

RESEARCH ARTICLE



Surveying the Motivation of Pre-service Teachers and the Performance of Nigerian Primary School Pupils

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Abstract: This study investigates the crucial interplay between the motivation of pre-service teachers and the academic performance of primary school pupils in basic science and technology subjects within the Oyi Local Government Area of Anambra State, Nigeria. A descriptive survey method was used. The sample comprised 200 pre-service teachers and primary six students in government primary schools in Oyi Local Government Area. The researchers also constructed questionnaires and administered them to the sampled population in Oyi Local Government Area of Anambra State. Preliminary findings underscore the significance of pre-service teacher motivation in shaping the academic success of primary school pupils. These attributes contribute to a more conducive and effective learning environment, ultimately benefitting the academic performance of primary school pupils. However, challenges persist in providing consistent settlements, recognition, instructional materials, and retraining opportunities for pre-service teachers. Addressing these challenges is crucial for sustaining teacher motivation, improving teaching quality, and enhancing the educational experience for students.

Keywords: motivation, pre-service teachers, performance, basic science, technology subjects

1. Introduction

While in the realm of education, the role of teachers cannot be overstated, particularly at the primary school level, where the foundation for a child's academic journey is laid (Konstantinidou & Scherer, 2022). The quality of education primary school pupils receive is greatly influenced by the competence, dedication, and motivation of their teachers (Garira, 2020). While teacher competence has been a subject of considerable research and attention (Chiang & Trezise, 2021; Estiani & Hasanah, 2022; Yelfianita et al., 2023). Teacher motivation is a crucial yet frequently overlooked aspect in education. While extensive research focuses on student motivation and its challenges to learning (Cristina, 2021; Tăbăcaru et al., 2022), understanding and enhancing teacher motivation are equally vital. A motivated teacher positively influences classroom dynamics, student engagement, and overall educational outcomes, warranting more attention within the academic discourse. This study aims to address this gap by delving into the intricate relationship between the motivation of pre-service teachers and the academic performance of primary school pupils in basic science and technology subjects.

Awodiji et al. (2022) established that motivation is a multi-dimensional construct that encompasses a teacher's enthusiasm, commitment, and drive to impart knowledge effectively. Teacher motivation refers to the internal and external factors that drive and influence a teacher's enthusiasm, commitment, and willingness to

engage actively in the teaching profession (Emeka & Onyebuchi, 2020). It encompasses the desire to inspire, educate, and make a positive impact on students, as well as the personal satisfaction and fulfillment derived from effective teaching (Nwakasi & Cummins, 2018). Teacher motivation can stem from intrinsic sources, such as a genuine passion for teaching and the joy of seeing students learn, as well as extrinsic sources, such as recognition, rewards, or the desire to meet institutional or societal expectations. The effectiveness of education largely depends on how motivated teachers are, as their enthusiasm directly influences the engagement and learning outcomes of their students (Nwanneka et al., 2023).

Basic science and technology subjects play a pivotal role in shaping a child's understanding of the world, fostering critical thinking skills, and preparing them for the challenges of the modern era (Azonuche & Anyakoha, 2018; Enemarie et al., 2019). Basic science and technology subjects refer to a set of foundational educational disciplines that encompass fundamental scientific and technological concepts and principles (Nwosu et al., 2022). These subjects according to Odoh et al. (2021) are typically taught in primary and secondary schools to provide students with a basic understanding of science, technology, and their applications in the modern world. Basic science subjects often include areas like physics, chemistry, biology, and earth sciences, covering topics like matter, energy, living organisms, and the natural world (Angura, 2023; Ozoji et al., 2022). Technology subjects, on the other hand, introduce students to concepts related to the use of tools, machines, and practical skills in areas like engineering, information technology, and design. These subjects collectively aim to equip students with essential knowledge and skills to promote scientific literacy and technological competency (Adegbola & Adeleke, 2023);

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Anerua & Azonuche, 2010; Ploj Virtič, 2022). Thus, it is of utmost importance to investigate how the motivation levels of pre-service teachers affect their ability to deliver these subjects effectively, and subsequently, how this impacts the academic performance of their pupils.

The issue of poor motivation among pre-service teachers in primary schools poses a significant challenge. When educators lack motivation, it can lead to reduced engagement, uninspiring teaching, and lower instructional quality (Chen et al., 2021; Wang et al., 2022). This, in turn, adversely affects the academic performance of primary school pupils in basic science and technology subjects. These students may struggle to grasp concepts, lose interest in learning, and achieve subpar results. Consequently, a cycle of underperformance and disinterest in crucial subjects can perpetuate, hindering the development of critical thinking skills and foundational knowledge, which are vital for future academic success and societal progress.

The motivation for this study arises from several key gaps in the existing literature and the pressing issues associated with teacher motivation and student performance in basic science and technology. The Oyi Local Government Area of Anambra State presents a unique educational context, with its own set of challenges and opportunities. There is a scarcity of research focusing on Oyi Local Government Area, particularly in the context of teacher motivation and its consequences on student achievement in basic science and technology subjects. The existing literature primarily draws from broader national or global studies (Bardach & Klassen, 2021; Ekmekci & Serrano, 2022), making it essential to investigate this issue in the local context. The educational system in Oyi Local Government Area of Anambra plays a crucial role in motivating pre-service teachers and influencing their performance. The various forms of motivation and their effects within this context provide a real-world scenario for teacher trainees, fostering resilience and adaptability. This exposure not only motivates them to make a meaningful impact but also equips them with practical skills that enhance their performance in any educational setting worldwide.

The effectiveness of pre-service teacher preparation programs is pivotal in shaping teacher motivation and, subsequently, student performance. Understanding how these programs impact motivation is a critical gap in the literature, and addressing this gap can contribute to improvements in teacher education programs in the region. While there is a body of research on teacher motivation (Nwakasi & Cummins, 2018; Órdenes et al., 2023), it is crucial to explore how the motivation of pre-service teachers directly influences the academic performance of primary school pupils in basic science and technology subjects in the local context. This link is central to understanding the practical implications of teacher motivation (Lazarides & Schiefele, 2021).

The purpose of this study is to investigate the diverse forms of motivation experienced by pre-service teachers in primary schools in Oyi Local Government Area, assess the impact of this motivation on the academic performance of basic science and technology pupils, and identify strategies for enhancing pre-service teacher motivation in the region. The study is guided by self-determination theory (SDT) developed by Deci and Ryan in the 1980s, the theory posits that individuals are motivated by three innate psychological needs: autonomy, competence, and relatedness. Applied to pre-service teachers and primary pupils, SDT suggests that when pre-service teachers feel autonomous, competent, and connected, their motivation is enhanced, potentially positively influencing the academic performance of Nigerian primary school pupils in basic science and technology subjects. A comprehensive study in this area can provide understanding that inform policy decisions and intervention

strategies aimed at enhancing the quality of primary education in Oyi Local Government Area. Understanding the relationship between teacher motivation and student performance is essential for designing effective strategies to improve the education system.

1.1. Research questions

In order to investigate this study, the following research questions were designed:

1. What are the various forms of motivation received by pre-service teachers in primary schools in Oyi Local Government Area?
2. What are the effects of pre-service teachers' motivation on the performance of basic science and technology pupils in primary schools in Oyi Local Government Area?
3. What are the ways of improving the motivation of pre-service teachers in primary schools in Oyi Local Government Area?

2. Research Methodology

The research design adopted in this work is a descriptive survey. A descriptive survey in the context of the present study involves systematically collecting and analyzing data to provide an in-depth understanding of the current situation. The survey would aim to describe and quantify aspects related to pre-service teachers' motivation and primary school pupils' performance. The study was carried out in public secondary schools in Oyi Local Government Area of Anambra State Nigeria. The population of the study consisted of all the pre-service teachers and primary six students in all the government primary schools in Oyi Local Government Area of Anambra State.

To enable adequate information to be obtained, simple random sample technique was used. As part of the procedure, the population was defined, a sampling frame created, and a statistically determined sample size selected. Through random selection, participants were chosen, and informed consent obtained. Data, gathered through surveys, were analyzed to draw conclusions about the relationship between teacher motivation and student performance. The technique enhances the study's reliability, allowing meaningful generalizations about the broader population. In this study, the carefully selected sample included 100 government primary school pre-service teachers and 100 primary six students out of 200 participants. These individuals were randomly drawn from a pool of 488 pre-service teachers and primary six students across 10 schools involved in the study. The age range of pre-service teacher participants spanned from 22 to 55 years, ensuring a diverse representation. Gender distribution among the pre-service teachers was balanced, with 55% female and 45% male participants. The years of teaching experience for pre-service teachers varied, with figures ranging from 1 to 10 years. This meticulous selection process aims to provide a comprehensive understanding of motivational factors and their impact on academic performance.

The researcher employed a self-designed questionnaire with a Likert-type rating scale consisting of 20 questions to investigate the motivation of pre-service teachers and the performance of Nigerian primary school pupils in basic science and technology. Questions covered factors influencing teacher motivation and challenges faced by pupils. Prior to distribution, a pilot test ensured clarity. Participants gave informed consent. The Likert scale responses of 1–4 format were coded for quantitative analysis. The Likert-type rating scale adopted a 1–4 format, where 1 signified "Strongly Disagreed," 2 corresponded to "Disagreed," 3 indicated "Agreed," and 4 represented "Strongly Agreed." Higher scores denoted a more positive response. To ensure clarity,

it was crucial to note that an inverse item might have been present, where a higher score could have signified a negative response. The independent variable, pre-service teacher motivation, was assessed through surveys exploring intrinsic and extrinsic motivators guided by SDT. The dependent variable, students' performance, was assessed using standardized tests aligned with the Nigerian curriculum, classroom assessments, and observations of practical applications. Quantitative methods, such as statistical mean, were employed. The researcher adopted test-retest method of testing reliability using Pearson's product moment correlation coefficient, which yielded a reliability index of 0.87.

The study followed a systematic procedure, commencing with participant selection from a pool of 488, where 200 were randomly chosen. The Likert-type rating scale instrument was administered, ensuring a comprehensive understanding of pre-service teacher motivation. Phases included participant recruitment, instrument application, and subsequent data analysis. The instrument was applied by trained research assistants, maintaining consistency and minimizing biases in data collection.

3. Results

This section presents the findings derived from the study's investigation into pre-service teacher motivation in Oyi Local Government Area. This section unveils the diverse forms of motivation identified, explores the observed effects on basic science and technology pupils' performance, and analyzes the discovered strategies for improving pre-service teacher motivation.

From Table 1, respondents agreed in items 1 and 5 with the mean scores of 1.9 and 1.7, respectively, are rejected with mean scores below 2.5, while respondents agreed in items 2, 3, 4, and 6 with the mean scores of 3.4, 3.4, 3.4, and 2.9, respectively, since they have mean scores above the acceptance mean of 2.5. This indicated that the items represent the various forms of motivation received by pre-service teachers in primary schools in Oyi Local Government Area.

From Table 2, it was revealed that respondents agreed in all items 7–13 with the mean scores of 3.1, 3.5, 3.1, 3.4, 3.2, 2.8, and 3.2, respectively. This means that all the items were accepted since they have mean scores above the acceptance mean of 2.5. This indicated that the items above represent the effects of pre-service teachers' motivation on the performance of basic science and technology pupils in primary schools in Oyi Local Government Area.

From Table 3, it was revealed that respondents agreed in all items 14–20 with the mean scores of 3.7, 3.0, 2.9, 2.9, 3.6, 3.3, and 3.0, respectively. This means that all the items were accepted since they have mean scores above the acceptance mean of 2.5. This indicated that the items above represent the ways of improving the motivation of pre-service teachers in primary schools in Oyi Local Government Area.

4. Discussion of the Findings

In response to research question one, respondents collectively expressed widespread challenges in the provision of settlements, awards, and recognition for pre-service teachers, painting a nuanced picture of the educational landscape. The consensus emerged that settlements for pre-service teachers are inadequately addressed, awards are sporadic, and recognition for exceptional performance is inconsistent. Some pre-service teachers reported receiving prizes for commendable efforts, while levels of student respect varied among respondents. Aacha (2010) resonates with these findings, advocating for comprehensive improvements to elevate teacher motivation and performance. His recommendations include salary increments, accommodation provisions, enhanced supervision, and the consistent implementation of performance awards.

Research Question 1: What are the various forms of motivation received by pre-service teachers in primary schools in Oyi Local Government Area?

Research Question 2: What are the effects of pre-service teachers' motivation on the performance of basic science and technology pupils in primary schools in Oyi Local Government Area?

Research Question 3: What are the ways of improving the motivation of pre-service teachers in primary schools in Oyi Local Government Area?

These proposals aim to address the multifaceted challenges faced by pre-service teachers in their working environment. However, Cañabate et al.'s (2021) research reveals a persistent expression of dissatisfaction among pre-service teachers concerning settlements. This discontent reflects the urgent need for reforms in the remuneration structures to align with the expectations and financial realities faced by educators. In contrast, Chan et al. (2023) reported the occasional provision of awards to pre-service teachers, albeit inconsistently. While such sporadic acknowledgments are undoubtedly positive, Kwok et al.'s (2022) study underscores the potential insufficiency of these irregular

Table 1
Forms of motivation received by pre-service teachers in primary schools

S/N	Items statement	SA	A	SD	D	Total	X	Decision
1	Pre-service teachers receive their stipend as and when due	20	30	50	100	200	1.9	Rejected
		80	90	100	100	370		
2	Good settlements are not provided to pre-service teachers	100	80	14	6	200	3.4	Accepted
		400	240	28	6	674		
3	Award is given to the pre-service teachers occasionally	140	60	0	0	200	3.4	Accepted
		560	120	0	0	680		
4	Some pre-service teachers received prizes for job well done	120	50	20	10	200	3.4	Accepted
		480	150	40	10	680		
5	Pre-service teachers are provided with instructional materials	30	20	40	110	200	1.7	Rejected
		120	60	80	110	330		
6	Pre-service teachers are well respected by some of their students	80	40	50	30	200	2.9	Accepted
		320	120	100	30	570		

Table 2
The effects of pre-service teachers' motivation on the performance of basic science and technology pupils in primary schools

S/N	Items statement	SA	A	SD	D	Total	X	Decision
7	Pre-service teachers show more concerned to the students when they are motivated	90	70	10	30	200	3.1	Accepted
		360	210	20	30	620		
8	Pre-service teachers give in their best in teaching when being motivated	110	80	10	0	200	3.5	Accepted
		440	240	20	0	700		
9	Lack of motivation makes pre-service teachers to have divided attention in their work	80	70	30	20	200	3.1	Accepted
		320	210	60	20	610		
10	Motivation increases and makes pre-service teachers to be punctual and regular to the school	120	50	20	10	200	3.4	Accepted
		480	150	40	10	680		
11	There is a cordial relationship between pre-service teachers and school management when motivated	90	80	16	14	200	3.2	Accepted
		360	240	32	14	646		
12	Students' cordial relationship with pre-service teachers promote good learning environment	60	70	30	40	200	2.8	Accepted
		240	210	60	40	550		
13	Free accommodation motivates pre-service teachers to put in their best	100	60	24	16	200	3.2	Accepted
		400	180	48	16	644		

Table 3
The ways of improving the motivation of pre-service teachers in primary schools

S/N	Items statement	SA	A	SD	D	Total	X	Decision
14	Government should endeavor to map out stipend	100	80	30	10	200	3.7	Accepted
		400	240	90	10	740		
15	Prizes should be given to the pre-service teachers who merited it	90	46	30	34	200	3.0	Accepted
		360	138	60	34	592		
16	There should be provision of instructional materials for the pre-service teachers	70	60	50	20	200	2.9	Accepted
		280	180	100	20	580		
17	Good accommodation should be given to the pre-service teachers	60	70	60	10	200	2.9	Accepted
		240	210	120	10	580		
18	There should be a provision for periodic retraining of the pre-service teachers	120	70	10	0	200	3.6	Accepted
		480	210	20	0	710		
19	School should establish good cordial relationship with the pre-service teachers	100	80	8	12	200	3.3	Accepted
		400	240	16	12	668		
20	Students should respect and value the services of pre-services teachers	70	80	20	30	200	3.0	Accepted
		280	240	40	30	590		

rewards in consistently motivating pre-service teachers. The sporadic nature of these awards may lead to challenges in maintaining sustained motivation among educators, pointing to potential gaps in the current recognition systems. This inconsistency in recognition practices resonates with Cañabate et al.'s (2021) findings, emphasizing that while some recognition exists, it may not be a standardized practice. The irregularity of such rewards, as underscored across multiple studies, raises concerns about their sustained motivational impact on pre-service teachers. It prompts a crucial question regarding the effectiveness of sporadic positive reinforcement in fostering enduring motivation. Collectively, these research insights underscore the pressing need for systemic improvements in settlements, awards, and recognition practices within the educational system.

In addressing research question two, respondents provided valuable insights into the intricate relationship between pre-service teacher motivation and various aspects of their professional behavior and interactions. The consensus emerged that motivated pre-service teachers exhibit heightened concern for their students, putting forth their best effort in teaching. Conversely, a lack of motivation was associated with divided attention in their work. The

positive influence of motivation extended beyond individual performance, affecting the punctuality and regularity of pre-service teachers in fulfilling their school duties. Motivated educators fostered cordial relationships with school management, creating a conducive learning environment. The study highlighted that a supportive environment, such as free accommodation, further motivated pre-service teachers to excel in their roles. Konstantinidou and Scherer's (2022) observations align with the study's findings, emphasizing that motivated pre-service teachers demonstrate increased concern for their students. This resonates with broader notions that motivation serves as a driving force, propelling educators to commit wholeheartedly to their students, as substantiated by Chiang and Trezise (2021). This highlights the crucial role of motivation in sustaining focus and dedication, ultimately influencing the quality of teaching and student engagement. Furthermore, Estiani and Hasanah's (2022) findings complement the study's perspective, emphasizing that motivation encourages pre-service teachers to maintain punctuality and regularity in fulfilling their school duties. This underscores the broader professional impact of motivation on educators' commitment to their roles. In essence, the study illuminates the

multifaceted role of motivation in shaping various aspects of pre-service teachers' professional behavior and interactions. It emphasizes that motivation extends beyond individual performance, influencing relationships with students, school management, and even the overall learning environment. These findings contribute to the broader discourse on the pivotal role of motivation in enhancing the effectiveness and professionalism of pre-service teachers.

In addressing research question three, respondents collectively endorsed several key recommendations for enhancing the professional environment and support system for pre-service teachers. The consensus emphasized the need for the government to establish stipends, provide prizes for meritorious pre-service teachers, ensure the availability of instructional materials, and implement periodic retraining for educators. Additionally, the importance of cultivating a culture where students respect and value the services of pre-service teachers was underscored. Boateng and Tatira's (2023) insights align with the respondents' perspective on stipends, highlighting the critical role of government support in mapping out stipends for pre-service teachers. Financial backing becomes paramount in sustaining these educators and recognizing their contribution to the education sector. Yelfianita et al. (2023) further support the notion that prizes should be awarded to pre-service teachers based on merit, emphasizing the motivational and appreciative aspects associated with acknowledgment and rewards. The call for the provision of instructional materials, as emphasized by Nwanneka et al. (2023), echoes the respondents' viewpoint and stresses the necessity of adequately equipping pre-service teachers with essential resources for effective teaching. This alignment underscores the importance of resource availability in ensuring the quality of education provided. Furthermore, the recommendation for periodic retraining, as supported by Awodiji et al. (2022), underscores the continuous professional development and training needs of pre-service teachers. This aligns with the respondents' perspective, emphasizing that ongoing training is essential for educators to adapt to evolving educational landscapes and maintain teaching quality. In cultivating an environment where students respect and value the services of pre-service teachers, the study reflects a broader commitment to fostering positive relationships between educators and students. While not directly cited, this recommendation is essential for creating a conducive and collaborative learning environment. The study's findings align with existing research and literature, emphasizing the critical role of government support, acknowledgment through prizes, provision of instructional materials, and continuous retraining in enhancing the professional environment for pre-service teachers. These recommendations collectively contribute to the broader discourse on strategies for improving the support systems and professional development opportunities for educators in the educational landscape.

5. Educational Implications

The findings of this study carry significant educational implications that can inform policy, practice, and future research in the field. The study highlights the need for educational policies that address the inadequate settlements, sporadic acknowledgment, and resource deficiencies experienced by pre-service teachers. Policymakers should consider the recommendations for stipends, periodic retraining, and the provision of instructional materials to create a supportive environment for educators. Educational institutions can design and implement targeted teacher motivation programs based on the identified factors that influence pre-service teacher motivation. Recognizing and rewarding educators for their efforts, along with addressing settlement issues, can be integral components of such programs.

The call for periodic retraining underscores the importance of ongoing professional development initiatives. Institutions can establish structured programs that provide continuous training to pre-service teachers, ensuring they stay abreast of evolving educational methodologies and trends. The study emphasizes the significance of adequate instructional materials for effective teaching. Educational authorities should prioritize resource allocation to ensure pre-service teachers have access to the tools and materials needed for quality education delivery. Fostering a positive environment where students respect and value the services of pre-service teachers is crucial. Schools should promote initiatives that enhance positive interactions between students and educators, contributing to a conducive learning atmosphere. Acknowledging and rewarding pre-service teachers for their meritorious efforts can be integrated into institutional practices. Establishing formalized recognition and award systems can boost motivation and contribute to a culture of appreciation within educational institutions.

6. Limitations

Despite the valuable knowledge gained from this study, it is essential to acknowledge certain limitations of the study. The reliance on self-report measures, particularly in assessing pre-service teacher motivation, introduces the possibility of response bias. Participants might provide socially desirable responses, impacting the accuracy of the data. The study's cross-sectional design provides a snapshot of pre-service teacher motivation and performance at a specific point in time. The study did not extensively explore the influence of cultural or contextual factors on pre-service teacher motivation and performance. Cultural nuances and contextual variables could play a significant role and should be considered in future research.

The study focused on self-reported measures and mean scores, which may not fully capture the complexity of pre-service teacher motivation and performance. Responses regarding past experiences, such as awards or prizes received, are subject to recall bias. Participants may not accurately remember or report on events, leading to potential inaccuracies in the data. The study primarily focused on the Nigerian educational system, and caution should be exercised when generalizing findings to different educational contexts or countries with distinct systems and practices. Recognizing these limitations is crucial for understanding the scope and applicability of the study's findings. Future research endeavors should aim to address these limitations to build upon the current knowledge base and provide a more nuanced understanding of the complex interplay between pre-service teacher motivation and performance.

7. Potential Future Directions of the Research

Building on the knowledge gained from this study, several potential future research directions can contribute to a more comprehensive understanding of pre-service teacher motivation and its impact on educational outcomes. Conducting longitudinal studies would enable researchers to track the trajectory of pre-service teacher motivation and its effects over an extended period. This approach could provide valuable insights into the sustainability of motivation and its influence on career longevity and student outcomes. Comparative studies across different educational systems, cultural contexts, and socioeconomic backgrounds could elucidate how diverse factors influence pre-service teacher motivation. Exploring variations in motivational dynamics may offer tailored recommendations for specific contexts.

Integrating quantitative data with qualitative insights can provide a more comprehensive understanding of pre-service teacher motivation. Qualitative methodologies, such as interviews or focus groups, can capture the nuances and subjective experiences that quantitative measures may overlook. Future research could delve deeper into the direct impact of pre-service teacher motivation on student outcomes. Investigating specific educational indicators, such as academic performance, student engagement, and classroom behavior, can help establish a clearer link between teacher motivation and student success.

Designing and implementing interventions aimed at enhancing pre-service teacher motivation can offer practical insights into effective strategies. Evaluating the outcomes of motivational interventions and identifying best practices can inform educational policies and practices. Further exploration into the various sources of pre-service teacher motivation, including intrinsic and extrinsic factors, can provide a nuanced understanding. Identifying which motivational factors are most influential and how they interact can guide targeted interventions. Investigating the impact of teacher education programs on pre-service teacher motivation is crucial. Assessing how these programs foster motivation, address challenges, and equip educators for the realities of the profession can inform improvements in teacher training.

With the increasing use of technology in education, researching how technology influences pre-service teacher motivation and performance could be valuable. Examining the role of online resources, virtual classrooms, and educational technology in motivating pre-service teachers is a potential avenue. Exploring how motivation varies across different subject areas, especially in specialized fields, can provide targeted insights. Subject-specific motivational factors and their influence on teaching practices and student outcomes warrant investigation. Further research should delve into the influence of cultural and contextual factors on pre-service teacher motivation. Understanding how cultural norms, societal expectations, and contextual challenges shape motivational dynamics can guide context-specific interventions.

8. Conclusion

The investigation into the motivation of pre-service teachers and its impact on the performance of primary school pupils in basic science and technology subjects within the Oyi Local Government Area of Anambra State, Nigeria, has unearthed critical insights into the educational landscape. The findings underscore the pivotal role of teacher motivation in shaping the learning environment and the academic achievements of primary school pupils. Motivated pre-service teachers have shown increased concern for students, be given their best in teaching, displaying punctuality, and fostering cordial relationships with school management. These attributes contribute to a positive and conducive learning atmosphere, ultimately benefiting student performance and engagement.

However, challenges persist in providing consistent settlements, recognition, instructional materials, and retraining for pre-service teachers. Addressing these shortcomings is crucial in supporting and sustaining teacher motivation, which directly impacts the educational experience and outcomes for students. To enhance the education system in the Oyi Local Government Area, it is imperative for government bodies, educational institutions, and stakeholders to heed the recommendations proposed by respondents in the study. These encompass mapping out stipends, providing recognition through awards, ensuring ample instructional materials, conducting periodic retraining, and fostering mutual respect between students and pre-service teachers.

This study serves as a foundation for further initiatives and policy reforms aimed at bolstering teacher motivation, improving the learning environment, and elevating the educational standards in Oyi Local Government Area. By addressing the identified challenges and implementing the proposed recommendations, a conducive atmosphere for both pre-service teachers and students can be cultivated, fostering a cycle of motivation, dedication, and academic success.

Ethical Statement

This study does not contain any studies with human or animal subjects performed by the author.

Conflicts of Interest

The author declares that she has no conflicts of interest to this work.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study.

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