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INFLUENCE OF TEACHERS MOTIVATION ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN GASHUA EDUCATION ZONE, YOBE STATE, NIGERIA.

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ABSTRACT

This study investigates the influence of teacher motivation on students' academic performance in public senior secondary schools in Gashua Education Zone of Yobe State, Nigeria. The study raises 4 objectives which are to determine the factors influencing motivation of teachers on academic performance of students; influence of teachers relationship on academic performance of students; influence of professional development of the teachers on academic performance of students; influence of working conditions of the teachers on academic performance of students in public senior secondary schools in Gashua educational zone, Yobe State, Nigeria. Four corresponding research questions and 4 research hypotheses have guided the study. Using a descriptive survey research design, the study sampled 253 teachers and principals and teachers from ten randomly selected senior secondary schools. Data was collected through a self-developed, validated questionnaire with reliability index of 0.75 and analyzed using descriptive statistics (mean and standard) and chi-square tests. The findings reveal that teacher motivation significantly influences student academic performance, with positive teacher-student relationships and continuous professional development contributing to improved academic performance. Favorable working conditions were also found to be essential for maintaining teacher morale and effectiveness on students' academic performance. The study concludes that addressing teacher motivation through improved resources, professional development, and supportive working environments can enhance academic performance in Gashua education zone. Therefore, the study recommended that education authorities should introduce reward mechanisms, including financial incentives, recognition programs, and career advancement opportunities, to motivate teachers. Teachers should be encouraged to build supportive relationships with students through regular communication, mentoring, and extracurricular activities, ensuring fairness and effectiveness in boosting student performance.This can foster a sense of belonging and boost student performance among others

Keywords: Influence, Teachers Motivation, Academic performance

Introduction

Nigeria's economic stress has led to a significant decline in the education sector, with teachers often facing lack of motivation such as unpaid wages, who at times can go months or even years without being paid for their work. Lack of motivation negatively impacts on teacher inspiration, leading to poor performance and lower quality teaching. This demoralizing situation has a clear impact on the motivation of teachers in all parts of Nigeria. Thus has negative impacts on students' academic performance, making an improving the teaching environment and quality of education crucial for Nigeria's future.

Education is crucial for individual growth, and academic performance is directly influenced by teachers' commitment. Improving teacher effectiveness significantly contributes to the quality of education. Teacher motivation is a key factor in the teaching-learning process, positively impacting students' performance. Enhancing teacher status and motivation can enhance the quality of education.

Statement of the Problem

Despite significant education investments in Nigeria, students' academic performance in Gashua Education Zone remains below desirable levels. Teacher motivation is a critical factor influencing students' academic outcomes (Ryan & Deci, 2000). However, the specific ways teachers' motivation affects students' performance in Gashua Education Zone have not been comprehensively explored (World Bank, 2018). Private schools tend to perform better academically due to factors like teacher motivation and poor school environments, particularly in core subjects.

Objectives of the Study

The objectives of study are to:

1. Assess factors influencing motivation of teachers in students' academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria;
2. Assess the influence of teachers relationship on students' academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria;
3. Examine the influence of professional development of the teachers on academic performance of Students in senior secondary schools of Gashua education zone, Yobe State, Nigeria; and
4. Determine the influence of working conditions of the teachers on students' academic performance in senior secondary schools of Gashua education zone, Yobe State, Nigeria.
5.

Research Questions

The study was guided by the following research questions:

1. What are the factors influencing motivation of teachers in students academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria?

2. To what extent does teachers' relationship influence student's academic performance on senior secondary school of Gashua education zone, Yobe State, Nigeria?
3. In ways does teacher's professional development influence Students academic performance in senior secondary schools of Gashua education zone, Yobe State, Nigeria? and
4. To what extent do teachers' working conditions influence student's academic performance in senior secondary schools of Gashua education zone, Yobe State, Nigeria?

Research Hypotheses

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

Ho1: There is no significant influence of factors influencing motivation of teachers on students' academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria;

Ho2: There is no significant influence of teachers' relationship on students' academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria;

Ho3: There is no significant influence of teacher's professional development on students' academic performance in senior secondary school of Gashua education zone, Yobe State, Nigeria and;

Ho4: There is no significant influence of teachers' working conditions on student's academic performance in senior secondary school of Gashua education zone, Yobe State.

Significance of the Study

The findings of the study would be of significant to the School, Teachers, Principals, Head Teachers, Ministry of Education, and Education Board, academicians and Researchers.

The study would help school principals/head-teachers to serve as a guideline on how to improve teacher's motivation and boost their morale. The findings also benefit teachers because when teacher productivity is improved through effective teachers' commitment and job performance it will in turn increase their performance and inculcate good habit in discharging their duty.

The findings would also benefit academicians and other researchers for further research on how to improve teacher's motivation. By embracing motivational practices necessary for enhancing their commitment and Job performance to achieve teachers' productivity.

The Ministry of Education would use the findings to improve various teachers' motivational strategies. The findings of the study will also be significant to education board in determining the level of teachers' motivation in order to bring possible solutions pertaining teachers' motivation and try to put these strategies in to practice to boost the teachers morals.

Motivation

According to Okumbe (2011) Motivation is a process that starts with a physiological need that activates behavior or drives towards goals. It consists of action-oriented drives and

alienates a need. According to Marques (2010), Motivation is essential for employees to perform better and work efficiently. Productivity in an organization depends on job analysis, recruitment, selection, and placement. However, individual performance is also influenced by the worker's ability and willingness to perform the job (Ngumi, 2013). Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual Worker and his/her working environment (Wofford, 2012).

Academic Performance

Academic performance refers to a student's or institution's achievement of learning goals, often measured through examinations or continuous assessments. It can be measured through students' grade point average or graduation rates. (Nicholas, 2011).
Academic performance refers to the progress made in acquiring education skills, materials, and knowledge across various disciplines. It is a spectrum that can be developed and expanded upon. Factors like test anxiety, environment, motivation, and emotions are inconclusive in predicting academic performance. Schools now receive funding based on student performance. (Thommas, 2017).

Working Condition

Working conditions encompass various aspects affecting labor, including job hours, physical aspects, legal rights, organizational structure, workload, and training. They also include working conditions in the learning environment, including facilities like classrooms, furniture lab, library, and houses, encompassing the physical and educational environment (Chonjo, 2018). The working conditions of teachers in Yobe state have to be improve in a way compare to other state such as, job security, computer training, and compensation to enable them to perform their task (Ellis, 2012). The study carried out by Rizaldi (2017) evaluate the effect of motivation on workers performance depicts that motivation as an encouraging effects on worker performance.

Teachers Professional Development

Professional development is crucial for teachers to improve their skills and boost student outcomes. It can be conducted in formal or informal settings, such as conferences, courses, seminars, retreats, and workshops. Informal opportunities include independent research, peer learning initiatives, or simply talking with colleagues. Teachers can participate at various levels, including district-wide, among teachers, or individually, and can enhance their overall learning experience (Prodigy, 2019).
According to UNESCO, (2021) Professional development is a process that enhances an individual's skills, knowledge, and expertise as a teacher. It can include workshops, seminars, formal qualification programs, observation visits, and reading professional literature. Access to continuous learning opportunities and professional development resources enhances teachers' ability to effectively teach students, especially those with learning needs or above grade level performance.

Influence of Teacher's Relationship on Students' Academic Performance

A teacher-student relationship is complex and requires careful consideration of impressions, attitudes, beliefs, and behaviors. Strong, supportive relationships foster comfort, security, and better academic outcomes. However, students often struggle to connect with social and academic resources, leading to failure in their academic careers (Ayesha, Shahid & Ayesha, 2022).

Teachers and students should have well-connected, friendly, and low-conflict relationships, with availability and connectedness playing critical roles. A supportive relationship boosts students' motivation and academic performance, improving their arithmetic and reading abilities. High-quality teaching should not only focus on subject matter but also openly share life lessons to benefit students (Ayesha, Shahid& Ayesha, 2022).

Research Design

The study utilized a descriptive survey method, which involves interviewing or administering a questionnaire to a sample of individuals to gather information about their attitudes, opinions, habits, or various social issues (Orodho et al, 2013). This design was appropriate for this study since it attempted to describe what is in the social aspect such as school, and it allows the use of standardized instruments like questionnaires, which was used in the survey, and examination of the existing records.

Population of the Study

The population of this study include all the senior secondary schools at the Gashua Education Zone. There are twenty-two (22) principals and one thousand two hundred and fifty nine (1256) teachers (Education Zonal Office Gashua, 2022).The names and the total number of teachers and principals are shown in Table 1, below:

Table 1: Population Distribution of Gashua Education Zone

S/N	Name of Schools	Number of principal	Number of teachers	Total
1.	Govt. Girls Sec. School, Nguru	1	50	51
2.	Govt. Arabic Day Sec. Sch. Nguru	1	36	37
3.	Govt. Day Sec. School, Nguru	1	47	48
4.	Govt. Higher Islamic College, Nguru	1	71	72
5.	Govt. Higher Islamic College, Yusufari	1	38	39
6.	Govt. Sec. Sch. Kanamma	1	31	32
7.	Govt. Sec. And Tech. College Nguru	1	106	107

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8.	Govt. Sec. Sch. Bukarti	1	23	24
9.	Govt. Sec. And Tech. College Gashua	1	119	120
10	Govt. Sec. School Yusufari	1	54	55
11	Govt. Sec. School, Jaji-Maji	1	43	44
12	Govt. College, Nguru	1	80	81
13	Govt. Girls Arabic Sec. School Dagona	1	70	71
14	Govt. Sec. Sch. Gwio-Kura	1	57	58
15	Govt. Sec. School, Kumaganam	1	57	58
16	Govt. Sec. School, Amshi	1	48	49
17	Govt. Day Sec. School, Gashua	1	109	110
18	Govt. Sec Sch. Machina	1	34	35
19	Govt. Sci. And Tech. College Gaidam	1	63	64
20	Govt. Sec And School, Jakusko	1	50	51
21	Govt. Girls Day Sec. And Tech College Ramat Gashua	1	28	29
22	**TOTAL**			**1290**

Source: Education Zonal Office Gashua, 2022

Sample and Sampling Technique

The study selected ten senior secondary schools and 687 teachers from the Gashua Education Zone using simple random sampling techniques, with sample sizes of 253 determined using the Taro Yermane Formula (1967), the table of the sample size selection which shows 0.05 margins of error and at confident level of 95%. Some of the schools were not selected due to insecurity at the area.

$$\text{Taro Yamane Formula} = \quad n=\frac{N}{1+N(e)2}$$

Table II: Sample Size for the Study

S/N	Name of school	No. of Principals and Teachers	Sample size
1.	G. G. S. S. Nguru	51	18

2.	G. H. I.C. Nguru	72	25
3.	G. S. T. C. Nguru	107	40
4.	G. H. I. C. Yusufari	39	15
5.	G. S. T. C. Gashua	120	47
6.	G. D. S. S. Gashua	110	43
7.	G.S.S. Jaji-Maji	44	15
8.	G.S.S. Gwio Kura	58	20
9.	G.S.S. Jakusko	51	18
10.	G. S. S. Machina	35	12
	TOTAL	**687**	**253**

Sources: Taro Yamane Formula (1967)

Research Instrument

The research instrument that was use for the study is structured questionnaire, which was used to collect data from respondents. The instrument was self-instrument develop purposely to obtain information from the respondents on the various issues raised in the study. The questionnaire was divided into two parts, that is, sections A and B. Section A deals with demographic information and seeks to elicit information on the respondents' personal data. Section B seek the opinion of the respondents on the following variables which was scored using five (5) point scale like, Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D). The responses were coded as Strongly Agreed (5), Agreed (4), Undecided (3), Strongly Disagreed (2) and Disagreed (1).

Data Analysis and Presentation of Result

The data collected were analyzed and presented in accordance with the Research Questions and hypotheses.

Answers to Research Questions

Mean and standard deviation was used to analyze the data collected from the respondents.

Research Question 1: What are the factors influencing motivation of teachers in students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria?

Table 3: Mean and Standard deviation of the factors influencing motivation of teachers in students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

S/N	Item Statement	N	MEAN	SD	Decision

1	As a teacher I feel excited going to work	253	4.0316	1.10867	Accept
2	I have access to the required learning material resources to help my students	253	2.8775	.87560	Reject
3	Prompt payment of salary help increase teachers motivation and academic performance of students	253	2.2174	.98207	Reject
4	School and government policies motivate teachers	253	3.3399	1.10333	Accept
5	Subject content increase teacher motivation and academic performance of students	253	3.8775	.76429	Accept
6	Assessment increase teachers motivation and academic performance of students	253	2.0000	.94701	Reject

Cluster Mean: **3.057317**

Table 3 revealed the Mean and Standard deviation of the factors influencing motivation of teachers in students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria. The aggregate mean score of all the item statement stood at 3.057. Therefore, the researcher concluded that there was motivation of teachers influence students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

Research Question 2: To what extent does teachers' relationship influence student's academic performance on senior secondary school of Gashua educational zone, Yobe State, Nigeria?

Table 4: Mean and Standard deviation of the extent does teachers' relationship influence student's academic performance on senior secondary school of Gashua educational zone, Yobe State, Nigeria

S/N	Item Statement	N	MEAN	SD	Decision
1	My students inspired me to go to work	253	3.3478	1.00671	Accept
2	I have control and influence over my students in the classroom	253	3.9249	1.25921	Accept
3	My students are well behaved in school due to my good relationship with them	253	3.7984	1.31945	Accept
4	Availability of material and equipment in school increase teachers – students relationship and academic performance	253	3.1779	.94069	Accept
5	School location has positive effects on teachers motivation and academic performance	253	3.8972	.82934	Accept

6	Job security affects schools increase teachers motivation and students' academic performance	253	3.8814	1.08460	Accept

Cluster Mean: **3.671267**

Table 4 revealed the mean and standard deviation of the extent of teachers' relationship influence student's academic performance in senior secondary school of Gashua educational zone, Yobe state, Nigeria. The aggregate mean score of all the item statement was 3.6712, which is above the decision point. Therefore, the research conclude the teacher relation influence students' academic performance in senior secondary school of Gashua educational zone, Yobe state, Nigeria.

Research Question 3: In ways, does teacher's professional development influence Students academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria?

Table 5: Mean and Standard deviation of the teacher's professional development influence Students academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria

S/N	Item Statement	N	MEAN	SD	Decision
1	Job specification increase teachers motivation and academic performance of students	253	3.9881	.74259	Agreed
2	Workshop, training and seminars help teachers increase their professional development and working condition	253	3.7708	1.40676	Agreed
3	Teachers development and working condition in schools increase motivation and student relationship and academic performance	253	2.9091	.95724	Disagreed
4	Recognition and record of good work help teachers develop and influence students' academic performance	253	2.1542	1.71245	Disagreed
5	Teachers working condition experience increase their professional development and working condition	253	2.7352	1.24604	Disagreed
6	Support system and relationship with colleagues increase teachers professional development and working condition which in turn help students academic performance	253	4.8261	.53581	Agreed

Cluster Mean: **3.39725**

Table 5 revealed the mean and standard deviation of the teacher's professional development influence students' academic performance in senior secondary schools of Gashua educational zone, Yobe state, Nigeria. The aggregate mean score of all the item statement stood at 3.39725, which was above the decision point. Therefore, it is concluded

that teachers professional development influence students' academic performance in senior secondary schools of Gashua education zone, Yobe state, Nigeria

Research Question 4: To what extent do teachers' working conditions influence student's academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria?

Table 6: Mean and Standard deviation of the extent do teachers' working conditions influence student's academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria

S/N	Item Statement	N	MEAN	SD	Decision
1	Teachers in our school have a manageable workload that allows them to effectively support students' learning	253	1.1265	.33305	
2	Adequate teaching resources such as textbooks, technology, and learning materials are readily available in our school	253	2.5296	1.25519	
3	The physical environment of our school, including classroom size, lighting, and ventilation, supports students' academic progress.	253	3.1779	.94069	
4	School administration provides sufficient support to teachers in addressing classroom challenges and concerns.	253	3.8972	.82934	
5	Teachers in our school receive adequate training and professional development opportunities to enhance their teaching skills	253	3.8814	1.08460	
6	There is a collaborative teaching environment among staff members, which enhances student-learning outcomes.	253	3.8814	1.08460	

Cluster Mean: **3.082333**

Table 6 revealed the mean and standard deviation of the extent do teachers' working conditions influence student's academic performance in senior secondary schools of Gashua educational zone, Yobe state, Nigeria. The finding revealed that teachers' working conditions influence student's academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria. This was based on aggregate mean score of 3.082, which was above the decision point. As such, the teachers' working conditions influence student's academic performance in senior secondary schools of Gashua educational zone, Yobe State, Nigeria.

Testing hypotheses

The Data collected were analyzed using the inferential statistics of chi-square test and the summary of the analysis was presented in table 7

Ho_1: There is no significant influence of factors influencing motivation of teachers on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

Table 7: Summary of chi-square test on influence of factors influencing motivation of teachers on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

Variable	N	$\bar{x}$	Σ	$\chi 2$	p-value	Remark
influence of factors influencing motivation of teachers on students' academic performance	253	18.34	1.82	1.341	.000	Significant

The result from table 7 showed that factors influencing motivation of teachers influence students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria. This is because, the calculated p-value of .000 was less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis which stated that there is no significant influence of factors influencing motivation of teachers on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria was rejected. Therefore, it is concluded that factors influencing motivation of teachers influence student academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

Ho_2: There is no significant influence of teachers' relationship on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

The Data collected were analyzed using the inferential statistics of chi-square test and the summary of the analysis was presented in table 8

Table 8: Summary of chi-square test on influence of teachers' relationship on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

Variable	N	$\bar{x}$	Σ	$\chi 2$	p-value	Remark
Influence of teachers' relationship on students' academic performance	253	22.02	2.48	1.912	.000	Significant

The result from table 8 showed that teachers relationship influence students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria. This is because, the calculated p-value of .000 was less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis which stated that there is no significant influence of teachers' relationship on students' academic performance in senior secondary school

of Gashua educational zone, Yobe State, Nigeria was rejected. Therefore, it is concluded that teachers' relationship influence student academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

Ho_3: There is no significant influence of teacher's professional development on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

The Data collected were analyzed using the inferential statistics of chi-square test and the summary of the analysis was presented in table 9

Table 9: Summary of chi-square test on influence teacher's professional development on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

Variable	N	$\bar{x}$	Σ	$\chi 2$	p-value	Remark
Influence of teacher's professional development on students' academic performance	253	20.38	4.00	1.479	.000	Significant

The result from table 9 showed that teachers professional development influence students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria. This is because, the calculated p-value of .000 was less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis which stated that there is no significant influence of teacher's professional development on students' academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria was rejected. Therefore, it is concluded that teachers' professional development influence student academic performance in senior secondary schools in Gashua educational Zone, Yobe State, Nigeria.

Ho4: There is no significant influence of teachers' working conditions on student's academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

The Data collected were analyzed using the inferential statistics of chi-square test and the summary of the analysis was presented in table 10

Table 10: Summary of chi-square test on influence teachers' working conditions on student's academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria.

Variable	N	$\bar{x}$	Σ	$\chi 2$	p-value	Remark
Influence of teachers' working conditions on student's academic performance	253	18.49	3.53	2.05	.000	Significant

The result from table 10 showed that teachers' working condition influence students' academic performance senior secondary school of Gashua educational zone, Yobe State, Nigeria. This is because, the calculated p-value of .000 was less than the alpha value of 0.05

level of significance. Therefore, the null hypothesis which stated that there is no significant influence of teachers' working conditions on student's academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria was rejected. Therefore, it is concluded that teachers' working conditions influence student's academic performance in senior secondary school of Gashua educational zone, Yobe State, Nigeria

Discussions

This study examined the Influence of Teachers Motivation on Academic Performance of Senior Secondary School Students in Gashua Education Zone, Yobe State, Nigeria. The discussion of the findings was done according to the findings of research questions and hypotheses of the study.

The findings from Research question 1 and hypothesis 1 revealed that factors influencing teachers' motivation significantly affect students' academic performance in senior secondary schools within the Gashua educational zone, Yobe State, Nigeria. This is a critical insight, as it aligns with previous studies that highlight the importance of teacher motivation on student performance. For instance, the current finding is consistent with the study of Ayobami (2011), who emphasized that employees, including teachers, place great value on the rewards provided by their employers. When these rewards, whether financial or non-financial, are withheld or insufficient, workers often respond with poor performance and a lack of commitment. In the educational context, this may manifest in teachers' reduced engagement in their duties, leading to negative impacts on students' academic performances. This aligns with the well-established understanding in human resource management that employee satisfaction is closely tied to job performance.

Similarly, the findings corroborate the earlier study by Onyekere, Okoro, and Eugene (2018), which found that motivation significantly improve pupils' academic performance. Their research demonstrated that motivated teachers are more likely to employ effective teaching strategies, provide consistent support to students, and create a conducive learning environment. This positive atmosphere directly contributes to improved academic outcomes. Motivation, in this regard, serves not just as a personal benefit to the teacher but as a critical factor in shaping students' educational success.

Conclusions

The study reveals that key factors influencing student academic performance in senior secondary schools in Gashua, Yobe State, Nigeria include teacher motivation, teacher-student relationships, professional development, and working conditions. Motivated teachers are more effective in delivering quality education, and aligning rewards with teacher effort improves job satisfaction. Supportive relationships foster a conducive learning environment.

Lastly, Teachers' working conditions significantly impact classroom effectiveness, leading to better academic performance. Improving motivation, relationships, professional development, and working conditions creates a supportive educational environment, driving educational success in Gashua and similar regions.

Recommendations

Based on the findings and discussion, the following recommendations were made to improve student academic performance in senior secondary schools in Gashua educational zone, Yobe State, Nigeria:

1. Education authorities should implement rewards such as financial incentives, recognition programs, and career advancement opportunities to motivate teachers, ensuring fairness and effectiveness through measurable performance indicators.
2. Teachers should foster a sense of belonging and improve student performance by fostering supportive, respectful, and empathetic relationships through regular communication, mentoring, and extracurricular activities.
3. Education authorities should develop and execute continuous professional development (CPD) programs that cater to teachers' evolving needs, focusing on pedagogical skills, curriculum innovations, and emerging teaching strategies.
4. Schools should guarantee teachers sufficient access to teaching materials, technology, and infrastructure, including textbooks, digital resources, and classroom tools, to enhance the teaching and learning process.

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