

## IMPACT OF MOTIVATION ON TEACHERS' PRODUCTIVITY IN ZAMFARA STATE: A CROSS-SECTIONAL STUDY

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**Abstract:** *The study examined the impact of motivation on teachers' productivity in Zamfara State. Motivation is the inner drive that can energize and activates teachers into action. Teachers' motivation is empirically proved to be among the major antidote that can reinvigorate the physical and mental disposition of teachers to higher performance. But regrettably, despite series of intellectual contributions and ceaseless agitations by numerous stakeholders on this regard. The condition and welfare of the teachers in the state for decades is better imagined than experience. The educational system in the state is engulfed with frustrated and demotivated teachers, unsecured learning environment, and chronic shortages of teaching logistics, among others. The findings of the paper revealed that teachers in Zamfara state for decades are poorly motivated due to compounding effects of poor salary structure, unsecured learning environment, insufficient logistics, inadequate training and retraining of staff and inadequate implementation of promotions among others. The paper recommends upward review of salary structure, adequate supply of educational logistics, constant training and retraining of teachers, regular and adequate implementation of promotions, and above all adequately secured learning environment. Survey research design was utilized. Data collected was analyzed with the aid of descriptive statistical tools. The paper adopted Abraham Maslow's theory of motivation and system theory as theoretical building blocks.*

**Keywords:** *Motivation, Productivity, Teachers, Zamfara State, Nigeria*



## Introduction

Teachers globally occupied an indispensable role in any development process. In fact, teachers all over the world are the building blocks and indispensable pillars for propelling any development, but regrettably, they are the most neglected and less paid in Nigeria. The welfare and condition of teachers in Zamfara State is unarguably very worrisome, pathetic, and indescribable. For years the salary structure of teachers in Zamfara state is more of a starvation wages than actual salary when compared with the monetary value of what the teachers received and the existing harsh economic realities (inflationary trend) ravaging the country. According to Raliyat [1], the quality of education imparted is dependent on the quality and the dedication of the teachers. Building from the intellectual shoulders of Raliyat [1] the ability, capability, and productivity of teachers in Zamfara State for years was dampened due to absent of motivational incentives. The educational gaps in the state for years are widening due to flagrant disregard of some codified laws and relevant educational policies, unabated corruption, and misplacement of priorities in the allocation of state resources. It is absolutely very dangerous and catastrophic to marry politics with education those involve need to have a rethink and squarely and sincerely come together to bridge the educational gaps of the state.

Education is very existential to human existence neglecting it is tantamount to jettisoning the destiny and faith of a society. For quality education to be achieved teachers welfare must be guaranteed. Their voices and concerns must not only be heard, but must also be integrated into policy framework. The National Policy on Education expressed that no nation can rise above the quality of its teachers [2]. If the quality of the existing stock of teachers in Nigeria and indeed in Zamfara state is inadequate, inefficient, and ineffective then no one can gainsay the fact that the future of the state and the country is in jeopardy.

## Statement of the Research Problem

Despite the pivotal roles of teachers in the development process the condition of Zamfara State teachers for decades is very demotivating and disappointing. Teacher's welfare in the state for many years is among the worst in the Nigerian educational system. The incessant attacks by bandits on both public and private schools necessitated the categorization of schools in the state into three categories. Category one: schools with red flag this category comprises schools that are completely close due to security challenges. Category two: Schools with blue flag this category are schools that are partially operating while category three: Schools with green flag this category are schools that are fully operating. The condition if not squarely address will continue to skyrocket the number of school dropout and out of school children among others.

The ugly trend if not address will continue to affect teacher's productivity, educational growth and development of the state, northwestern region, and the country at large. Teaching within the geographical enclave of Zamfara State is currently one of the most dangerous professions, especially, within the outskirts of the state. Because most of those affected schools are currently bandits den. Most of the teachers teaching within those enclaves were operating under immeasurable panic mode. The schools that are currently operating are only operating for operating sake, due to insufficient chairs, desks, teaching logistics, and laboratory equipment's, among others. Most of the schools the researchers visited more than ninety percent (90%) of the pupils, and students were sitting on the floor, under the shed of the trees, and some on the ground, due to chronic shortages of chairs and tables. In a class of one hundred and fifty students (150) you can hardly find ten good chairs or tables. The condition to be candid is very disappointing. Playing politics with education and teacher's welfare is tantamount to jettisoning the faith and destiny of the society. Because education is the building block



of any society and teachers are the pillars. The Former United Nations Secretary-General Tony Blair in numerous policy statements is quoted to have said "...Education is, was, and will continue to be our number one priority, is dangerous to marry politics with education." Mahatma Gandhi is cited to have said "If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with children." But regrettably, Zamfara state is among the state with the highest number of out of school children and the numbers are geometrically increasing on daily basis due to pervasive and endemic security threats in almost all the nooks and crannies of the state. According to UNICEF (2019). Zamfara is one of Nigeria's states with the highest number of out-of-school children.

Zamfara state in current time is the epicenter of crisis, bad governance, and state fragility [3].

Zamfara state is endowed with varied touch lights across its boundaries but living in darkness due to poor leadership, bad governance, high illiteracy rate, poverty, unemployment among others. The cumulative effects of the aforementioned factors grossly affected teacher's productivity and educational development of the state. On the basis of the above backdrop this paper is set to achieve the following objectives:

### Objectives of the study

The main objective of this research paper is to examine the impact of motivation on teachers' productivity in Zamfara state. However, the specific objectives are to:

1. examine how poor motivational system for decades has affected teacher's productivity in Zamfara state.
2. determine how insecurity, state fragility, and governance crises dampened teacher's morale and educational productivity in Zamfara state.
3. examine the roles played by other non-state actors in the promotion of teachers welfare and development of education in Zamfara state

### Research Questions

The following research questions guided the study:

1. How has poor motivational system for decades affected teacher's productivity in Zamfara State?
2. How have insecurity, state fragility, and governance crises dampened teacher's morale and educational productivity in Zamfara state?
3. What are the roles played by other non-state actors in the promotion of teacher's welfare and development of education in Zamfara State?

### Concept of Motivation

Motivation refers to the process of arousing the interest of an individual to take a move towards a certain goal. Herzberg [4] defined motivation as all those phenomena which are involved in the stimulation of actions toward particular objectives where previously, there was little or no movement towards these goals. Griffin [5] saw motivation as the willingness to exert high levels of effort towards achieving a given goal. Motivation acts as a driving force that enhances individual efficiency and effectiveness. Cruz [6] emphasized that teacher motivation has a direct effect on the quality of education. When motivation is lacking in institutions and organizations, demonstrations, strikes and brain drain are experienced in all forms. Building from the intellectual submission of Cruz [6], teachers in Zamfara for years are passing through hard times as a result of negative motivational



incentives. That explains the reasons why brain drain is geometrically increasing on daily basis across the state institutions.

## Insecurity, motivation and teachers' productivity in Zamfara State

The ceaseless and incessant attacks of bandits in both public and private schools across the geographical enclaves of Zamfara State unarguably instilled and consolidated serious fear and panic mode on the mental stability of the teachers in the state. Daily Trust [7] reports that currently, in Zamfara state, towns and villages are being attacked by bandits almost daily. People are killed, kidnapped for ransom, women raped, hundreds of cattle rustled, traders robbed, houses and markets destroyed, by bandits; those who cultivated crops have been warned not to venture near their farms. The unabated security threat today not only demotivated teachers both also dampened their morale and productivity. Emotional instability and immeasurable panic mode have negatively affected the zeal, drive, dedication, passion, and productivity of the teachers in the state. Research by Brackett and Salovey [8] supported the idea that emotional stability significantly contributes to psychosocial attributes, such as interpersonal relationships and well-being of teachers.

## Motivation and brain hemorrhage in Zamfara State

The global movement of scholars from one country to another is said to be a brain drain or brain hemorrhage or euphemistically called brain circulation. According to the Cambridge Dictionary [9], 'brain drain' is defined as the situation in which large numbers of educated and very skilled people leave their country to live and work in another where pay and conditions are better. Lack of motivational incentives in Zamfara State educational system for decades has necessitated the ceaseless migration of experience and well educated teachers both within and outside the state. The motivation to immigrate is a product of a complex blend of economic hardships aggravated by political turmoil, poor leadership, bad governance, unabated security challenges among others. The ceaseless outflow of teachers in the state is a negative development that is counter-productive to the educational growth and development of the state and the nation at large. Brain drain is today one of the major public problem in Nigeria not only Zamfara State. According to the World Bank [10], the official estimate of documented 'voluntary' African immigrants in North America and Europe is about 3 million, one million in the U.S.A, 282,600 in Canada, and 1.7 million in Europe (the figure for Europe does not include immigrants from (North Africa). The majority of Africans in the US are Nigerians with a population of 134,940, followed by Ethiopians (69,5530), Ghanaians (65,572), South Africans (63,000), and Sierra-Leoneans (20,831) [10]. Brain drain could only be address if teachers are valued and adequately compensated.

## Motivation and Knowledge Management in Zamfara State

The skills, experiences, creativity, and expertise of teachers and at all levels of educational system for years were not adequately managed by the state. Training among the teachers of the state for decades was a past glory. Majority of the teachers in the state didn't attend any training for the past two decades. Few who succeeded in attending one, or two trainings were not accorded the opportunity to show case what they learned which is counter-productive to the entire system. A study by Nwosu et al. [11] found that continuing professional development (CPD) significantly improved teachers' productivity by enhancing their skills, knowledge, and confidence in delivering quality lessons. Buda and Parveen [12] examined the relationship between motivation and teachers' productivity, and found a significant positive correlation between the two variables. Alkharusi et al. [13] investigated the relationship between psychosocial attributes and teacher productivity, and found that attributes such as emotional intelligence, attitudes, and professional needs were positively associated with teacher



productivity. Cruz [6] argued that there is still a significant gap in the literature regarding the effectiveness of specific interventions and strategies aimed at improving teacher productivity. For example, while studies have identified factors such as workload, burnout, and stress as significant challenges to teacher productivity, there is a lack of research on the most effective methods for addressing these issues. When teachers are productive, they are more likely to be effective in delivering lessons, providing feedback, and engaging with students.

## **Motivation and Leadership**

Leadership style exhibited by a leader in a school contributed immensely in motivating or demotivating his teachers. Sambo [14] is of the view that the kind of leadership style exhibited by managers to a large extent influences organizational valued outcomes such as low employee turnover, reduced absenteeism, customer satisfaction, and organizational effectiveness. Psychologists Lewin, Lippitt, and White [15] identified three major leadership styles, namely, democratic, autocratic, and laissez-faire styles. Likert [16], Kahn and Katz [17] in their studies identified two styles of leadership Employee Centered (EC) and Production Centered (PC) leadership EC leaders focus more on employee goals and satisfaction and less time in performing similar tasks assigned to employees while PC leaders are interested in output, therefore, spend more time in actual supervisory work related to production and less attention on supervisory activities like planning. The Leadership styles utilized by Zamfara State for decades reflected the attributes of production centered approach (PC), and autocratic leadership style. At the macro level the state is not honestly serious with educational system for decades the state is expecting quality education, positive learning outcomes, and punctualities of teachers at all levels without providing the needed support, cooperation, and needed logistics while at micro level most of the educational administrators and majority of the principals across the state used intimidation and threat to unjustifiably maltreat their fellow colleagues. Managing schools requires leadership skills, maturity, wisdom, innovation, dedication, resilience and knowledge. Managing schools effectively requires more brains than brawn due to complexities and dynamics nature of the school system [18].

## **Methodology**

The study employed a survey research design. The study also utilized primary sources of data collection in order to source valid and reliable information from the sample respondents. Simple random sampling techniques was utilized to select the respondents for questionnaire administration. The questionnaire was designed into sections A and B. Section A contains information concerning personal information of the respondents while section B contained questions relating to the research construct. The questions were measured using Likert scale.

## **Theoretical Framework**

The paper was anchored on Maslow's hierarchy of needs theory and system theory. Maslow's Hierarchy of Needs is a psychological theory that organizes human needs into a five-tier model. The theoretical postulation of the theory is that lower level needs must be satisfied before the next level needs serve as motivators. The needs are Physiological, safety needs, love and belongingness, esteem, and self-actualization needs. For an organization to optimally utilize its human resources they must study these needs and relatively satisfy them to keep their employees on track. Failure to satisfy these needs creates frustration, unhappiness, tension among employees which invariably will affect organizational valued outcomes. System theory was built on the premise that a system is a complex and highly interlinked network of parts exhibiting synergistic properties the whole is greater than the sum of its parts. It is a collection of interrelated parts acting together to achieve some goal which exists



in the environment. Both the two theories received constructive criticisms in the field of academics. Both the criticisms cannot invalidate their application and utility in academic world.

The justification to build the paper on these two established theories is that both the theories relate closely with the problems the paper is design to answer. For instance, for decades Zamfara state teachers are chronically lacking all these needs highlighted by Maslow’s theory. In equal vein, for Years both state and non-state actors in Zamfara state are not cooperatively working together as a system to address the prevailing educational challenges in the state. Building and sustaining functional educational system in the state requires cooperative synergy of both state and non-state actors.

## Result and Discussion

**Table 1: Response rate from the sampled respondents**

| S/N   | Questionnaires Distributed | Questionnaires Retrieved and Percentages | Questionnaires Not Retrieved |
|-------|----------------------------|--|------------------------------|
| Total | <b>525</b>                 | <b>515 (98.1%)</b>                       | 10 (1.9%)                    |

**Source: Fieldwork Survey (2025)**

The above table (Table 1) indicates the number of questionnaires distributed and the actual number retrieved. Five hundred and twenty five copies were distributed (525) out of which 515 were successfully retrieved which represents 98.1% of the total questionnaires distributed while 10 questionnaire representing 1.9% were not successfully retrieved. The copies of the questionnaires retrieved despite the prevailing security challenges is quite remarkable

**Table 2: Age Distribution of the Respondents**

| Variable      | Frequency | Percentage |
|---------------|-----------|------------|
| 18-27 years   | 26        | 5.0        |
| 28-37 years   | 69        | 13.4       |
| 38-47 years   | 126       | 24.5       |
| 48-57 years   | 141       | 27.4       |
| 58-67 years   | 99        | 19.2       |
| 68 years plus | 54        | 10.5       |
| Total         | 515       | 100.0      |

**Source: Fieldwork Survey (2025)**

Table 2 above shows the age distribution of the respondents in this study. From the data presented in the table above, 26(5%) of the respondents are between the age bracket of 18-27 years, 69(13.4%) of the respondents are under the age bracket of 28-37 years, 126(24.5%) of them are under the age bracket of 38-47 years, 141(27.4%) of the respondents are within the age bracket of 48-57 years, 99(19.2%) of the respondents are under the age bracket of 58-67 years, while 54(10.5%) of them were 68 years of age and above. These figures implies that 48-57 years and 38-47 years are more in the sample. Which implies that larger percentage of the respondents are within their productive ages.

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**Table 3: Marital Status of the Respondents**

| Variable | Frequency | Percentage |
|----------|-----------|------------|
| Married  | 370       | 71.8       |
| Single   | 74        | 14.4       |
| Divorcee | 17        | 3.3        |
| Widowed  | 54        | 10.5       |
| Total    | 515       | 100.0      |

**Source: Fieldwork Survey (2025)**

Table 3 above shows the marital status of the respondents. From the data presented in the table above, 370(71.8%) of the respondents are married, 74(14.4%) of the respondents were single, 17(3.3%) of them were divorcees, and 54(10.5%) of them are widows. These figures implies that there are more married respondents than single respondents in the sample population.

**Table 4: Descriptive analysis of how poor motivational system for decades has affected teacher’s productivity in Zamfara state**

| S/N | Item  | SA  | A   | D  | SD | Mean | STD. | Decision        |
|-----|---|-----|-----|----|----|------|------|-----------------|
| 1   | Poor salary structure for decades has dampened teacher’s morale in Zamfara state.   | 217 | 262 | 22 | 14 | 3.32 | 0.68 | <b>Accepted</b> |
| 2   | Insufficient training and retraining of staff for decades in Zamfara have crippled the productivity of teachers towards achieving educational goals and objectives. | 267 | 231 | 11 | 6  | 3.47 | 0.60 | <b>Accepted</b> |
| 3   | Chronic shortages of teaching aids and other necessary logistics for learning for decades are affecting the productivity of teachers in the state.                  | 182 | 296 | 24 | 13 | 3.25 | 0.66 | <b>Accepted</b> |
| 4   | Irregular implementation of teacher’s promotion for decades has grossly affected the morale and productivity of teachers in Zamfara state.                          | 213 | 265 | 24 | 13 | 3.31 | 0.67 | <b>Accepted</b> |



|   |   |     |     |    |   |      |      |                 |
|---|---|-----|-----|----|---|------|------|-----------------|
| 5 | Poor leadership style exhibited by school administrators for decades is affecting the morale and mental disposition of teachers in Zamfara state. | 163 | 326 | 19 | 7 | 3.25 | 0.58 | <b>Accepted</b> |
|---|---|-----|-----|----|---|------|------|-----------------|

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|                    |  |  |  |  |  |             |             |                 |
|--------------------|--|--|--|--|--|-------------|-------------|-----------------|
| <b>Grand Total</b> |  |  |  |  |  | <b>3.32</b> | <b>0.63</b> | <b>Accepted</b> |
|--------------------|--|--|--|--|--|-------------|-------------|-----------------|

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**Source: Fieldwork Survey (2025)**

The Descriptive Analysis of Table 4. The table evaluates how poor motivational system for decades has affected teacher’s productivity in Zamfara state. The mean scores for all items range from 3.25 to 3.47, indicated a strong agreement among almost all the respondents regarding how poor motivational system for decades affected teachers productivity in the state. The highest-rated item (Mean = 3.47, STD = 0.60) conspicuously highlights how irregular training of teachers in the state for years negatively affected their productive capacities towards achieving the educational goals of the state. While (Mean 3.32, STD=0.68) revealed how poor salary structure for decades dampened teachers morale in the state. In equal vein, (Mean = 3.25, STD = 0.66), revealed how chronic shortages of teaching aids and other necessary logistics for decades are affecting the productivity of teachers and educational system in the state. Teaching can take place even outside the boundary of the classroom but in the absent of needed logistics effective teaching is impossible. The mean score 3.31 and a standard deviation of 0.67 indicated how irregular implementation of teachers promotion for years is affecting their morale and productivity in the state. For years most promotions are only on paper without implementation. The mean score 3.25 and a standard deviation of 0.58 indicated how poor leadership exhibited by school administrators for decades is affecting the morale and mental disposition of teachers in Zamfara state. Purposeful and exemplary leadership is a motivational instrument capable of propelling teachers to higher performance and vice-versa.

**Table 5: Descriptive analysis of how insecurity, state fragility, and governance crises dampened teacher’s morale and educational productivity in Zamfara state.**

| S/N | Item  | SA  | A   | D  | SD | Mean | STD. | Decision        |
|-----|---|-----|-----|----|----|------|------|-----------------|
| 6   | Insecurity across the geographical enclaves of the state has tremendously affected teacher’s morale and educational productivity in the state.    | 219 | 276 | 13 | 7  | 3.37 | 0.60 | <b>Accepted</b> |
| 7   | Governance crises between successive administrations for years has negatively affected the welfare and productivity of teachers in Zamfara state. | 173 | 273 | 56 | 13 | 3.17 | 0.71 | <b>Accepted</b> |
| 8   | Poor implementation of educational policies in the state for years has affected teacher’s productivity and educational                            | 137 | 329 | 38 | 11 | 3.14 | 0.63 | <b>Accepted</b> |



development of the state.

|                    |  |     |     |    |   |             |             |                 |
|--------------------|--|-----|-----|----|---|-------------|-------------|-----------------|
| 9                  | Lack of carrot and stick approach in school administration and management for years have dampened the morale and productivity of teachers towards achieving higher productivity. | 290 | 213 | 9  | 3 | 3.53        | 0.56        | <b>Accepted</b> |
| 10                 | Unabated corruption in the educational system of the state for years is crippling the motivational drive of teachers to achieving higher educational productivity.               | 306 | 184 | 18 | 7 | 3.53        | 0.63        | <b>Accepted</b> |
| <b>Grand Total</b> |  |     |     |    |   | <b>3.34</b> | <b>0.62</b> | <b>Accepted</b> |

**Source: Fieldwork Survey (2025)**

The descriptive analysis in Table 5, examined how insecurity, state fragility, and governance crises dampened teacher’s morale and educational productivity in Zamfara state. From the table above almost all the respondents responded positively that insecurity across the geographical enclaves of Zamfara state has tremendously affected teacher’s morale and educational productivity of the state. The mean of 3.37 and a standard deviation of 0.60 quantitatively and descriptively corroborated to that. In similar vein, there is consensus of agreement among majority of the respondents on how tyranny of the governing elites for decades affected teachers welfare and productivity. The statistical mean value of 3.17 and standard deviation of 0.71 in the graphical illustration on the table above illustrated that. Similarly, majority of the respondents responded positively that poor implementation of educational policies in the state has tremendously affected teachers productivity and educational development of the state. For many years educational policies in the state were ineffectively implemented that is one of the major reasons why the educational gaps in state are numerous and conspicuous. Majority of the respondents responded positively on how lack of carrot and stick approach in school administration and management negatively dampened the morale of teachers. The mean value of 3.53, and standard deviation of 0.56 in the table above corroborated the qualitative insight of the assertion. The mean value of 3.53, and standard deviation of 0.63 shows that unabated corruption for years has negatively affected the educational system of the state. The motivational drive of teachers across the state was dampened and their productivity was low due to ingrained and pervasive systemic corruption.

**Table 6: Descriptive analysis of how ineffective roles played by non-state actors in the state for years is demotivating teacher’s morale and affecting educational productivity in the state**

| S/N | Item   | SA  | A   | SD | D | Mean | STD. | Decision        |
|-----|--|-----|-----|----|---|------|------|-----------------|
| 11  | Poor cooperative synergy of some parents in the implementation of some school policies and programs dampened teacher’s morale and negatively affected the growth and | 215 | 268 | 28 | 4 | 3.34 | 0.61 | <b>Accepted</b> |



|                    |  |     |     |    |    |             |             |                 |
|--------------------|--|-----|-----|----|----|-------------|-------------|-----------------|
|                    | development of education in the state.   |     |     |    |    |             |             |                 |
| 12                 | Lack of consistent support and assistance of the economic elites in the promotion of teacher's welfare and education across the geographical enclaves of the state negatively affected teachers morale and educational growth and development in the state         | 328 | 167 | 11 | 9  | 3.58        | 0.62        | <b>Accepted</b> |
| 13                 | Majority of the political elites across the geographical enclaves of the state accord less priority on teacher's welfare and education.  | 208 | 240 | 12 | 55 | 3.16        | 0.91        | <b>Accepted</b> |
| 14                 | Lack of consistent cooperation and support of indigenous civil society organization in the management and administration of educational system in the state dampened teachers morale and negatively affected the growth and development of education in the state. | 248 | 253 | 8  | 6  | 3.44        | 0.59        | <b>Accepted</b> |
| 15                 | Lack of integration of traditional elites in the management and administration of educational system in the state thwarted teachers morale and negatively crippled educational system in the state.  | 258 | 201 | 31 | 21 | 3.37        | 0.78        | <b>Accepted</b> |
| <b>Grand Total</b> |  |     |     |    |    | <b>3.37</b> | <b>0.70</b> | <b>Accepted</b> |

**Source: Fieldwork Survey (2025)**

Table 6. Descriptively explains how ineffective roles played by non-state actors in the state for years is demotivating teacher's morale and affecting educational productivity in the state. The mean value of 3.34, and standard deviation 0.61 empirically confirmed that some parents in the state for years are not adequately supporting the policies and programs initiated by the management of numerous schools across the geographical landscape of the state. The mean value of 3.58, and standard deviation of 0.62 confirmed lack of support and cooperation of the majority of the economic elites in promoting teachers welfare and development of education in the state. Majority of the economic elites across the state for years demonstrated less cooperation in the promotion of teacher's welfare and development of education due selfish interest, or misguided thought and perception. The mean value of 3.16 and standard deviation of 0.91 descriptively corroborated how poor support and cooperation of majority of



the political elites across the state dampened teacher's morale and negatively affected educational growth and development of the state. Political elites across the state played an insignificant role in the growth and development of education across the state. The mean value of 3.44, and standard deviation of 0.59 conspicuously and quantitatively shows how poor consistent support and cooperation of indigenous civil society organizations across the political landscape of the state negatively affected teachers welfare and educational development of Zamfara state. Most of the civil society organizations across the state are not politically neutral. The mean value of 3.37, and a standard deviation of 0.78, confirmed the disintegration of traditional elites in the management and administration of educational system in the state. The condition which negatively affected the efficacy of the management in the management of the school system across all the nook and crannies in the state. For years traditional institution were neglected and they were constitutionally detached that explains the reasons why today they play less role in the mediation and reconciliation issues. In the past, they were highly regarded and their inputs and recommendation were highly considered and integrated into policy papers but today opposite is the case.

### **Discussion of the major findings**

Based on the data descriptively analyzed the findings of the paper revealed that teachers in Zamfara state for decades were negatively demotivated due to unabated poor salary scale. The passion, drive, and commitment of teachers were dampened for years due to unimaginable poor salary scale for decades. The Mean value of 3.32 and Standard deviation value of 0.68 from the analysis quantitatively corroborated the qualitative assertion of the negative influence of poor salary structures on teacher's motivation for decades. The highest-rated item (Mean = 3.47, STD = 0.60) from the analysis conspicuously highlights how irregular training of teachers in the state for years negatively affected their productive capacities and motivational drives. Training of teachers in Zamfara state has become a past glory. Majority of the teachers in the state spend more than two decades without receiving any formal training even those who attended some training sessions were not accorded enabling environment and opportunity to effectively and efficiently utilized what they learned. The mean value of 3.25 and STD value of 0.66 revealed how chronic shortages of teaching aids and other necessary logistics for decades affected the productivity of teachers in the state. Teaching can take place even outside the boundary of the classroom but in the absent of needed logistics effective teaching is impossible. The mean score 3.31 and a standard deviation of 0.67 indicated how irregular implementation of teachers promotion for years is affecting their morale. For years most promotions are only on paper without implementation. From the data analyzed almost all the respondents responded positively that insecurity across the geographical enclaves of Zamfara state has tremendously affected teacher's morale. The mean of 3.37 and a standard deviation of 0.60 quantitatively and descriptively corroborated to that. Ineffective roles played by non-state actors in the state for years is demotivating teacher's morale and negatively affected educational productivity in the state. The mean value of 3.34 and standard deviation of 0.61 empirically confirmed that some parents in the state for years are not adequately supporting the policies and programs initiated by the management of numerous schools across the geographical landscape of the state. The mean value of 3.58 and standard deviation of 0.62 confirmed lack of support and cooperation of the majority of the economic elites in promoting teachers welfare and development of education in the state. Majority of the economic elites across the state for years demonstrated less cooperation in the promotion of teacher's welfare and development of education due to selfish interest, or misguided thought and perception. Consolidating and sustaining effective educational system is a collective responsibility is



not an exclusive responsibility of the state alone. The project of building a solid and sustainable educational system is a national and a collective project.

## Conclusion

Conclusively, effective motivational system is a necessary ingredient for activating and sustaining teacher's productivity. Teacher's productivity is an antidote for bridging seeming intractable educational gaps bedeviling the state for decades. If teachers are adequately motivated their productivity will geometrically increase towards achieving the educational goals/ objectives of the state. Teacher's welfare is very critical in achieving and sustaining quality education. Sustaining teacher's welfare in Zamfara State, Nigeria, and the globe at large is a joining process that requires cooperation of both state and non-state actors is not an exclusive responsibility of the state alone.

## Recommendations

1. There is a need for upward review of teacher's salary in the state; upward review that takes into consideration the prevailing harsh economic realities (Inflationary trend). To be candid, Zamfara State teachers for decades are receiving starvation wages when compared with the salary scale of other state counterpart. For years the teacher's salary in the state is more of a starvation wages than salary.
2. The state should ensure adequate and regular implementation of teacher's promotion in the state. Some teachers for years were not promoted; and even those promoted for years didn't benefit with even one naira from their new assign role as a result of failure of instant implementation. Effective implementation of teacher's promotion will play a vital role in boosting and sustaining teacher's confidence and morale and vice-versa.
3. There is a need for government to adequately provide all necessary logistics needed in all respective primary schools and secondary schools within the state in order to make learning effective and efficient. Learning can take place even outside the classroom if there is adequate provision of needed logistics. In the absence of needed logistic achieving quality education is a utopian projection.
4. There is a need for the state to adequately provide a secured and healthy learning environment for both the teachers and the students. Both the teachers and the students cannot survive and learn in a volatile and unsecured learning environment. Insecurity of multiple and gigantic proportion has negatively affected educational growth and development of the state.
5. There is a need for a sincere and indefatigable commitment of all relevant stakeholders across the state. Promoting teachers welfare and achieving and sustaining quality education is not an exclusive responsibility of the state alone is a joining process and a collective responsibility.
6. The government needs to address the issue of corruption squarely. Corruption of whatever dimension or magnitude is dangerous and catastrophic to the growth and development of any educational system. The government and all its relevant agencies needs to proactively and jointly work together with all relevant agencies to dispel the monster in the system. Corruption is a violation of social and economic rights of the citizens. Dispelling the scourge of corruption in Nigerian political landscape is a constitution obligation as codified under section 15(5) of the 1999 constitution (as amended).



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