



Research Article

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Investigating the Influence of Awards on Teacher's Motivation Towards Performance: A Study of Selected Primary School in Delta State Nigeria

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Abstract

Orientation: Awards are mostly given on the basis of recognitions without ascertaining its influence on the current state of awardee and their future performance. *Research purpose:* The main purpose of this study was to ascertain the influence of awards on teacher's motivation towards optimal performance. *Motivation:* This study was motivated by the existing gap in the previous literature on how awards actually motivate teachers and other better ways to motivate teachers towards optimal performance. *Research method:* A qualitative study and a participatory action research design were employed, where primary schools in Delta State, Nigeria, were sampled. Data was collected using written interview techniques, and the subjective thoughts of the participants were vital in this study to ascertain the influence of awards on teacher's motivation towards optimal performance. *Analysis:* To analyse the participant's responses, a thematic technique for data analysis was employed using ATLAS.ti version 9, which helped the researchers categorise selected themes from the responses collected from participants. *Findings:* The study result revealed that although awards contribute significantly to teachers' motivation, teachers' motivation and optimal performance could also be cushioned by professional development, encouragement by superiors, learners' performance, learners' participation, acknowledgement of hard work, competitive salary, and fringe benefits. *Managerial implications and contribution:* Thus, since the study was carried out to provide a practical academic-based solution to a real-life scenario, the contribution of this study (Integrated Model for Primary School Teacher's Awards and Motivation) was recommended to the concerned stakeholders in the primary education department in Delta state, Nigeria.

Keywords: Awards; Teacher's Motivation; Recognition; Performance; Integrated Model

1. Introduction

Within the educational system and standard, the essential information about employees is a validated measure of their level of motivation within their working environment. In essence, one important reason why people work is to meet their personal needs. Thus, individuals seek organisations that can help them meet these needs through resources and motivations (Ali & Anwar, 2021; Van den Broeck, Carpinì & Diefendorff, 2019). Teachers are also included in this workforce group that seeks attractive educational institutions that can help them meet their needs. Perhaps awards for teacher motivation and performance outcomes have become a matter of debate in recent times within educational

institutions and standards (Kelkay & Mola, 2020; Gobena, 2018). This study focuses on ascertaining the “influence of awards on teachers’ motivation in selected primary schools in Delta state.

While it might seem to be a relatively straightforward matter to encourage teachers through awards, there has been ongoing concern about the possibility of determining the impact of motivation on teachers’ performance. Lack of recognition, encouragement and appreciation is a significant reason employees leave an organisation (Rybníček, Bergner & Gutschelhofer, 2019; Utomo, 2018). However, the quest for recognition and encouragement is a vital feature informing behavioural changes within the school environment. Accordingly, motivation through awards represents a societal symbol of recognition. Awards are thus specially designed to meet human desires for public recognition and honour within a workforce (Ali & Anwar, 2021; Gobena, 2018). Indeed, awards come in the form of medals, prizes, and titles, most predominant within the school environment.

Ironically, awards are extrinsic incentives that inform a direct motivation; outstanding teachers in their performance attract this recognition. Thus, the act of award helps create role models, highlights societal values, and brings prestige to individuals who stand out productively in a particular workforce (Iman & Lestari, 2019). Although, most motivation theories posit differences in teacher’s needs, beliefs, and goals. Most teachers try to personalise their roles in a school, which possibly attracts motivation to their characters. Perhaps, the relationship between awards and teacher’s motivation is a call for concern within the educational system since they inform behavioural changes among teachers. Hence, this study aims to ascertain the influence of awards on teacher’s motivation toward performance.

2. Problem Statement and Objectives

Every educational institution that strives to succeed and meet the current teaching standards are required to attend to the needs and motivations of their teachers, and if this is not taken care of, it may lead to strikes, slowdowns, absenteeism, low productivity, disciplinary and organisational difficulties (James & Williams, 2017). In addition, Adedigba and Sulaiman (2020); Han and Yin (2016) emphasised that it is acknowledged that any nation that aspires to maintain high standards of educational quality or achieve quality assurance in its educational system must take care of teacher’s needs as well as recognition of outstanding performance with utmost seriousness. It is understood that when teachers engage in activities that enhance their performance as practitioners, students are the benefactors of improved achievement and success (Lauc, Jagodic & Bistrovic, 2020; Tang, Wong, & Cheng, 2018).

One of the significant approaches to analysing awards and their outcomes within the educational system is to study their prevalence across schools. This will help understand the determinant and consequences of usage on a societal level. Thus, the award is used as a form of recognition to motivate teachers within the educational environment (Adedigba & Sulaiman, 2020; Iman & Lestari, 2019). Perhaps, it is essential to know how this award has motivated teacher’s performance. Hence, the motivation of this study will be engineered to ascertain the influence of awards on teacher’s motivation towards performance in a selected primary school in Delta State, Nigeria.

However, there is a gap in previous literature on how awards actually motivate teachers and other better ways to achieve optimal performance. Consequently, most awards are given on the basis of recognitions without ascertaining its influence on the current state of awardee and their future performance. This consequence has resulted in inconsistent recognition processes and falls short of information on the futuristic impact on the awardee’s performance. Perhaps, considering the potential of teacher’s motivation, the quest to integrate and reconcile the most uncertainties surrounding the effectiveness of awards as a form of motivation in primary schools in Delta State, Nigeria, remains inevitable. As such, the problem of this study aggregates less attention by scholars and school management on the influence of awards on teacher’s motivation towards future performance. Thus, this study was conducted with the following objectives: to investigate what kinds of awards teachers receive, ascertain how awards influence teachers’ motivation towards performance, and identify what kind of awards are needed to motivate teachers positively towards effective performance.

3. Research Questions

- a. What kinds of awards do teachers receive?
- b. How do awards influence teacher's motivation toward performance?
- c. What kind of awards are needed to motivate teachers positively towards effective performance?

4. Literature Review

Teachers play a vital part in achieving any educational policy initiative, but they are poorly motivated and lack identity in most parts of the world (Han & Yin, 2016; Agezo, 2010). Awards, however, have been identified as a means of recognising high performing teachers and motivating them in recent times. How much do these awards influence teacher's motivation is a question that needs to be investigated? Hence, the focus of this study as it borders on ascertaining the influence of awards on teacher's motivation. Thus, this section of the study will explore various views of scholars on the influence of awards on teacher's motivation. The researcher evaluated, criticised, and summarised a body of literature using a narrative strategy to conclude the influence of awards on teacher motivation. The narrative strategy was used because it was identified to be helpful in gathering, summarising, and synthesising a volume of literature on teacher motivation (Fischer-Appelt, B. & Dernbach, 2022; Chang & Koebele, 2020). Hence, this section aims to provide a detailed context for understanding present knowledge and highlight the importance of current studies in understanding these cognate areas.

Accordingly, people are engaged in educational practices for various reasons, such as increasing their personal income, raising their living standards to greater levels, vocational issues, intellectual growth, and social education. Their level of attainment of these needs most times informs their performance and outputs. As such, previous studies such as Osman and Warner (2020), Arifin (2015) and Agezo (2010) have found that teacher's motivation is correlated with students learning outcomes. Similarly, an analysis of teacher motivation and pupil performance by Adedigba and Sulaiman (2020); Dolton and Marcenaro-Gutierrez (2011) ascertained those nations with poor teacher motivation records have low teacher performance, leading to low teacher performance and poor pupil performance in classes.

4.1 Awards as a Form of Teacher's Motivation

The focus of most school administrators is on the quality outcome of their pupil's productivity in learning. This outcome, in most cases, cannot be achieved by only employing teachers; thus, the teacher needs to be motivated for positive output in teaching (Kelkay & Mola, 2020; Shepherd-Jones & Salisbury-Glennon, 2018). As such, most school administrators use awards to recognise the outstanding performance of teachers (Ali & Anwar, 2021; Van den Broeck, Carpini & Diefendorff, 2019). However, the awards could come in different forms but with similar motives to recognise and motivate teachers for positive teaching productivity. Evidence indicates that changes in teacher-incentive systems can influence those who choose to join and stay in the teaching profession and their daily work in the classroom (Mahler, Grossschedl & Harms, 2018; Imberman & Lovenheim, 2015). Similarly, research on award programs in the private sector indicates that they are often associated with enhanced organisational performance (Castle, Olson, Shah, & Hansen, 2018).

Motivation is closely related to individual perception as it concerns performance and recognition. Although, some scholars argue about the link between performance-related recognition and teacher's effectiveness (Brandmiller, C., Dumont, H. & Becker, 2020; Mahler *et al.*, 2018). Nevertheless, little information is available regarding school criteria that inform teacher performance awards. However, performance-based awards assume two dimensions (Walker & Caprar, 2020); firstly, there are assumptions that awards contribute to a teacher's teaching performance. Secondly, the variation in teachers' performance results from awards characteristics of the school system. Accordingly, schools associated with recognising teachers' performance through awards are attracted

to teachers that are performance-oriented (Gobena, 2018; Imberman & Lovenheim, 2015).

The introduction of recognition and motivation of teachers through awards presents a series of factors that influence who becomes a good teacher, how they remain in the profession, and the work they do in the classroom (Brehm, Imberman, & Lovenheim, 2017). These range from having the required skills and knowledge that informs them on what is expected and how they will be evaluated. Essential among these factors is the recognition associated with being a good teacher and how active and prospective teachers feel about their prospects for advancement.

4.2 *Influence of Awards on Teacher's Motivation*

It is important to determine the impact of teacher development programmes and the general challenges and effectiveness indicators, identifying how to address teachers' performance and encourage productivity. Ironically, the Goal Setting Theory by Locke & Latham (2015) emphasises that for teachers to be motivated for optimal performance, they need to understand the goals, be committed to them, and put in efforts to achieve goals. Although, one expects school-based performance award programs to positively impact the degree to which teachers understand the goals and the commitment to achieving their optimal performance (Rice, Malen, Jackson, & Hoyer, 2015).

The influence of awards on teachers' motivation is an area of study that needs utmost concern to research as it helps educational boards identify better ways to recognise outstanding performance from teachers (Fitzpatrick & Moore, 2015). Those awards drive the lack of academic attention dedicated to this incentive tool and are challenging to study. In essence, a meaningful award situation in the laboratory is challenging to create because the value and consequences of awards are socially determined by interaction with other members of society (Zhou & Teo, 2017). Thus, it is hard to find suitable control groups as awards are typically not handed out randomly, and it is difficult to measure performance as awards typically reward vague outputs beyond regular duty (La Londe, 2017). Moreover, a precise definition of what constitutes an award on teachers' motivation is lacking from an academic point of view. When practitioners discuss recognition programs, they refer to various interventions that represent incentive instruments designed to reward at a low cost (King, Malen, Jackson, & Hoyer, 2017).

4.3 *Award as Form of Recognition*

A positive relationship exists between motivation, job satisfaction and job performance (Pancasila, Haryono & Sulistyono, 2020). Although, individual behaviour contributes to this relationship. It, therefore, means that the more teachers are motivated, the more they are keen to realise their potential and develop themselves (Horowitz, Sorensen, Yoder & Oyserman, 2018). However, awards come in rewards or incentives that employers offer the employee for exceptional performance (Black & Allen, 2018). The awards are, perhaps, different from the pay an employee receives monthly or annually, as the case may be. Employees see awards in most cases as work outcomes of positive value to the individual. Therefore, Awards play a relevant role in employee performance and productivity as administrative heads use them to recognise and acknowledge the outstanding characters of employees (Skaar, Elvebakk & Nilssen, 2018). However, most previous studies, such as Stewart (1998), argue that motivation through money awards is not the best for teachers. He further emphasises that money does not motivate workers to perform well in most cases. Dubrin (2002) posit that money has motivational power for few employees who perceive themselves to have a severe need for money. Otherwise, money loses its effectiveness when an employee has enough money to pay for those essential things. Accordingly, some other studies, such as Horowitz *et al.* (2018), concur with the earlier argument by Stewart (1998) by ranking job challenge, praise, involvement, and recognition from top management higher in the list of what motivates teachers in a school establishment. Hence, awards come in two categories, as detailed below.

4.4 Extrinsic Awards

This award involves a value outcome given to someone by another individual or board within an organisation to recognise outstanding performance (Coccia, 2019). Extrinsic awards include but are not limited to salary increase, incentive pay, work time-off, promotion, commission, and extra bonuses. However, extrinsic awards are external and lack long-term motivational value (Dodds, Holmes & Novotny, 2022; Pramono, 2021). Thus, most extrinsically motivated employees feel less recognised when they are outperformed by other staff members, thereby affecting their stimulus towards performance productivity.

4.5 Intrinsic Awards

This kind of award is also known as a natural award as it is internally administered. Intrinsic award informs a motivational stimulus that does not depend on the employee's outstanding performance but comes naturally employee directly from the work they do (Coccia, 2019). Intrinsic awards include but are not limited to personal development, feeling of employee competency, commitment, initiatives and staff control and management (Dodds, Holmes & Novotny, 2022; Pramono, 2021; Mbukanma & Rena, 2018; Dubrin, 2002). Although managing intrinsic awards demands a critical strategy, as such becomes a logical challenge to any administrative board. However, the intrinsic award can complement the other award, but it is crucial to ensure that employees are intrinsically motivated as it helps to build employees for optimal performance within an organisation.

5. Research Methodology

A qualitative approach to the research method was adopted in this study. Essentially, a qualitative research approach helps researchers investigate and comprehend the relevance of a social or human issue to provide solutions to real-life socio-economic challenges (Creswell, 2014). Qualitative research is the development of concepts that help researchers to understand social phenomena in natural (as opposed to experimental) settings, with due emphasis on the participant's experiences, views, and interpretations of real-life situations (Fletcher, 2017; McCusker & Gunaydin, 2015). A participatory action research design was employed in this study. Participatory action research involves researchers and participants working together to understand a problematic situation and change it for the better (Fine & Torre, 2019). Participatory action research focuses on social change that promotes democracy and challenges inequality; it is context-specific, often targets the needs of a particular group in an iterative cycle of research, action, and reflection, and often seeks to 'liberate' participants to have a greater awareness of their situation to take action (Husni, 2020; Fine & Torre, 2019).

In line with the objectives of this study, primary schools in Delta State, Nigeria, were sampled. Qualitative interview data were collected from seven teachers and three heads of schools from four different primary schools. To analyse the participant's responses, a thematic technique for data analysis was employed using ATLAS.ti version 9, which helped the researchers categorise selected themes from the responses collected from participants. The sample choice for this study was limited to primary schools in Delta State, Nigeria; this is in line with the study's objectives and logistic challenges associated with primary data collection during the Covid-19 pandemic. However, it was expected that the teachers and the head of the school that participated in the study would provide vital data needed to achieve the objectives of this study.

6. Data Analysis and Presentation

Data analysis is a process that assembles and gives meaning to the massive amount of data acquired. It entails an ambiguous, time-consuming, creative, and fascinating process of interpreting the collected data (Lester, Cho & Lochmiller, 2020; Mbukanma, 2019; Michael & Schucany, 2017).

Response saturation was achieved at the tenth participant of the fifteen anticipated participants. Ten duly completed responses were collected from the participants, and the subjective thoughts of the participants were vital in this study to ascertain the influence of awards on teacher's motivation towards performance. A thematic analysis was performed to ensure that the opinions of each participant were grouped and categorised into specific themes and sub-themes. The researchers adhered to the steps and method underpinned by thematic analysis (see Table 1) to concisely analyse and present qualitative interview data.

Table 1: Adopted Steps and Methods in Thematic Analysis

Step	Method	Explanation
1	Organising data	Questions were numbered, sorted, and prepared for data analysis.
2	Review of transcripts	The researchers reviewed the data to familiarise themselves with the data collected and ensure that the collected data reflected the direction of the study.
3	Stage one coding	Initial emerging themes were labelled and categorised.
4	Stage two final coding	The coding process was used to sort related data so that related headings with similar content were grouped. These formed the categories under the themes.
5	Representation of data	The findings in the themes were represented through ATLAS.ti version 9 in figures and network linkages, followed by thematic presentations of participants' verbatim words.

To guarantee utmost confidentiality and anonymity, as stipulated in the ethics clearance certificate, pseudo names were given to the participants who participated in the study (see Table 2).

Table 2: Pseudo Names of Participants

Participants	Pseudo Names	Job Specification
Participant 1	PT1	Teacher
Participant 2	PT2	School Head
Participant 3	PT3	Teacher
Participant 4	PT4	Teacher
Participant 5	PT5	School Head
Participant 6	PT6	Teacher
Participant 7	PT7	Teacher
Participant 8	PT8	School Head
Participant 9	PT9	Teacher
Participant 10	PT10	Teacher

The pseudo names were used for thematic presentations of participants' verbatim responses. This aids the logical presentation of responses as it addresses the subject under investigation. Subsequently, themes and categories were coded from the transcribed data to identify the concepts that addressed the study's research objectives. This helped to relate each response to its theme. According to Deterding and Waters (2021), data coding indicates the researcher's attempt to study the transcribed information and categorise it into significant units and sub-units in line with the study objectives.

7. Presentation of Themes and Categories

Themes and categories were generated from the transcribed data to identify the necessary concepts that address the study's research objectives. Coding was also performed to align each response to the identified themes. According to Husni (2020); Fine and Torre (2019), data coding simply signifies an attempt made by the researcher to study the transcribed data and categorises them into meaningful units and sub-units. The themes and categories were generated according to the objectives of the study. Data were compared to establish themes, trends, and patterns. Emerging themes were cross-referenced with the research questions to ensure that the investigation stayed on track. Related

topics were categorised, and data materials belonging to each category were grouped.

7.1 Themes on the meaning of awards

This study progressed by examining how the teachers understood the meaning of the award. In the Atlas-ti network, the participants' views on the meaning of the award are represented in Figure 1, which presents the themes and categories generated from the study's research questions.

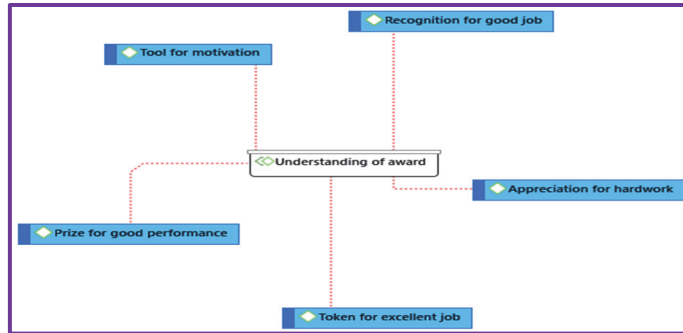


Figure 1: Participants' Understanding of the Meaning of Award

According to Figure 1, the participants expressed their understanding of awards as not only a tool of motivation but also serve to appreciate the outstanding performance of teacher's. However, concepts such as an appreciation for hard work, a token for an excellent job, recognition for an excellent job, a prize for good performance and a tool for motivation were provided as the true meaning of award as it concerns teachers. Thus, the following excerpts were extracted from the participant's comments on their understanding of awards to teachers:

PT1 said an award is a prize or certificate that teachers receive for good performance.

PT3 said an award is a tool used to motivate teachers, something used to push them to do better and get recognition for their hard work.

PT4 said an award is a way of recognising all the hard work you have done throughout the year.

Participants were asked to state the awards they received in their schools in a follow-up question. Accordingly, the Atlas-ti network diagram in Figure 2 presents the participant's responses on the kinds of awards received in different primary schools.

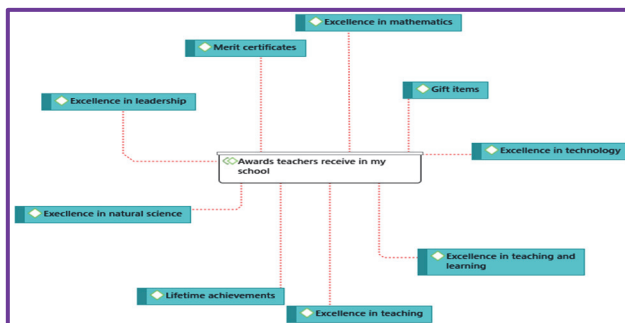


Figure 2: Kinds of Awards Received in Different Primary Schools

Figure 2 presents participant's responses on the kinds of awards received in primary schools as it includes, including excellence in primary school teaching, excellence in primary school leadership,

excellence in technology, enhanced teaching and learning, excellence in teaching mathematics, excellence in teaching natural science, lifetime achievement, gift items and merit certificates. As such, some of the excerpts from the participant's responses are documented below:

PT1 said teachers in my school receive awards such as excellence in teaching mathematics, excellence in teaching natural science and lifetime achievement awards.

PT2 said in my school, teachers receive merit certificates stipulating the area in which the teachers did well.

PT6 said teachers in my school receive award of excellence for their performance.

7.2 Themes on how awards influence teacher's motivation toward performance

The participants were asked to provide their opinions on how awards influence teacher's motivation toward performance, and their responses are represented in the Atlas-ti network diagram in Figure 3. Accordingly, participants suggested that awards influence teachers' motivation towards performance through enhanced job commitment, increased engagement, improved academic performance, and influenced hard work and competition.

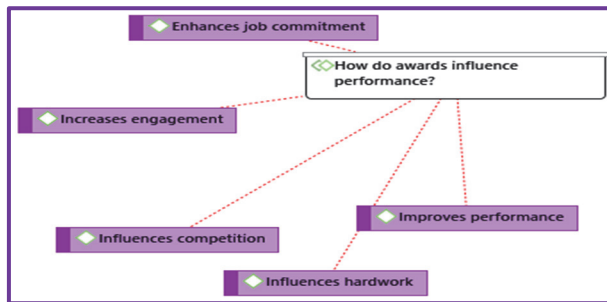


Figure 3: How Awards Influence Teachers Towards Performance

Some excerpts from the participant's comments are as follows:

PT4 said an award influences teacher's motivation to work very hard and perform much better and gain more knowledge.

PT5 said an award influences teacher's motivation to be committed to the job.

PT10 said awards motivate teachers to work competitively.

In a follow-up question, participants were asked to state how awards are the best way to recognise a teacher's performance, and participants responded that awards are the best way of recognising a teacher's performance as it helps in recognises hard work, influence hard work, serve as motivation and celebrates teacher's academic contributions. However, the Atlas-ti network diagram in Figure 4 perfectly illustrates participants' views on this category.

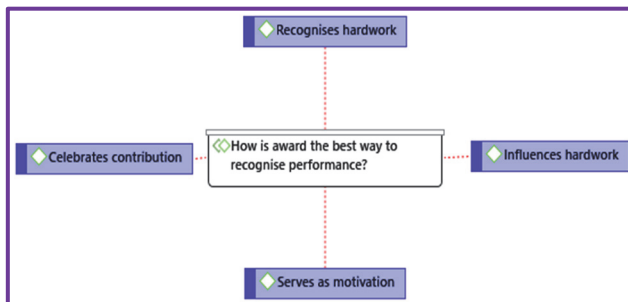


Figure 4: How is Awards the Best Way to Recognise Teacher's Performance

This question was used to ascertain if the subject of investigation (awards) is the best way to recognise a teacher's performance, and some excerpts captured during the interview session are detailed as follows:

- PT1 said yes because the award is used to celebrate the outstanding contribution of teachers.
PT6 said an award is the best way of recognising performance because it serves as motivation.
PT8 said an award is absolutely the best way to recognise teacher's hard work.

7.3 Themes on the kinds of awards that are needed to motivate teachers towards effective performance

The interview progressed by asking the participants about the awards needed to motivate teachers toward effective performance. Their responses suggested that incentives, money, holiday vouchers, laptops, trophies, gold plated cups, gold medals, and silver medals could also motivate teachers toward effective performance. Accordingly, the Atlas-ti network diagram in Figure 5 summarises these suggestions.

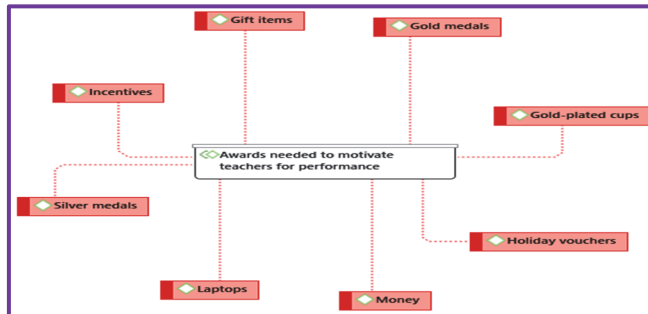


Figure 5: Kinds of Awards that are Needed to Motivate Teachers Towards Effective Performance

Some of the excerpts from the participant's responses to this concept are documented below:

PT3 said I believed awards like money and holyday vouchers would motivate teachers for better performance.

PT6 said awards in form of laptops and incentives that make work faster are needed to motivate teachers for performance.

Finally, participants were asked to provide their opinions of other ways they can be motivated as a teacher. This question was on the quest to identify other neglected motivational means. As such, concepts like professional development, encouragement by superiors, learners' performance, learners' participation, acknowledgement of hard work, competitive salary and fringe benefits were outlined as other measures to motivate teachers for outstanding performance. The summary of this concept is illustrated in the Atlas-ti network diagram in Figure 6.

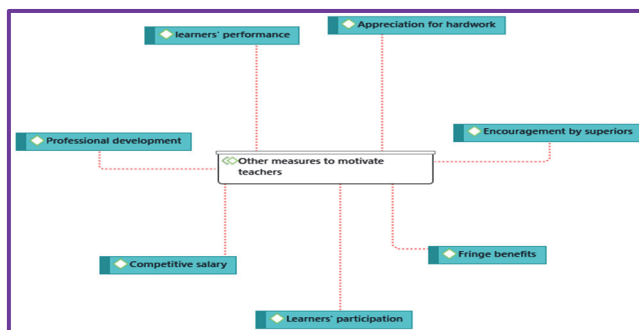


Figure 6: Other Measures to Motivate Teachers for outstanding performance

Accordingly, below are the extracts of participant's opinions on the concepts of other measures to motivate teachers for outstanding performance:

PT5 said a competitive salary and encouragement from supervisors would motivate teachers for better performance.

PT9 said awards in professional developments and benefits would motivate teachers to do more.

PT10 said learners' participation and learner performance could be used as a motivation for teachers.

8. Discussion of Results

Discussion of research results explains and further interprets research findings as it relates to previous literature on the subject under investigation. During the empirical study, several themes and categories emerged; this section discusses these themes based on each research question, which are presented below:

8.1 What kinds of awards do teachers receive?

This question was included in the study to identify the kinds of awards received by primary school teachers. Accordingly, all participants in the study gave their views and opinions in this regard, which were documented accordingly. Nevertheless, the researcher started the interview by asking the respondents about their understanding of the award concept. Accordingly, concepts such as an appreciation for hard work, a token for an excellent job, recognition for an excellent job, a prize for good performance and a tool for motivation were provided as their views of the award concept. These views, however, are in line with the findings of Brehm, Imberman and Lovenheim (2015), which indicate that the opinions mentioned above underpin the definition of awards. In affirmation of the participants' responses, Gobena (2018) pointed out that awards do not mean a gift item for performance but also a way of recognising performance.

Secondly, the participant's responses to the question on the kinds of awards teachers receive in their schools revealed that awards go with excellence in teacher's performance, as supported by Brehm *et al.* (2017). However, recognitions such as excellence in primary school teaching, excellence in primary school leadership, excellence in technology, enhanced teaching and learning, excellence in teaching mathematics, excellence in teaching natural science, lifetime achievement, gift items, and merit certificates were provided as the most common awards received by teachers in primary schools.

8.2 How do awards influence teacher's motivation toward performance?

In ascertaining how awards influence teachers' motivation toward performance, participants' responses indicated that awards play a significant role in teachers' performance. Themes such as enhancing job commitment, increasing engagement, improving academic performance, and influencing hard work and competition were provided as mediums by which awards influence teachers' motivation. According to Andriani, Kesumawati and Kristiawan (2018), awards do not only used to recognise performance, but it also influences employee's motivation through encouragement to work harder and job commitment. However, participants also indicated that awards are considered one of the best forms of encouraging teachers for a better performance, as it helps to recognise hard work, influences hard work, serves as motivation, and celebrate teachers' academic contributions.

8.3 What kind of awards are needed to motivate teachers positively towards effective performance?

The third research question focused on the needed awards to motivate teachers positively towards effective performance. However, participants were asked to outline awards needed to motivate

teachers positively toward effective performance based on their views. As such, their suggestions were in line with the findings of Horowitz, Sorensen, Yoder and Oyserman (2018), which indicates that items incentives, money, holiday vouchers, laptops, trophy, gold plated cups, gold medals and silver medals could also be used to motivate teachers towards effective performance. Finally, participants suggested other means that could motivate teachers for better performance, including professional development, encouragement by superiors, learners' performance, learner participation, acknowledgement of hard work, competitive salary, and fringe benefits. Thus, educational institutions should consider these recommended motivational themes for efficient teacher performance.

9. Contributions of the Study

The contribution of this research is based on the outcomes of data analysis. Indeed, the main aim of the research is to fill a gap in the body of knowledge that has not been explored before. Accordingly, the main reason for identifying how awards influence teachers' motivation was to proffer academic contributions that could be used to enhance the performance of primary school teachers. Thus, the contribution of this study to the body of knowledge is presented in Table 3.

Table 3: Integrated Model for Primary School Teacher's Awards and Motivation

Kinds of Awards Received by Primary School Teachers	The Ways Awards Influence Teacher's Motivation towards Performance	Awards that are Needed to Motivate Teachers Towards Effective Performance	Other Measures to Motivate Teachers for Outstanding Performance
<ul style="list-style-type: none"> *Excellence in primary school teaching *Excellence in primary school leadership *Excellence in technology *Excellence in teaching mathematics *Excellence in teaching natural science *Lifetime achievement *Gift items *Merit certificates 	<ul style="list-style-type: none"> *Enhances job commitment *Increases engagement *Improving academic performance *Influences hard work *Influences competition. 	<ul style="list-style-type: none"> *Incentives *Money *Holiday vouchers *Laptops *Trophy *Gold plated cups *Gold medals *Silver medals 	<ul style="list-style-type: none"> *Professional development *Encouragement by superiors *Learner's performance *Learner's participation *Acknowledgement of hard work *Competitive salary *Fringe benefits

Table 3 presents the study's contribution, which forms a coherent extract from previous literature and results from empirical data analysis of this study. However, it is essential to note that awards and motivations are complementary concepts. As such, in ascertaining how awards influence teacher's motivation, this study has succeeded in conceptualising the themes under the concept of the award, which should be considered for effective primary school teacher's performance. Thus, the contribution of this study focused on four themes, which significantly contribute academic-based concepts to the body of knowledge. As such, in considering ways to improve primary school teachers' motivation, the themes on this study's contribution should be considered. Hence, this study recommends that the stakeholders in charge of primary school education in Delta State, Nigeria, incorporate the Integrated Model for Primary School Teacher's Awards and Motivation into their organisational structure for effective teacher performance.

10. Recommendations and Summary

Recommendations help outline issues that will aid policymakers in making informed decisions. However, stakeholders in charge of primary education should consider the following recommendations as it concerns how awards influence teacher's motivation toward effective and

efficient performance:

- a. Awards should be considered as a way of recognising a teacher's performance.
- b. Awards have gone beyond material incentives; teachers would not mind if they could be sent for professional development as a form of recognition.
- c. Stakeholders in charge of primary school education should not be biased in consideration of awards.
- d. Awareness of what is expected from teachers should be made known to them as this will provide a standard for performance and
- e. The contribution of this study (Integrated Model for Primary School Teacher's Awards and Motivation) provides award concepts that will enhance the process of awards in primary schools.

In summary, studying human knowledge and behaviour is a never-ending process. Awards and motivation have a broad scope in the field of study with lots of diverse and, sometimes, complex parts. As such, caution should be exercised when generalising, as some limitations were encountered during the course of this study from the beginning, but they are not exhaustive and not applicable to other studies. Thus, this study has provided in-depth insight into the issue bordering around award and teachers' motivation to perform. A qualitative study and a participatory action research design were employed, which aid the researcher in obtaining, analysing, and presenting discussions on teachers' motivation and suggestions were provided in this regard. It was noted that awards contribute significantly to teachers' motivation; however, motivation and optimal performance of teachers could also be cushioned by professional development, encouragement by superiors, learners' performance, learners' participation, acknowledgement of hard work, and competitive salary, and fringe benefits. As a result, the study contribution (Integrated Model for Primary School Teacher's Awards and Motivation) was delivered since the study was conducted to provide a practical academic-based solution to a real-life scenario.

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