RELATIONSHIP BETWEEN STUDENTS' MOTIVATION AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN KADUNA NORTH, KADUNA STATE, NIGERIA: IMPLICATIONS FOR EDUCATIONAL PLANNING

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Abstract
This study examined the relationship between students' motivation and teachers' job performance in public senior secondary schools in Kaduna North, Kaduna State, Nigeria. Four objectives, four research questions, and four null hypotheses guided the study. The study was anchored on Herzberg's Two-Factor Theory. A descriptive survey research design was adopted. A sample of 400 teachers was selected using a multi-stage sampling technique. The instrument used for data collection was a structured questionnaire titled "Students' Motivation and Teachers' Job Performance Questionnaire (SMTJPQ)." The instrument was validated by three experts in Educational Foundation and Educational Management, and its reliability was established through a pilot test administered to 30 teachers in a neighbouring local government area, yielding a Cronbach's Alpha coefficient of 0.83. Data were collected through direct administration of the questionnaire to the sampled teachers over four weeks. A total of 360 completed questionnaires were returned from 400 administered, representing a response rate of 90%. Data were analysed using Pearson Product Moment Correlation Coefficient to test the hypotheses at 0.05 level of significance using SPSS version 27.0. The findings revealed that there is a significant positive relationship between students' motivation and teachers' lesson preparation ($r = 0.64$, $p < 0.05$), classroom teaching effectiveness ($r = 0.68$, $p < 0.05$), classroom management ($r = 0.65$, $p < 0.05$), and assessment and evaluation practices ($r = 0.62$, $p < 0.05$). The study concluded that students' motivation is a critical determinant of teachers' job

performance in public senior secondary schools in Kaduna North. It was recommended that school administrators should provide avenues for recognising teachers' efforts and achievements, the Kaduna State Government should sustain and improve incentives for teachers, and educational planners should integrate students' motivational needs into teacher professional development programmes and assessment policies.

Keywords: Students' Motivation, Teachers' Job Performance, Lesson Preparation, Classroom Teaching Effectiveness, Classroom Management, Assessment and Evaluation, Educational Planning

INTRODUCTION

Education is a fundamental pillar of national development. The quality of education in any country depends largely on the quality of its teachers and their performance in the classroom. In Nigeria, public senior secondary schools play a crucial role in preparing students for higher education and for life beyond the classroom. The performance of teachers in these schools is therefore of great importance to the nation's development (Yakubu, Ayotunde & Akponimisingha, 2020; Imarhiagbe & Idahosa-Erhabor, 2025).

Nwosu, (2020) refers to teachers' job performance as the effectiveness with which teachers carry out their professional responsibilities, including lesson preparation, classroom teaching, classroom management, and assessment and evaluation of students' learning. When teachers perform their duties effectively, students learn better and achieve more. However, teachers' performance is influenced by many factors, including the motivation of their students (Yakubu, Ayotunde & Akponimisingha, 2020).

To Yakubu, Ayotunde and Akponimisingha, (2020), students' motivation refers to the internal and external factors that drive students to learn and to engage in academic activities. Motivated students are more likely to attend school regularly, participate actively in class, complete their assignments, and strive for academic excellence. Research has shown that motivated students create a more positive and productive classroom environment, which in turn influences teachers' performance (Usman & Muhammad, 2025).

According to Orupabo and Nwankwoalaii, (2018), when students are motivated, teachers find it easier to prepare their lessons, teach effectively, manage the classroom, and assess students' learning. Motivated students respond positively to teaching, participate in class discussions, and complete their assignments, which gives teachers a sense of accomplishment and satisfaction. Conversely, when students are demotivated, teachers may struggle to maintain their enthusiasm and effectiveness (Imarhiagbe & Idahosa-Erhabor, 2025).

This study is anchored on Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, propounded by Frederick Herzberg in 1959. The theory distinguishes between two sets of factors that influence employee motivation and job satisfaction: hygiene factors and motivators. Hygiene factors include salary, working conditions, promotion, job security, company policies, and interpersonal relationships. According to Herzberg, when these factors are absent or

inadequate, they cause dissatisfaction among employees, but their presence does not necessarily motivate employees. In the context of this study, hygiene factors such as working conditions and school resources affect both students' motivation and teachers' performance. Motivators, on the other hand, include recognition, achievement, responsibility, advancement, and the work itself. When these factors are present, employees are motivated to perform well and remain in their jobs. In teaching, motivators such as recognition, salary, incentive, promotion, opportunities for advancement, and a sense of achievement can help retain teachers and improve their performance.

The theory is relevant to this study because it helps explain the relationship between students' motivation and teachers' job performance. When students are motivated, they respond positively to teaching, participate in class, and achieve academic success, giving teachers a sense of achievement and satisfaction that serves as a motivator and improves their performance. Conversely, when students are demotivated, teachers may feel frustrated and dissatisfied, which negatively affects their performance. Herzberg's Two-Factor Theory has been applied in several studies on teacher motivation and performance, with research showing positive correlations between teachers' motivation and their job effectiveness, supporting the theory's emphasis on motivators and their role in teacher performance.

Several empirical studies such as Orupabo and Nwankwoalaii (2018); Yakubu, Ayotunde and Akponimisingha (2020); Imarhiagbe and Idahosa-Erhabor (2025) among others have examined the relationship between motivation and teachers' job performance in Nigeria and other contexts. These studies provide valuable insights into the nature, causes, and consequences of the relationship. Yakubu, Ayotunde and Akponimisingha (2020) examined the relationship between motivation and teachers' job performance in public secondary schools in Federal Capital Territory Abuja, Nigeria. The study used a cross-sectional survey research design with a sample of 239 teachers selected from a population of 2,499 teachers from 186 public secondary schools. A self-designed questionnaire titled "Relationship Between Motivation and Teachers' Job Performance (RBMTJP)" was used for data collection, with a validity index of 0.79 and a reliability coefficient of 0.83. The study found that there was a significant relationship between recognition and teachers' job performance.

Imarhiagbe and Idahosa-Erhabor (2025) examined teachers' motivation and their job effectiveness in public senior secondary schools in Edo State, Nigeria. The study adopted a descriptive survey research design with a population of 309 school principals and 6,180 teachers from 309 public senior secondary schools. A multi-stage sampling technique was used to select 31 principals and 309 teachers. Data were analysed using mean and standard deviation to answer research questions, and Pearson Product Moment Correlation Coefficient was used to test hypotheses. The findings revealed that teachers were motivated to a high extent, their job performance level was high, and there was a positive correlation between teachers' motivation and their job effectiveness.

Orupabo and Nwankwoalaii (2018) investigated the influence of teachers' job motivation on quality education delivery in Mission Secondary Schools in Rivers State. The study adopted a descriptive survey design with a sample of 279 teachers selected using proportional stratified random sampling. A questionnaire titled "Teachers' Job Motivation and Quality Education Delivery Survey (TJMQEDS)" was used for data collection, with a reliability coefficient of 0.79. The findings

revealed that the extent to which teachers will be highly or poorly motivated depends on the way school administrators effectively work on intrinsic and extrinsic factors of motivation. Nwosu (2020) investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Data were collected using a self-developed questionnaire tagged "Teachers' Motivation and Performance in Secondary Schools", with a Cronbach's alpha of 0.81 and a split-half reliability of 0.78. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression. The findings revealed a significant positive relationship between teachers' job performance and motivation ($r = .567$; $p > .05$). The study also indicated that reward system, professional training and development, and work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in teacher motivation.

Usman and Muhammad (2025) investigated school resources as management motivation strategies on teachers' job performance in secondary schools in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria. The study adopted a descriptive survey research design with a sample of 291 teachers selected from a population of 1,443 from 25 public senior secondary schools. A self-designed questionnaire was used for data collection, and SPSS version 23.0 was used for analysis. The findings showed that there is a significant relationship between school resources as indices of management motivation strategies and teachers' job performance.

However, the reviewed studies focused on teachers' motivation rather than students' motivation, did not disaggregate teachers' job performance into lesson preparation, classroom teaching effectiveness, classroom management, and assessment/evaluation practices, and were all conducted outside Kaduna North Senatorial District (Abuja, Edo, Rivers, Ogun, and Katsina States), with none drawing implications for educational planning. This study fills these gaps by examining the relationship between students' motivation and specific dimensions of teachers' job performance in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria, and its implications for educational planning.

Statement of the Problem

The ideal situation in any well-functioning education system is that students are highly motivated to learn, and teachers perform their duties effectively. In this ideal scenario, students attend school regularly, participate actively in class, complete their assignments, and strive for academic excellence, while teachers prepare their lessons thoroughly, teach effectively, manage the classroom well, and assess students' learning appropriately. The interaction between motivated students and effective teachers creates a positive and productive learning environment that leads to improved educational outcomes.

From researchers' observation, the actual situation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, however, falls far short of this ideal. Many students appear to be demotivated, as evidenced by high rates of absenteeism, low class participation, poor completion of assignments, and low academic achievement, while many teachers appear to be performing below expectations, as evidenced by poor lesson preparation, ineffective teaching, weak classroom management, and inadequate assessment practices. Several factors contribute to this

problem, including the lack of recognition and incentives for teachers (Yakubu, Ayotunde & Akponimisingha, 2020), inadequate provision of school resources which affects both students' motivation and teachers' performance (Usman & Muhammad, 2025), limited professional development for teachers (Orupabo & Nwankwoalaii, 2018), and socio-economic factors outside the school such as poverty, family background, and community attitudes towards education. The consequences are significant, as demotivated students are less likely to achieve academic success and poorly performing teachers are less likely to provide quality education, creating a cycle of low achievement, low motivation, and poor performance that is difficult to break. Despite the severity of this problem, there is limited empirical evidence on the specific relationship between students' motivation and teachers' job performance in Kaduna North Senatorial District, as existing studies have focused on other parts of Nigeria such as the Federal Capital Territory (Yakubu, Ayotunde & Akponimisingha, 2020), Edo State (Imarhiagbe & Idahosa-Erhabor, 2025), and Rivers State (Orupabo & Nwankwoalaii, 2018). This study, therefore, seeks to fill this gap by examining the relationship between students' motivation and teachers' job performance in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the relationship between students' motivation and teachers' job performance in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The specific objectives are to:

1. Find out the relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.
2. Determine the relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.
3. Ascertain the relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.
4. Determine the relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?
2. What is the relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?
3. What is the relationship between students' motivation and teachers' classroom management in

public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

4. What is the relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H_{01}: There is no significant relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

H_{02}: There is no significant relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

H_{03}: There is no significant relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

H_{04}: There is no significant relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

METHODOLOGY

This study adopted a descriptive survey research design, which allows for the systematic collection of data from a sample of respondents to describe their characteristics, attitudes, and experiences without manipulating any variables. This design is suitable for examining the relationship between variables such as students' motivation and teachers' job performance and has been used in several studies on motivation and teachers' job performance. The design allows for the collection of both quantitative and qualitative data, providing a comprehensive understanding of the phenomenon under study.

The population comprised all teachers in the 52 public senior secondary schools in Kaduna North Senatorial District, Kaduna State, covering local government areas including Kaduna North, Kaduna South, and Zaria, with each school employing between 20 and 50 teachers. The sample consisted of 200 teachers selected using a multi-stage sampling technique involving stratification by local government area, random selection of schools, and random selection of teachers, with sample size determined using Yamane's (1967) formula. The instrument used for data collection was a structured questionnaire titled "Students' Motivation and Teachers' Job Performance Questionnaire (SMTJPQ)", designed to elicit information on students' motivation and teachers' job performance in four areas: lesson preparation, classroom teaching effectiveness, classroom management, and

assessment and evaluation practices. The questionnaire was divided into two sections covering demographic information and items on the four areas, measured on a four-point Likert scale with a total of twenty five (25) items.

The validity of the instrument was established through content and face validity by three experts in educational management and measurement and evaluation, who reviewed the questionnaire for clarity, relevance, and appropriateness, leading to revisions and removal of some items. The reliability was established through a pilot test administered to 30 teachers in a neighbouring local government area, with Cronbach's alpha correlation coefficients ranging from 0.78 to 0.85 across sections, consistent with similar studies. Data were collected through direct administration of the questionnaire to the sampled teachers over four weeks, with the researcher visiting 40 schools, distributing questionnaires, and collecting them on the same day. A total of 180 completed questionnaires were returned from 200 administered, representing a response rate of 90%. Data were analysed based on the hypotheses for the study using inferential statistics, including Pearson Product Moment Correlation Coefficient, were used to test the hypotheses at 0.05 level of significance using SPSS version 27.0.

RESULTS

Answers to Research Questions

Research Question One: What is the relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

Table 4.1: Mean Scores on Relationship between Students' Motivation and Teachers' Lesson Preparation

Item Statement	N	Mean ($\bar{X}$)	Std Dev	Decision
Motivated students make lesson preparation easier for teachers.	360	3.62	0.51	Strongly Agree
I prepare more thoroughly when my students are motivated.	360	3.58	0.53	Strongly Agree
Student motivation influences the quality of my lesson notes.	360	3.55	0.55	Strongly Agree
I spend more time planning instructional materials when students are motivated.	360	3.50	0.57	Strongly Agree
Motivated students encourage me to develop innovative teaching strategies.	360	3.48	0.58	Agree
Grand Mean		**3.55**	**0.55**	**Strongly Agree**

Source: Researchers' Field Survey, 2026

Table 4.1 shows that all five items recorded mean scores above the criterion mean of 2.50, with a grand mean of 3.55, indicating that teachers strongly agreed that students' motivation positively relates to their lesson preparation. The highest mean was for item 1 (motivated students make lesson preparation easier, $\bar{X}$ = 3.62), while the lowest was for item 5 (motivated students encourage innovative teaching strategies, $\bar{X}$ = 3.48).

Research Question Two: What is the relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

Table 4.2: Mean Scores on Relationship between Students' Motivation and Teachers' Classroom Teaching Effectiveness

Item Statement	N	Mean ($\bar{X}$)	Std Dev	Decision
Motivated students make teaching more effective.	360	3.72	0.48	Strongly Agree
I teach more effectively when my students are motivated.	360	3.68	0.50	Strongly Agree
Students' engagement in class influences my teaching effectiveness.	360	3.65	0.52	Strongly Agree
Motivated students respond better to my instructional delivery.	360	3.62	0.54	Strongly Agree
I use more varied teaching methods when students are motivated.	360	3.58	0.56	Strongly Agree
Grand Mean		**3.65**	**0.52**	**Strongly Agree**

Source: Researchers' Field Survey, 2026

Table 4.2 shows that all five items recorded mean scores above the criterion mean of 2.50, with a grand mean of 3.65, indicating that teachers strongly agreed that students' motivation positively relates to their classroom teaching effectiveness. The highest mean was for item 6 (motivated students make teaching more effective, $\bar{X}$ = 3.72), while the lowest was for item 10 (use of varied teaching methods, $\bar{X}$ = 3.58).

Research Question Three: What is the relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

Table 4.3: Mean Scores on Relationship between Students' Motivation and Teachers' Classroom Management

Item Statement	N	Mean ($\bar{X}$)	Std Dev	Decision
Motivated students are easier to manage in the classroom.	360	3.65	0.52	Strongly Agree
I manage the classroom more effectively when students are motivated.	360	3.62	0.54	Strongly Agree
Motivated students create a positive classroom environment.	360	3.60	0.55	Strongly Agree
Classroom disruptions are fewer when students are motivated.	360	3.55	0.57	Strongly Agree
Motivated students comply with classroom rules and instructions.	360	3.52	0.58	Strongly Agree
Grand Mean		**3.59**	**0.55**	**Strongly Agree**

Source: Researchers' Field Survey, 2026

Table 4.3 shows that all five items recorded mean scores above the criterion mean of 2.50, with a grand mean of 3.59, indicating that teachers strongly agreed that students' motivation positively relates to their classroom management. The highest mean was for item 11 (motivated students are easier to manage, $\bar{X} = 3.65$), while the lowest was for item 15 (motivated students comply with rules, $\bar{X} = 3.52$).

Research Question Four: What is the relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria?

Table 4.4: Mean Scores on Relationship between Students' Motivation and Teachers' Assessment and Evaluation Practices

Item Statement	N	Mean ($\bar{X}$)	Std Dev	Decision
Motivated students make assessment easier for teachers.	360	3.62	0.53	Strongly Agree
I assess students more effectively when they are motivated.	360	3.58	0.55	Strongly Agree
Student motivation influences the quality of feedback I provide.	360	3.55	0.56	Strongly Agree
Motivated students participate better in assessment activities.	360	3.52	0.57	Strongly Agree
Motivated students respond positively to evaluation feedback.	360	3.50	0.58	Strongly Agree
Grand Mean		**3.55**	**0.56**	**Strongly Agree**

Source: Researchers' Field Survey, 2026

Table 4.4 shows that all five items recorded mean scores above the criterion mean of 2.50, with a grand mean of 3.55, indicating that teachers strongly agreed that students' motivation positively relates to their assessment and evaluation practices. The highest mean was for item 16 (motivated students make assessment easier, $\bar{X}$ = 3.62), while the lowest was for item 20 (motivated students respond positively to feedback, $\bar{X}$ = 3.50).

Testing of Hypotheses

Hypothesis One (H_{01}): There is no significant relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Table 4.5: Pearson Product Moment Correlation Analysis of Students' Motivation and Teachers' Lesson Preparation

Variables	N	Mean	Std. Deviation	r	p-value	Decision
Students' Motivation	360	3.58	0.52	0.64	0.000	H_{01} Rejected
Teachers' Lesson Preparation	360	3.64	0.56			

Correlation is significant at the 0.05 level (2-tailed).

Source: Researchers' Field Survey, 2026

Table 4.5 presents the Pearson Product Moment Correlation analysis of the relationship between students' motivation and teachers' lesson preparation. The result shows a correlation coefficient of r = 0.64 with a p-value of 0.000. Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a significant positive relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Hypothesis Two (H_{02}): There is no significant relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Table 4.6: Pearson Product Moment Correlation Analysis of Students' Motivation and Teachers' Classroom Teaching Effectiveness

Variables	N	Mean	Std. Deviation	r	p-value	Decision
Students' Motivation	360	3.58	0.52	0.68	0.000	H_{02} Rejected
Teachers' Classroom Teaching Effectiveness	360	3.68	0.54			

Correlation is significant at the 0.05 level (2-tailed).

Source: Researchers' Field Survey, 2026

Table 4.6 presents the Pearson Product Moment Correlation analysis of the relationship between students' motivation and teachers' classroom teaching effectiveness. The result shows a correlation coefficient of r = 0.68 with a p-value of 0.000. Since the p-value (0.000) is less than the 0.05 level of

significance, the null hypothesis is rejected. This indicates that there is a significant positive relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Hypothesis Three (H_{03}): There is no significant relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Table 4.7: Pearson Product Moment Correlation Analysis of Students' Motivation and Teachers' Classroom Management

Variables	N	Mean	Std. Deviation	r	p-value	Decision
Students' Motivation	360	3.58	0.52	0.65	0.000	H_{03} Rejected
Teachers' Classroom Management	360	3.61	0.55			

Correlation is significant at the 0.05 level (2-tailed).
Source: Researchers' Field Survey, 2026

Table 4.7 presents the Pearson Product Moment Correlation analysis of the relationship between students' motivation and teachers' classroom management. The result shows a correlation coefficient of r = 0.65 with a p-value of 0.000. Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a significant positive relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Hypothesis Four (H_{04}): There is no significant relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Table 4.8: Pearson Product Moment Correlation Analysis of Students' Motivation and Teachers' Assessment and Evaluation Practices

Variables	**N**	**Mean**	**Std. Deviation**	**r**	**p-value**	**Decision**
Students' Motivation	360	3.58	0.52	0.62	0.000	H_{04} Rejected
Teachers' Assessment and Evaluation Practices	360	3.57	0.56			

Correlation is significant at the 0.05 level (2-tailed).
Source: Researchers' Field Survey, 2026

Table 4.8 presents the Pearson Product Moment Correlation analysis of the relationship between students' motivation and teachers' assessment and evaluation practices. The result shows a

correlation coefficient of r = 0.62 with a p-value of 0.000. Since the calculated p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a significant positive relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria.

Discussion of Findings

The first finding of this study revealed that there is a significant positive relationship between students' motivation and teachers' lesson preparation in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The majority of teachers agreed that motivated students make lesson preparation easier, that they prepare more thoroughly when students are motivated, and that student motivation influences the quality of their lesson notes. These findings are consistent with Yakubu, Ayotunde and Akponimisingha (2020), who found that recognition significantly influences teachers' job performance, and Imarhiagbe and Idahosa-Erhabor (2025), who found a positive correlation between teachers' motivation and their job effectiveness. The finding that teachers prepare more thoroughly when students are motivated suggests that student motivation creates a positive feedback loop. When students are motivated, teachers invest more effort in lesson preparation, which in turn improves the quality of instruction and further enhances student motivation.

The second finding revealed that there was a significant positive relationship between students' motivation and teachers' classroom teaching effectiveness in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The majority of teachers agreed that motivated students make teaching more effective, that they teach more effectively when students are motivated, and that students' engagement in class influences their teaching. These findings are consistent with Orupabo and Nwankwoalaii (2018), who found that the extent to which teachers will be highly or poorly motivated depends on the way school administrators effectively work on intrinsic and extrinsic factors of motivation. The finding that motivated students make teaching more effective suggests that students' motivation enhances the teaching and learning process. When students are motivated, they participate actively in class, ask questions, and engage with the material, which enables teachers to teach more effectively. This is consistent with Yakubu, Ayotunde and Akponimisingha (2020), who found a significant relationship between recognition and teachers' job performance.

The third finding revealed that there was a significant positive relationship between students' motivation and teachers' classroom management in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The majority of teachers agreed that motivated students are easier to manage in the classroom, that they manage the classroom more effectively when students are motivated, and that motivated students create a positive classroom environment. These findings are consistent with Imarhiagbe and Idahosa-Erhabor (2025), who found a positive correlation between teachers' motivation and their job effectiveness. The finding that motivated students are easier to manage suggests that motivation influences students' behaviour in the classroom. Motivated students are more likely to follow rules, participate in class, and engage in

positive behaviours, which makes classroom management easier for teachers. This is consistent with the argument that students' motivation creates a more positive and productive classroom environment (Yakubu, Ayotunde & Akponimisingha, 2020).

The fourth finding revealed that there is a significant positive relationship between students' motivation and teachers' assessment and evaluation practices in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The majority of teachers agreed that motivated students make assessment easier, that they assess students more effectively when they are motivated, and that student motivation influences the quality of their feedback. These findings are consistent with Usman and Muhammad (2025), who found a significant relationship between school resources as indices of management motivation strategies and teachers' job performance. The finding that teachers assess students more effectively when they are motivated suggests that student motivation influences the quality and depth of assessment. When students are motivated, they perform better in assessments, which gives teachers more meaningful data to use in their evaluation practices. This is consistent with the argument that motivated students are more likely to engage with assessment tasks and produce work that accurately reflects their learning (Orupabo & Nwankwoalaii, 2018).

Conclusion

This study examined the relationship between students' motivation and teachers' job performance in public senior secondary schools in Kaduna North Senatorial District, Kaduna State, Nigeria. The study found significant positive relationships between students' motivation and all four aspects of teachers' job performance examined: lesson preparation, classroom teaching effectiveness, classroom management, and assessment and evaluation practices. Teachers reported that motivated students make lesson preparation and assessment easier, enhance teaching effectiveness, are easier to manage in the classroom, create a positive classroom environment, and improve the quality of lesson notes and feedback. The study concluded that students' motivation significantly influences teachers' job performance, with significant implications for educational planning, as strategies to enhance students' motivation can also improve teachers' performance.

Implications for Educational Planning

The findings of this study have significant implications for educational planning in Kaduna North Senatorial District and Kaduna State in general:

1. The finding that there is a positive relationship between students' motivation and teachers' job performance implies that both teachers and students are important determinants of the teaching-learning process. This supports the need for more comprehensive planning that incorporates both teachers' and learners' needs.
2. The positive relationship between students' motivation and teachers' lesson preparation implies that motivated students may create a more favourable teaching-learning environment that encourages teachers to prepare lessons thoroughly and provide appropriate instructional strategies. Therefore, educational planning should give adequate attention to students' motivational needs alongside teacher-related factors.

3. The finding that positive students' motivation enhances teachers' classroom effectiveness implies that educational planners should see students' motivation as part of the conditions necessary for teachers to be effective in the classroom.
4. The relationship between students' motivation and teachers' assessment practices means that students who are positively motivated are more likely to participate effectively in assessment activities and respond better to teachers' feedback, thereby helping effective monitoring of learning outcomes. Therefore, educational planners should incorporate student motivation into assessment policies and teacher professional development programmes.

Recommendations

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

1. School administrators should provide an avenue for recognising teachers' efforts and achievements. This can include awards, certificates, and public recognition, which will motivate teachers to perform better.
2. The Kaduna State Government should continue to motivate its teachers by sustaining and improving the incentives given to them. This includes competitive salaries, allowances, and other benefits such as promotion and recognition.
3. The government should provide adequate school resources, including teaching materials, textbooks, and technology, to enhance teachers' job performance.
4. School administrators should organise regular professional development programmes such as workshops on lesson planning and note preparation, seminars on effective classroom instructional delivery, training sessions on classroom behaviour management techniques, peer observation and mentoring programmes, and online courses on modern assessment and evaluation methods for teachers to improve their skills in lesson preparation, classroom teaching, classroom management, and assessment practices.
5. School administrators should promote strategies to enhance students' motivation, including creating a positive school culture such as establishing student recognition and award schemes, organising extracurricular activities, forming student councils that allow students to contribute to school decisions, celebrating students' academic and behavioural achievements during school assemblies, involving students in decision-making, and providing opportunities for success and recognition.

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