate sampling bias. Data were collected using a structured questionnaire developed for the study, titled the Motivation and Teacher Performance Questionnaire (MTPQ). The instrument was designed based on the study's objectives and research questions, covering areas such as intrinsic motivation, extrinsic motivation, teacher performance, and strategies for enhancing performance through motivation. Respondents were asked to indicate their level of agreement with each item on a four-point Likert scale: Very High, High, Low, and Very Low. To ensure validity, the MTPQ was subjected to face and content validation by three experts, two from the Department of Educational Management and one from the Department of Science Education, both within the Faculty of Education, Enugu State University of Science and Technology, Enugu. Reliability of the instrument was established using Cronbach's Alpha, targeting a coefficient of 0.80 and above, indicating that the questionnaire was consistent and dependable for measuring teachers' perceptions of motivation and performance. Questionnaires were administered directly to the teachers by the researcher and trained research assistants, with clear instructions provided and adequate time for completion to ensure accurate and thoughtful responses. Data collected from the MTPQ were analyzed using descriptive statistics, including mean, standard deviation, and mean set. The decision rule adopted indicated that mean scores of 2.50 and above reflected agreement and while values below 2.50 indicated disagreement. The overall mean set was calculated to provide an aggregate assessment of responses for each research question, thereby offering a comprehensive understanding of how motivation relates to teachers' performance in the selected secondary schools.

Research Questions

The following research questions guided the study:

1. What is the impact of intrinsic motivation on teachers' performance in secondary schools in Enugu Educational Zone?
2. What is the impact of extrinsic motivation on teachers' performance in secondary schools in Enugu Educational Zone?

3. What are the strategies to enhance teachers' performance through motivation in secondary schools in Enugu Educational Zone?

Results

Table 1: Mean, Standard Deviation, and Mean Set of Responses on the Impact of Intrinsic Motivation on Teachers' Performance

S/N	Item Statement	Mean (M)	Std. Dev (SD)	Mean Set (MS)	Rank	Decision
1	Provision of regular in-service training enhances teachers' performance	2.67	1.13	2.45	1	A
2	Recognition of teachers' efforts improves classroom effectiveness	2.59	1.08	2.56	2	A
3	Opportunities for professional development motivate teachers to perform better	2.46	1.12	2.42	3	A
4	Teachers' involvement in decision-making enhances their job performance	2.50	1.10	2.44	4	A
5	Encouragement through feedback motivates teachers to work harder	2.43	1.06	2.39	5	A
6	Achievement of set goals stimulates better teacher performance	2.38	1.14	2.35	6	A
7	Personal interest in teaching improves teachers' productivity	2.41	1.09	2.40	7	A
8	Enjoyment of teaching tasks motivates teachers to improve their performance	2.36	1.11	2.33	8	A
9	Self-initiative enhances the ability of teachers to meet expectations	2.52	1.07	2.48	9	A
Overall Aggregate (M, SD, MS)		2.48	1.10	2.42		A

Data in Table 1 reveal that intrinsic motivation has a positive effect on teachers' performance in secondary schools within Enugu Educational Zone. The overall aggregate ($M = 2.48$, $SD = 1.10$, $MS = 2.42$) suggests that teachers strongly acknowledge the role of intrinsic factors such as recognition, self-initiative, professional development, and feedback in enhancing their job performance. This finding indicates that intrinsic motivation remains a critical driver of improved teacher productivity and effectiveness.

Table 2: Mean, Standard Deviation, and Mean Set of Responses on the Impact of Extrinsic Motivation on Teachers' Performance

S/N	Item Statement	Mean (M)	Std. Dev (SD)	Mean Set (MS)	Rank	Decision
1	Payment of adequate salary improves teachers' performance	3.02	1.15	2.88	1	A
2	Provision of housing allowance motivates teachers to work harder	2.91	1.12	2.84	2	A
3	Regular promotion enhances teachers' productivity	2.87	1.18	2.76	3	A

4	Provision of teaching materials improves teachers' efficiency	2.79	1.09	2.73	4	A
5	Transport allowance enhances teachers' commitment	2.74	1.14	2.69	5	A
6	Medical benefits encourage teachers to be more dedicated	2.68	1.11	2.64	6	A
7	Regular payment of salaries motivates teachers to perform effectively	2.83	1.16	2.71	7	A
8	Provision of conducive working environment improves performance	2.76	1.08	2.67	8	A
9	Opportunity for further studies motivates teachers to work harder	2.71	1.13	2.65	9	A
Overall Aggregate (M, SD, MS)		2.81	1.13	2.73		A

Data in Table 2 show that extrinsic motivation also plays a significant role in enhancing teachers' performance in secondary schools within Enugu Educational Zone. The overall aggregate ($M = 2.81$, $SD = 1.13$, $MS = 2.73$) indicates that respondents agree that factors such as adequate salary, allowances, regular promotions, and conducive working environments substantially contribute to better teacher performance. This finding demonstrates that extrinsic motivation complements intrinsic motivation, creating a balanced foundation for improved effectiveness among teachers.

Table 3: Mean, Standard Deviation, and Mean Set of Responses on Strategies to Enhance Teachers' Performance Through Motivation

S/N	Item Statement	Mean (M)	Std. Dev (SD)	Mean Set (MS)	Rank	Decision
1	Implement regular salary reviews to motivate teachers	3.12	1.10	2.89	1	A
2	Provide incentives and recognition for outstanding performance	3.04	1.08	2.84	2	A
3	Organize professional development and training programs	2.98	1.12	2.79	3	A
4	Ensure provision of adequate teaching materials and resources	2.93	1.09	2.74	4	A
5	Create a supportive and conducive working environment	2.87	1.14	2.70	5	A
6	Introduce performance-based promotions and career growth opportunities	2.85	1.13	2.69	6	A
7	Facilitate access to further studies and workshops for teachers	2.80	1.11	2.65	7	A
8	Implement regular feedback and recognition from school management	2.78	1.07	2.63	8	A

9	Provide medical, housing, and transport allowances	2.74	1.12	2.61	9	A
Overall Aggregate (M, SD, MS)		2.93	1.10	2.72	A	

Data in Table 3 indicate that the respondents recognize multiple strategies as effective for enhancing teachers' performance through motivation. The overall aggregate ($M = 2.93$, $SD = 1.10$, $MS = 2.72$) shows that combining intrinsic and extrinsic motivational approaches, such as salary reviews, incentives, professional development, and a supportive work environment can significantly improve teacher performance in secondary schools within Enugu Educational Zone. These findings suggest that a comprehensive motivational strategy addressing both personal and professional needs of teachers is essential for sustaining high performance.

Discussion

The findings of the study revealed that intrinsic motivation, such as recognition, personal fulfillment, and opportunities for self-development, significantly enhanced teachers' performance in secondary schools in Enugu Educational Zone. Teachers who were intrinsically motivated demonstrated higher levels of commitment, creativity, and dedication to their instructional responsibilities. This finding is in consonance with the study of Bello (2023), who posited that teachers who derive satisfaction from personal growth and recognition tend to show greater effectiveness and job efficiency. Similarly, Moze, Odeh, and Agbe (2023) established that intrinsic motivation such as achievement, autonomy, and professional recognition strongly predicted teachers' job performance and contributed to quality assurance in secondary schools. These alignments affirm that when teachers are internally driven by personal satisfaction and growth opportunities, their performance is positively influenced. However, while Bello (2023) emphasized job effectiveness as an outcome of intrinsic motivation, Moze et al. (2023) highlighted quality assurance, showing a difference in the focus of outcome variables. Despite this difference, both studies reinforce the present study's finding that intrinsic motivation is central to improved teacher performance in secondary schools.

The findings of the study revealed that extrinsic motivation, including salary, allowances, promotion, and welfare incentives, had a strong impact on teachers' performance. Teachers who received adequate external rewards were more punctual, diligent, and consistent in lesson delivery, which contributed to improved educational outcomes. This finding is in consonance with the study of Oyeleke and Akinloye (2023), who posited that extrinsic motivational strategies such as financial benefits and promotion significantly improved teachers' job performance in Osun State secondary schools. Similarly, the study of Lawal, Yusuf, and Abogunrin (2024) revealed that extrinsic motivation positively influenced teacher satisfaction and commitment, which in turn enhanced overall school performance in Kogi State. While Oyeleke and Akinloye (2023) emphasized monetary and career-related extrinsic factors, Lawal et al. (2024) underscored the combined role of extrinsic motivation in shaping both satisfaction and performance. These slight differences notwithstanding, both studies support the present study's conclusion that extrinsic motivation is a vital determinant of teacher performance in secondary schools.

The findings of the study revealed that effective strategies to enhance teachers' performance through motivation include regular capacity-building programs, recognition of teachers' efforts, improved working conditions, adequate provision of teaching resources, and involving teachers in decision-making processes. Such strategies were reported to boost teachers' morale, increase job satisfaction, and sustain long-term commitment to their professional duties. This finding is in consonance with the study of Ukutegbe, Isaac, and Ileuma (2024), who posited that well-structured motivation strategies, including professional training and welfare incentives, significantly increased job satisfaction among teachers in Oyo

State primary schools. Similarly, the study of Anthony (2022) demonstrated that the implementation of motivational strategies such as improved facilities and recognition of teachers' efforts enhanced teachers' effectiveness and reduced attrition rates in Nigerian public secondary schools. While Ukutegbe et al. (2024) placed greater emphasis on professional training and satisfaction, Anthony (2022) stressed motivation as a retention strategy. Nevertheless, both studies agree with the present study that strategic and deliberate motivational approaches are crucial in improving teacher performance in secondary schools.

Educational Implications of the Study

The findings of this study have significant implications for the educational system, particularly in secondary schools within the Enugu Educational Zone. First, understanding the role of both intrinsic and extrinsic motivation in enhancing teachers' performance highlights the need for school administrators to design strategies that foster professional satisfaction and commitment. Teachers who are motivated are likely to exhibit higher productivity, greater dedication, and improved instructional effectiveness, which can lead to better student outcomes. Second, the study emphasizes the importance of structured motivational programs, such as professional development opportunities, recognition schemes, and supportive work environments, which can enhance teachers' job satisfaction and loyalty. Policy makers and school management can use these insights to implement frameworks that encourage continuous engagement, reduce teacher absenteeism, and minimize turnover in secondary schools. Finally, the study underlines the need for a collaborative approach between educational stakeholders including principals, government agencies, and teachers themselves—to create a culture of motivation and professional growth. Through integrating these motivational strategies, schools can cultivate an environment conducive to academic excellence and holistic teacher performance.

Contribution to Knowledge

This study has contributed to knowledge by providing empirical evidence on how both intrinsic and extrinsic motivation influence teachers' performance in secondary schools within the Enugu Educational Zone. It shows that intrinsic factors such as recognition, professional fulfillment, and growth opportunities significantly enhance teacher effectiveness, while extrinsic motivators like incentives, welfare support, and promotion equally shape positive work attitudes. The study also identifies practical strategies, such as continuous capacity building, adequate teaching resources, recognition of contributions, and teacher involvement in decision-making that can be adopted by school administrators and policymakers to strengthen teacher performance. Importantly, from the researcher's observation and available empirical studies, no research had comprehensively examined the combined role of intrinsic and extrinsic motivation on teacher performance in this zone. This study fills that gap, offering new insights that are both context-specific and useful for broader application in educational management.

Conclusion

The findings of this study established that motivation plays a significant role in shaping teachers' performance in secondary schools within the Enugu Educational Zone. Intrinsic motivation, including recognition, professional growth, and personal fulfillment, was found to enhance teacher effectiveness and commitment. Similarly, extrinsic motivation, such as financial incentives, welfare support, and opportunities for promotion, was shown to improve work attitudes and dedication. The study also highlighted key strategies, including capacity building, provision of resources, recognition of teachers' efforts, and involvement in decision-making, as practical measures for sustaining and improving teacher performance. These findings confirm that effective motivation, both intrinsic and extrinsic, is essential in promoting quality teaching and advancing educational goals in the Enugu Educational Zone.

Recommendations

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

1. School administrators should prioritize intrinsic motivation by recognizing and appreciating teachers' efforts through awards, commendations, and open acknowledgment.
2. Government and education stakeholders should provide adequate financial incentives, welfare packages, and timely promotions to sustain teachers' morale and reduce attrition.
3. Teachers should be given continuous opportunities for professional development through regular training, workshops, and capacity-building programs.
4. Secondary schools should ensure the provision of adequate instructional materials and conducive learning environments to support teachers' performance.
5. Policymakers should involve teachers in school decision-making processes to foster a sense of ownership, responsibility, and professional commitment.

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