

TEACHERS' MOTIVATION AS PREDICTOR OF QUALITY ASSURANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined teachers' motivation as predictor of quality assurance of teachers in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level significance. The study adopted correlational research design. The study was a correlational research design. The population of the study comprised 5133 teachers in 267 public secondary schools in six Education Zones in Anambra State. A sample of 513 teachers was used for the study. Multi-stage sampling technique was used for the study. The instruments for data collection were Teachers' Motivation Questionnaire (TMQ) and Teachers' Quality Assurance Questionnaire (TQAQ). The instruments were validated by three expert. The reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.82 for conducive work environment, 0.78 for continuous professional development opportunities and 0.81 for teacher quality assurance. Simple regression analysis was used for data analysis. The study revealed that work environment and **continuous professional development opportunities** positively and significantly predict quality assurance of teachers in public secondary schools in Anambra State. The study concluded that teachers' motivation positively and significantly predict quality assurance of teachers in public secondary schools in Anambra State. The study recommended that **the Ministry of Education, in collaboration with teacher training institutes, should institutionalize regular and structured continuous professional development programmes** that address both subject-specific content and innovative pedagogical skills.

Keywords: *Teachers' Motivation, Quality Assurance, Work Environment, Continuous Professional Development Opportunities*

Introduction

Education is the process of acquiring knowledge, skills, values and attitudes through teaching, learning and personal experiences. It helps people develop their abilities and prepares them to

contribute meaningfully to the society. Education is also the key for the development of one's personality and as such inculcates the right character in accordance with acceptable societal norms and values (Agogbua, 2024). Teachers play a central role in this process as they guide, mentor, and influence learners' knowledge, character and values, thereby ensuring that education fulfills its purpose of personal and societal development.

Teachers are vital actors in the educational sector as they serve as the primary implementers of educational policies at the classroom level. According to Oparaji, Ugwu, Chime and Ugochukwu (2021), teachers are professionals trained in specific subject areas and equipped with the skills to effectively impart knowledge to students. Beyond subject mastery, teachers also influence learners' attitudes, values and critical thinking abilities, which are essential for holistic development. They act as role models whose conduct and instructional strategies affect students' academic performance and future aspirations. Recognizing their pivotal role in the provision of quality education at all levels, the Federal Republic of Nigeria (FRN, 2013) asserts that no education system can rise above the quality of its teachers. Therefore, enhancing teachers' productivity through adequate motivation is essential for ensuring quality assurance within the education system.

Quality assurance in education is the systematic processes and standards established to ensure that teaching, learning and school management attain acceptable levels of excellence. It emphasizes continuous improvement to guarantee that students receive effective, relevant and consistent education. Eziamaka, Manafa, and Iheanacho (2022) defined quality assurance as the efficient management, monitoring, evaluation and review of resource inputs and the transformation processes (teaching and learning) to produce quality outputs (students) that meet established standards and societal expectations. Similarly, Epelle and Kalu (2018) described quality assurance in education as the process of ensuring continuous improvement in all aspects of institutional operations to satisfy the needs and expectations of society. This perspective rests on the premise that every stage of an educational service or operation has room for improvement. To maintain consistent growth and improvement in the education system, teachers' motivation should be a priority, as they are the central drivers of instructional delivery, student learning outcomes and overall school effectiveness.

Teachers' motivation is the inner drive and external encouragement that inspire teachers to perform their duties with commitment, enthusiasm and effectiveness. It is what keeps teachers passionate about their work, willing to improve their skills, and dedicated to helping students succeed. Ezugoh (2017) noted that motivating teachers yields numerous benefits, including enhanced work and organizational efficiency, increased productivity and professionalism in the workplace, stronger commitment to duty, improved students' academic performance and the attainment of quality assurance as well as institutional goals and objectives. In line with this, Umeh and Michael (2019) emphasized that motivated teachers are more likely to demonstrate creativity in instructional

delivery, maintain positive relationships with learners, and contribute significantly to sustainable educational development. This underscores the fact that without proper motivation, even the most skilled teachers may struggle to give their best, thereby limiting the overall effectiveness of the education system.

Various factors motivate teachers differently depending on the nature of the organization and the critical role they play in shaping the learning environment. Teachers can be motivated in several ways to improve their effectiveness, including the use of rewards, incentives, welfare packages, good conditions of service, provision of adequate teaching and learning resources, continuous professional development opportunities, as well as supportive and constructive supervision. Okeke and Chukwuma (2020) identified rewards, recognition and promotion as powerful sources of teacher motivation that enhance commitment and performance. Similarly, Umeh and Michael (2019) highlighted that teacher motivation is influenced by multiple factors such as effective in-service training, supportive supervision, recognition of good work, availability of resources, conducive work environment and collaborative leadership from school principals. Within the context of this study, the research focused only on conducive work environment and continuous professional development opportunities.

A conducive work environment is a vital factor in sustaining teachers' motivation and overall effectiveness in schools. Okeke and Chukwuma (2020) noted that a well-structured and supportive school environment enhances teachers' instructional delivery and fosters a sense of belonging, which directly impacts their motivation. When teachers are provided with adequate infrastructure, teaching resources, supportive leadership and positive collegial relationships, they are more likely to display stronger commitment to their duties. Similarly, Ofojebe and Ezugoh (2019) emphasized that teachers who work in enabling environments demonstrate greater dedication to their tasks, leading to improved student performance and the achievement of educational quality standards. Such an environment not only motivates teachers but also serves as a mechanism for quality assurance, as it ensures consistency and accountability in teaching practices.

Another factor that serves as a strong motivator to teachers is continuous professional development opportunities. Professional development opportunities are structured learning experiences designed to enhance teachers' knowledge, skills and instructional practices. Adeyemi and Adeyemi (2019) observed that professional development not only improves teachers' competence but also enhances their confidence and sense of self-worth, which in turn strengthens their commitment to teaching. When teachers are consistently exposed to training, workshops, and in-service programs, they are able to upgrade their skills, adopt innovative teaching methods, and remain relevant in a rapidly changing educational landscape. Umeh and Michael (2019) highlighted that schools that prioritize ongoing professional development create a culture of growth and excellence, thereby motivating teachers to perform effectively and contributing to the overall quality assurance of the education system.

Teachers remain motivated when they see their efforts translating into positive student outcomes, recognition from school leaders and opportunities for personal and professional growth, as these factors not only sustain their commitment but also serve as indicators of quality assurance in teaching by ensuring consistency, effectiveness and accountability in their professional practice (Nwoye, 2018). In Anambra State, the issue of quality assurance seems to be in doubt in some public secondary schools. Some teachers in public secondary schools in the State exhibit a lack of commitment to duty, arriving late to classes and neglecting lesson preparation, which undermines instructional quality. Others display indifference to the use of modern teaching methods and instructional materials, a trend that poses a serious threat to achieving quality assurance in education. One wonders if such teacher behaviours point to the reality that they are not motivated enough to stand firmly for the progress of their schools. Could it be that their work environments are not conducive enough to inspire dedication and sustained professional commitment? To find answers to these questions, the study examined teachers' motivation as predictor of quality assurance of teachers in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the predictive value of conducive work environment on quality assurance of teachers in public secondary schools in Anambra State?
2. What is the predictive value of continuous professional development opportunities on quality assurance of teachers in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Conducive work environment do not significantly predict quality assurance of teachers in public secondary schools in Anambra State.
2. Continuous professional development opportunities do not significantly predict quality assurance of teachers in public secondary schools in Anambra State.

Methods

The study was a correlational research design. The study was carried out in Anambra State. The population of the study comprised 5133 teachers in 267 public secondary schools in six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2024). A sample of 513 teachers (that is, 10% of the population) was used for the study. Multi-stage sampling technique involving;

proportionate stratified and simple random sampling techniques were used for the study. The instruments for data collection were researcher-structured questionnaire titled: Teachers' Motivation Questionnaire (TMQ) and Teachers' Quality Assurance Questionnaire (TQAQ). The instruments were divided into section A and B. Section 'A' had two clusters that sought information on conducive work environment and continuous professional development opportunities; while section 'B' sought information on teacher quality assurance. The instruments were on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The face and content validity of the instrument was established by three experts; one from Measurement and Evaluation and two from Education Management and Policy. All the experts were all from the Faculty of Education, Nnamdi Azikiwe University. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.82 for conducive work environment, 0.78 for continuous professional development opportunities and 0.81 for teacher quality assurance. Out of 513 copies of the instrument administered, 483 (94%) of the instrument were correctly completed and returned. Simple regression was used to answer the research questions hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the predictive value of conducive work environment on quality assurance of teachers in public secondary schools in Anambra State?

Table 1: Summary of Simple Regression Analysis with Conducive Work Environment as Predictor of Quality Assurance of Teachers in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	28.516	4.367	
Conducive Work Environment	0.735	0.311	.675
R	0.675		
R ²	0.601		
Adj. R ²	0.553		

The summary of the simple regression analysis as shown on table 1 indicated that conducive work environment is a high positive predictor of quality assurance of teachers in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.675$). The coefficient of determination (R^2) of 0.601 showed that the explanatory power of the variable is moderately

strong. This implies that 60% of the variations in quality assurance of teachers in public secondary schools in Anambra State are being accounted for or explained by the variations in conducive work environment. The adjusted R^2 supports the claim of the R^2 with a value of 0.553 indicating that 55% of the total variation in the dependent variable (quality assurance of teachers) is explained by the independent variable (**conducive work environment**). Thus, adjusted R^2 supports the statement that the explanatory power of **conducive work environment** is highly strong in determining quality assurance of teachers in public secondary schools in Anambra State. Also, the standardized beta weight ($\beta = 0.675$) showed that **conducive work environment** is a positive predictor of quality assurance of teachers in public secondary schools in Anambra State. This is an indication that increase in **conducive work environment** leads to 0.675 (68%) increase in quality assurance of teachers in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of continuous professional development opportunities on quality assurance of teachers in public secondary schools in Anambra State?

Table 2: Summary of Simple Regression Analysis with Continuous Professional Development Opportunities as Predictor of Quality Assurance of Teachers in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	27.811	5.104	
Continuous Professional Development Opportunities	0.735	0.311	0.664
R	0.664		
R^2	0.607		
Adj. R^2	0.548		

The summary of the simple regression analysis as shown on table 2 indicated that continuous professional development opportunities is a high positive predictor of quality assurance of teachers in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.664$). The coefficient of determination (R^2) of 0.607 showed that the explanatory power of the variable is moderately strong. This implies that 61% of the variations in quality assurance of teachers in public secondary schools in Anambra State are being accounted for or explained by the variations in continuous professional development opportunities. The adjusted R^2 supports the claim of the R^2 with a value of 0.548 indicating that 55% of the total variation in the dependent variable (quality assurance of teachers) is explained by the independent variable (continuous professional

development opportunities). Thus, adjusted R^2 supports the statement that the explanatory power of continuous professional development opportunities is highly strong in determining quality assurance of teachers in public secondary schools in Anambra State. Furthermore, the standardized beta weight ($\beta = 0.664$) showed that continuous professional development opportunities is a positive predictor of quality assurance of teachers in public secondary schools in Anambra State. This is an indication that increase in continuous professional development opportunities leads to 0.664 (66%) increase in quality assurance of teachers in public secondary schools in Anambra State.

H₀₁: Active listening skills do not significantly predict teaching partnership in public secondary schools in Anambra State.

Table 12: Test of Significance of Simple Regression Analysis with Active Listening Skills as Predictor of Teaching Partnership in Public Secondary Schools in Anambra State

	Unstandardize d β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	28.516	4.367		18.452	.000
Active Listening Skills	.735	.311	.675	24.191	.000
R	.675				
R^2	.601				
Adj. R^2	.553				
F	32.642				.000

The summary of the test of significance of simple regression analysis as shown on table 12 revealed that the simple regression coefficient (R) is .675 while the R^2 is .601 and Adjust R^2 is .553. The F-ratio associated with regression is 32.642, the t-test is 24.191 and the P-value = .000. Since p-value (.000) is less than .05 level of significance which resulted in the decision to reject the null hypothesis at $p(.000) < .05$. The result is further strengthen by the t-value where the result showed that t-calculated value of 24.191 is greater than the critical value of ± 1.96 at .05 level of significance. The study therefore rejected the null hypothesis that active listening skills do not significantly predict teaching partnership in public secondary schools in Anambra State and

accepted the alternative hypothesis that active listening skills significantly predict teaching partnership in public secondary schools in Anambra State.

H₀₁: Conducive work environment do not significantly predict quality assurance of teachers in public secondary schools in Anambra State

Table 3: Test of Significance of Simple Regression Analysis with Conducive Work Environment as Predictor of Quality Assurance of Teachers in Public Secondary Schools in Anambra State

		Unstandardize d β	Std. Dev. β	Standardize d β	t- value	p- value
Constant		28.516	4.367		18.452	0.000
Conducive Environment	Work	0.735	0.311	0.675	24.191	0.000
R	0.675					
R ²	0.601					
Adj. R ²	0.553					
F	32.642					0.000

The summary of the test of significance of simple regression analysis as shown on table 3 revealed that the simple regression coefficient (R) is 0.675 while the R² is 0.601 and Adjust R² is 0.553. The F-ratio associated with regression is 32.642, the t-test is 24.191 and the P-value = 0.000. Since p-value (0.000) is less than 0.05 level of significance which resulted in the decision to reject the null hypothesis at $p(0.000) < .05$. The result is further strengthen by the t-value where the result showed that t-calculated value of 24.191 is greater than the critical value of ± 1.96 at .05 level of significance. The study therefore rejected the null hypothesis that conducive work environment do not significantly predict quality assurance of teachers in public secondary schools in Anambra State and accepted the alternative hypothesis that conducive work environment significantly predict quality assurance of teachers in public secondary schools in Anambra State.

H₀₂: Continuous professional development opportunities do not significantly predict quality assurance of teachers in public secondary schools in Anambra State.

Table 4: Test of Significance of Simple Regression Analysis with Continuous Professional Development Opportunities as Predictor of Quality Assurance of Teachers in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	27.811	5.104		17.108	0.000
Continuous Professional Development	0.735	0.311	0.664	23.672	0.000
R	0.664				
R ²	0.607				
Adj. R ²	0.548				
F	31.429				0.000

The summary of the test of significance of simple regression analysis as shown on table 4 revealed that the simple regression coefficient (R) is 0.664 while the R² is 0.607 and Adjust R² is 0.548. The F-ratio associated with regression is 31.429, the t-test is 23.672 and the P-value = 0.000. Since p-value (0.000) is less than .05 level of significance which resulted in the decision to reject the null hypothesis at $p(0.000) < .05$. The result is further strengthened by the t-value where the result showed that t-calculated value of 23.672 is greater than the critical value of ± 1.96 at 0.05 level of significance. The study therefore rejected the null hypothesis that continuous professional development opportunities do not significantly predict quality assurance of teachers in public secondary schools in Anambra State and accepted the alternative hypothesis that continuous professional development opportunities significantly predict quality assurance of teachers in public secondary schools in Anambra State.

Discussion

Findings on the predictive value of conducive work environment on quality assurance of teachers in public secondary schools in Anambra State revealed that conducive work environment is a positive predictor of quality assurance of teachers in public secondary schools in Anambra State. The study also revealed the conducive work environment significantly predict quality assurance of teachers in public secondary schools in Anambra State. The finding of the study agreed with the result of Idowu and Aderonke (2025), who found that physical and psychological dimensions

of the work environment exert significant positive effects on the performance of academic staff in Nigerian public universities, thereby linking a supportive environment with higher standards of performance. Likewise, Achi, Jabbour Barakat and Mawad (2025) demonstrated that the work environment has a strong and significant positive effect on teacher performance in crisis-afflicted educational settings, reinforcing the moderating role of environmental support in achieving educational quality outcomes. In addition, the finding is consistent with study of Sari, Nurhayati and Lubis (2021) which reported that a conducive, comfortable, safe and enjoyable working environment has a significant positive influence on teachers' performance. These results highlight that quality assurance in education is not achieved in isolation but is strongly tied to the conditions under which teachers carry out their work. In essence, when schools deliberately create and maintain supportive environments, they directly strengthen teachers' capacity to deliver quality instruction and uphold educational standards.

Findings on the predictive value of continuous professional development opportunities on quality assurance of teachers in public secondary schools in Anambra State revealed that **continuous** professional development opportunities is a positive predictor of quality assurance of teachers in public secondary schools in Anambra State. The study also revealed the continuous professional development opportunities significantly predict quality assurance of teachers in public secondary schools in Anambra State. The finding of the study agreed with Sahu (2023), who found that well-structured continuous professional development programmes enhance teachers' subject knowledge, pedagogical practices, and confidence, thereby strengthening their capacity to deliver quality instruction. Similarly, Gacinya (2024) reported that continuous in-service training in public secondary schools in Rwanda significantly improved teachers' classroom performance in terms of professionalism, skills, and values, reinforcing continuous professional development programmes as a predictor of teaching quality. In the same vein, Mohammed (2022) revealed that teachers' continuous professional development programmes had a positive effect on student achievement in Economics. This further confirmed that ongoing professional learning opportunities directly influence the assurance of teaching quality. Taken together, these findings affirm that sustained professional development is not optional but a central driver of quality assurance in the teaching profession.

Conclusion

Evidences gathered and the patterns observed across the analysis, it became clear that certain institutional factors play a decisive role in influencing the quality of teaching and learning outcomes in public secondary schools. Based on the findings of the study, the study concluded that teachers' motivation positively and significantly predict quality assurance of teachers in public secondary schools in Anambra State.

Recommendation

On the basis of the findings and conclusion of this study, the following recommendations were made:

1. School administrators should implement continuous monitoring and improvement strategies for the work environment by engaging teachers in regular feedback sessions on their workplace conditions and promptly addressing identified challenges. By deliberately ensuring safe, motivating and supportive environments, schools can enhance teachers' commitment and raise the overall quality of instruction.
2. **The Ministry of Education, in collaboration with teacher training institutes, should institutionalize regular and structured continuous professional development programmes** that address both subject-specific content and innovative pedagogical skills. This will ensure teachers remain up-to-date with modern teaching practices and are better equipped to deliver quality education.

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