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**INFLUENCE OF PRINCIPALS MOTIVATION STRATEGIES ON TEACHING /
LEARNING PROCESS OF TEACHERS' JOB SATISFACTION IN
PUBLIC SENIOR SECONDARY SCHOOLS IN FCT- ABUJA, NIGERIA**

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Abstract

The purpose of this study was to investigate the influence of principals' motivation strategies on teaching/learning process of teachers' job satisfaction in public Senior Secondary Schools in FCT, Abuja. Two objectives and two research questions guided the study. Population of the study covered all the 74 and 4,275 teachers in public senior secondary schools, FCT Abuja. The study sampled 120 teachers from 12 public senior secondary schools in the six area council of FCT-Abuja using Purposive sampling technique. The data was collected by 20-items self-developed questionnaire titled Principals' Motivation Strategies and Teachers' Job Satisfaction Questionnaire (PMSTJSQ). The data was analyzed using descriptive statistics such as frequencies, percentages and Mean. Data was presented in tables based on the objectives of the study. The study found out that teachers were not satisfied with their working conditions and job recognition such as inadequate facilities and

nearly absence of appraisal rewards among others. The study recommended among others that adequate teaching/learning facilities and that teachers should be treated with due respect and be rewarded for hard work as this will positively affect their self-esteem and teaching/learning process.

Keywords: Principal, motivation strategies, teaching and learning, job satisfaction

Introduction

Any nation that wants to be recognized as a developed country needs to build its human resources unwaveringly. Teachers play a vital role in the molding of the intellectual capacity of children during the formative years in the school. Effective teaching to achieve the educational objectives demands motivated and satisfied teachers, yet, most teachers in Nigeria have always reported poor motivation at their places of work. However, there is evident in their instability in the teaching profession and low morale in performing their teaching tasks and consequently, unsatisfactory performance of school duties and responsibilities (Bennell & Akyeampong, 2007).

Federal Capital Territory (FCT) Abuja is the nation's capital, located in the North Central geographical zone, Nigeria. FCT is governed by the Minister who serves the position of a governor of a state. The Minister is responsible for hiring and firing the teaching and non-teaching staff of the public senior secondary schools through the chairman of Secondary Education Board. The principals and the teachers of these schools are under the mercy of their employer for job satisfaction but the school principals who are the administrators of their schools can motivate these teachers through various strategies towards enhancing teachers, job satisfaction. Given this onerous task, Egbeb, Maina and Musa (2021) opined that, principals must understand the role of school managers to effectively manage not only school facilities but the school personnel through different administrative strategies to meet the overall objectives of the school system. Thus, the ultimate expected outcome of teachers is to prepare individuals so that ongoing societal development can occur. For this to happen, the effective teacher must retain employment in schools and teacher job satisfaction must remain at a satisfactory level.

Okoji (2015) defines motivation as a pleasurable or positive response resulting from the appraisal of one's job or experience. It refers to the favorable feelings with which employees perceive their work. According to Peretomode (2012), motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. In management, motivation is an activity that managers do to their employees in an attempt to boost their productivity in the organization. It is the process of activating the willingness potentials of the employees (Ali, Uz-Zaman, Tabassum & Iqbal, 2011). According to Mohamad and Jais (2016) motivation can be defined as some kind of internal drive which pushes someone to do things in order to achieve something.

In education, teachers' motivation is a way of empowering teachers in the occupation which involves the affections, values, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers, so that they may become satisfied, dedicated and effective in performing their task. Blaise (2012) indicates that teachers can be motivated through such methods as pay, promotions, praise and provision of a favorable working conditions and recognition among others. Ultimately, it enhances quality assurance, quality education and quality instructional delivery in the educational system hence the achievement of educational objectives (Uko, 2015). Teacher motivation plays an important role in the promotion of teaching and learning quality. According to Bennell and Akyeampong (2011), motivation involves both characteristics of the individual and external factors. Cambell (2004) defined motivation as "the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal" (p.8). Similarly, motivation is the set of processes that arouse, direct, and maintain human behaviour toward attaining some goals. Motivated teachers are more likely to stimulate students to learn in the classroom and hence ensuring achievement of educational reforms and satisfaction.

The importance of job satisfaction and motivation are essential to the long-term growth and development of any educational system all over the world. Needs satisfaction and motivation to work are very essential in the lives of teachers because they form the basic reason for working in life. Notably all teachers' work in order to achieve their basic

needs while constantly agitating for their needs satisfaction. From the literature studied, job satisfaction is a variable dependent on various aspects. Most employees seem dissatisfied when their contribution is neither recognized nor rewarded while rewarding the employees for work well done improves the productivity and satisfaction. Gupta and Shaw (2014) reported demonstrates this phenomenon that rewarding an employee increases the commitment to the goals. According to Gupta and Shaw (2014), teachers' job satisfaction can do far more to improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement of students' academic performance and school effectiveness at large.

Similarly, Cambell (2004) asserted that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students' learning and teacher retention. Teachers' job satisfaction has been linked to positive outcomes including teacher retention and better performance (Ofuani, 2010). A study carried out by Mohamad and Jais (2016) in Malaysian shows that satisfied teachers have a positive effect on classroom learning. After describing the teacher retention problem in the field of special education, Ali and Ahmed (2009) concluded that, lack of recognition, few opportunities for promotion, poor teacher working conditions, poor administrative support, inadequate resources, limited decision-making power, and extensive time spent in meetings, and limited opportunities for individualization, all contribute to teachers' decisions to leave schools. In a related view, Bennell and Akyeampong (2007) sustained that due to poor performance in the County, most public primary schools hold annual prize-giving days during which teachers are given incentives in the hope of motivating them to work harder and post better results.

The conceptual framework in Figure 2.1 illustrates that when teachers are provided with these inputs, (job satisfaction), then they enjoy their job and hence their respective schools post good results in both normative and summative examinations like West Africa Examinations Council (WAEC) and National Examinations Council (NECO). Likewise, failing to provide the identified inputs, results in dissatisfied teachers who consequently are de-motivated in their job. Therefore, their schools perform poorly in both WAEC and NECO

examinations as a result of teachers who absent themselves from schools, become indisciplined, report to school late, or have a feeling of apathy and consequently there shall be a low turnover among other resultant manifestations. The model also shows the interrelationship between motivational strategies and its influence on teachers' job satisfaction. These are good working conditions: pay, promotion, and job recognition, which if well moderated can result to effective performance.

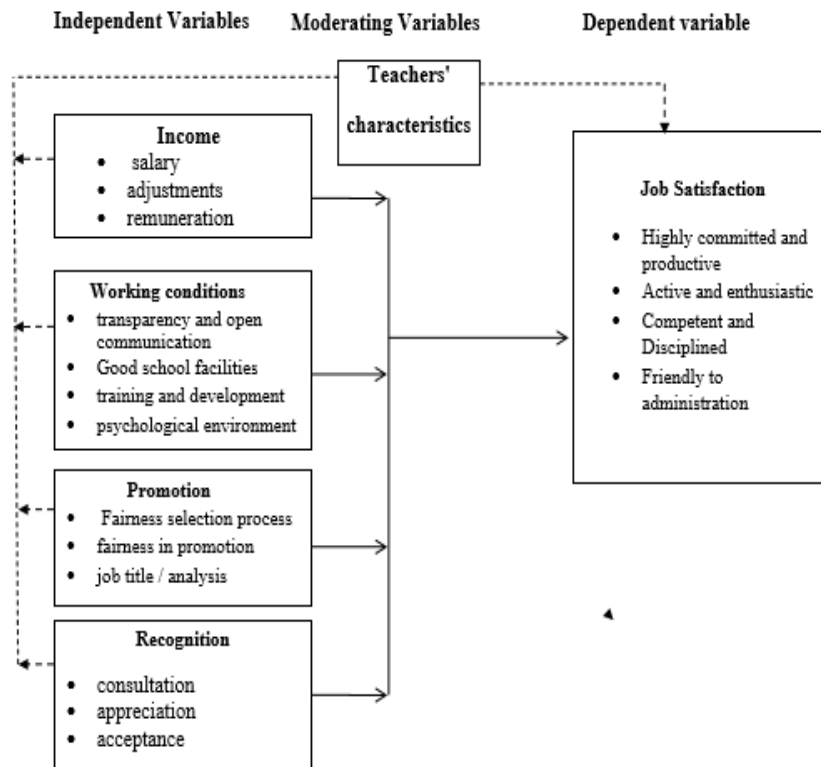


Fig 2.1: Conceptual framework summarizes motivational factors that influence teachers' job satisfaction: (Adopted from Campbell, L.(2004). Enhancing teacher job occupational satisfaction: The integral role of school leaders. p. 8)

Job satisfaction is how people feel about their jobs and different aspects of their jobs (Oguntimehin, Kuewumi & Adeyemi, 2018). Ofuani (2010) also defined job satisfaction as the feelings and attitudes of

people toward their job. Ofuani mentioned that if people have favorable and positive attitudes towards their job, this means job satisfaction, but if they have unfavorable and negative attitudes towards their job, this means job dissatisfaction.

Okoji (2015) explained that job satisfaction is a positive optimum feeling derived after a completion of a task in lieu to achieving the target of the organization, thereby benefits the organization and in return the worker is rewarded in cash or in kind. This definition gives importance to the commitment between the job satisfaction and the benefits of the work. But Ali et al. (2011) avers that individual need and job satisfaction can be classified as per the needs of the individual which is the feeling associated with the mind and the environment the individual lives in.

Working Conditions and Job Satisfaction

Working conditions as a factor of job satisfaction include factors related to the employee, such as subjective factors; the impact of environmental factors; and the impact of organizational factors that are primarily related to the organization of production. Thus, the nature of working conditions in institutions entails the conditions in which employee work. Working conditions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Ofuani, 2010).

Bennell and Ayeampong (2007) in their study found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and management support, location, living arrangement and distance to work. Mohamad and Jais (2016) asserts that, clean and attractive surroundings tend to make teachers happy when doing their work thus increasing job satisfaction. The provision of these adequate working conditions enlists higher commitment and subsequently more efforts that strive for good work. On the other hand when employees work

under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind (Oguntimehin, Kuewumi & Adeyemi, 2018). The physical environment, for example, is availability of facilities like well stocked library and adequate classrooms will result into job satisfaction. Aesthetics in the vicinity of the school for instance, such as flower gardens will also add to the staffs' job satisfaction. There should be adequate working facilities/ tools of work, the buildings and the surroundings should be safe and secured in order to avoid chances of accidents/ insecurity.

Mohamad and Jais (2016) contends that clean environment, adequate classrooms, staffroom, family friendly policies, and other fringe benefits are the necessary conditions for the teachers' performance in schools. Other external conditions like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performance in schools. The lack of these conditions in schools results in teachers' dissatisfaction and consequently low performance.

Job Recognition and Job Satisfaction

Ali and Ahmed (2009) defined recognition as non-financial rewards, praise and participating in decision making process enhance employee's motivation, hence promotes job satisfaction. This implies that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. This does not include monetary rewards as a form of recognition but a form of praise and constructive feedback from colleagues, head teacher, parents, board of management and the employer. Blaise (2012) purported that recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviours. It has a positive impact on teacher motivation, self-esteem, confidence and sense of security. From this, the teachers develop a habit of reflection which can inform their behaviour. Indeed teachers' quest for recognition, praise and feedback about their achievements are factors that are likely to motivate them professionally. Ali and Ahmed (2009) contended that most of the factors affecting teacher motivation in the first world are related to

both intrinsic and extrinsic motivation and are present in a number of schools in Nigeria.

Individuals at all levels of the organization want to be recognized for their achievement on the job. Good work done by any employee should always be acknowledged. A formal recognition programme may also be used such as teacher of the month/term or best teacher of the year and posting of teachers' birthday on the notice board. Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including head teachers and peers. Recognition takes many forms including being offered thanks, praise, respect, awards, training opportunities, right tools for the job. Like other organizations, in educational institutions, Blaise (2012) sustained that a balance is determined between the performance of the teachers and their commitment to the work. The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. Recognition of performance is an important responsibility of the school management. It may range from spoken words of "thank you" to tangible rewards which have been used as important motivators for teachers. Blaise, further suggests that recognition is a motivation for teachers as it directs the teachers on the path towards professional growth and improvement. Recognition and feedback concerns inform teachers that they are doing a good job and recognizing their achievements, both publicly and privately, make them feel appreciated.

Recognition is among the factors which go along with many other factors that can have effect on the job satisfaction and motivation of teachers. Ali and Ahmed (2009) purported that there is an important link between reward and recognition and between motivation and satisfaction. The recognition may include the monetary award but these facets are not of any importance or significance. People rarely develop their potential if their esteem is low; when one feels unappreciated at their work they are unlikely to be creative. Scholars like Ali et al. (2011) have observed that teachers' lack of motivation at their work place leads to poor performance in their duties as teachers which consequently affects students' performance especially in the national examinations. However despite these observations, one is not cleared about the factors which account for teachers' motivation and job satisfaction in Nigeria schools. This study therefore, investigated

principals' motivation strategies which influence teachers' motivation and job satisfaction in order to enhance performance and consequently improve teaching and learning process in public senior secondary schools in FCT- Abuja, and Nigeria in general.

Objectives of the study

The aim of this study was to investigate the influence of principal's motivation strategies on teaching / learning process for teacher's job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria.

The study was guided by the following objectives:

1. To examine how principals' motivation strategies influence teachers' working conditions and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria.
2. To investigate how principals' motivation strategies influence teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria.

Research Questions

The study was guided by the following research questions:

1. How do principals' motivation strategies influence teachers' working conditions and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria?
2. To what extent do principals' motivation strategies influence teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria?

Research Methodology

The study adopted the descriptive survey design. The study population covered all the 74 public senior secondary schools and 4,275 teachers in public senior secondary schools in Federal Capital Territory, Abuja in North-Central geopolitical zone, Nigeria (Secondary Education Board {SEB}, 2021). The choice of 12 public senior secondary schools out of 74 and 120 teachers out of 4,275 was based on Purposive sampling technique. This was done relying on the opinion of Nwana (2008) that purposive sampling technique gives the researcher the opportunity to select a size that appears to him or her as being representative of the population defined by his or her research problem. Random sampling technique was used for the selection of 10 respondents from each

school Isansedighi, Joshuah, Asim and Ekure (2004). The instrument used for data collection was a 20 item self-developed questionnaire tagged "Principals' Motivation Strategies of Teachers and Job Satisfaction Questionnaire (PMSTJSQ). All the 120 copies of questionnaire administered for the teachers were correctly filled and returned for analysis.

Descriptive statistics such as frequencies and Mean scores was used to analyze the research questions raised for the study. Responses above mean score of 2.50 were regarded as agreed (Positive) while responses below mean score of 2.50 were regarded as disagreed (Negative).

RQ1. How do principals' motivation strategies influence teachers' working conditions and job satisfaction in senior secondary schools in FCT-Abuja, Nigeria?

Table 1: Opinions of Respondents on Principals' Motivation Strategies of working conditions and job satisfaction of teachers in public senior secondary schools in FCT-Abuja, Nigeria

N= 120

S/N	Item Statement	Respondents			M	Decision
		FA	FD			
1.	There is school boundary fence and security facilities to protect the school personnel from outside threats	Teacher 24	96	1.52	Negative	
2.	Organizing workshops and seminars for teachers to upgrade their knowledge especially in area of ICT development	Teacher 66	54	2.96	Positive	
3.	Teachers do participate in formulating school rules and decision making in the school	Teacher 36	84	2.35	Negative	
4.	Have you been rewarded by your principal for your work as a Teacher	76	44	2.65	Positive	

carrying out an assignment as recommended

5.	Does your school organize end of session speech and prize giving day for both students and teachers	Teacher	71	49	2.89	Positive
6.	Does your principal always organize end of year party where hardworking teachers are rewarded	Teacher	57	63	2.26	Negative
7.	Provision of well-equipped reception room for teachers relaxation after lesson period	Teacher	34	86	1.33	Negative
8.	My school has functional staff cafeteria	Teacher	51	69	2.30	Negative
9.	Adequate provision of water facilities and availability of portable water in the school for drinking and sanitary	Teacher	38	82	2.34	Negative
10.	My Principal do give recommendation letter to any deserving staff	Teacher	45	75	2.31	Negative
N= 120			Criterion Mean=2.50		Weighted Mean=2.39	

Key: FA= Frequency Agreed; FD= Frequency Disagreed; M=Mean

The result of the data analysis in Table 1 showed that principals' motivation strategies negatively influenced teachers' working conditions and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria, as there were consensuses in the respondents' opinions (teachers) in seven items with less than mean score of 2.50 disagreed (Negative). On the other hand, the principals' organizing workshops and seminars for teachers to upgrade their knowledge; the area of positive reward by principal for carrying out an assignment as recommended and also organizing of session speech and prize giving day for both students and teachers were all positive as responses from the respondents (teachers) was above the mean score of 2.50 on the

three items. However, the aspect of provision of facilities like well-equipped relaxation room for staff during free period and school boundary fence and security facilities were negative and could be adjudged to be beyond the principals' financial capacity in public secondary schools to provide. Therefore, weighted mean score of 2.39 was adjudged to have negatively affected principals' motivation strategies to influence teachers' working conditions and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria.

RQ2. To what extent do principals' motivation strategies influence teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria?

Table 2: Opinions of Respondents on Principals' Motivation Strategies of teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria. N= 120

S/N	Item Statement	Respondents			M	Decision
		FA	FD	M		
1.	Teachers are satisfied with the staffroom and offices Teachers in the schools.	24	96	2.36	Negative	
2.	Teachers are satisfied with the recognition from the Teachers employer and the school principals	50	70	2.21	Negative	
3.	The teachers are satisfied with the school surrounding Teachers	36	84	2.34	Negative	
4.	Teachers are satisfied with the number of Teachers classrooms and the population of students in their respective schools.	36	84	2.34	Negative	
6.	Teachers gets a monetary reward from their principal Teachers	47	73	2.22	Negative	
7.	Teachers are satisfied with the current scheme of Teachers service.	57	63	1.92	Negative	

8.	Teachers are satisfied with the fairness and equitability of principals' leadership styles	Teacher	34	86	2.27	Negative
9.	My job prescription in the school gives me satisfaction	Teacher	51	69	2.20	Negative
10.	Teachers are satisfied with the prompt payment of salary every month	Teacher	38	82	2.30	Negative
11.	Teachers are satisfied with the current medical and transport allowance after the fuel subsidy removal	Teacher scheme	45	75	2.24	Negative
N= 120			Criterion Mean=2.50		Weighted Mean=2.24	

Key: Key: FA= Frequency Agreed; FD= Frequency Disagreed; M=Mean

The result of the data analysis in Table 2 showed that principals' motivation strategies negatively influenced teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria as there were consensuses in the respondents' opinions (teachers) in all the 10 items with less than mean score of 2.50. Therefore, the weighted mean score of 2.24 was adjudged to have negatively affected principals' motivation strategies of teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria.

Discussion of findings

The finding of this study is adjudged to have negatively affected principals' motivation strategies of teachers' working conditions and job satisfaction in public senior secondary schools in FCT Abuja, Nigeria. The teachers were not satisfied with the number of classrooms and the schoolsurroundingin their respective schools. This implies that most of the schools either did not have adequate classrooms or the classrooms were dilapidated. This finding agrees with the submission of Okoji (2015) that inadequate classrooms in public secondary schools negatively affected principals' management of

facilities in Ondo state. However, this study revealed that teachers were satisfied with the aspect of principals' reward and organizing speech and prize giving day which was adjudged positive by the respondents. On the contrary, this study contradicts the views of Bennell and Akyeampong (2007) who asserted that teachers' working conditions had an impact on job satisfaction of the employees.

Teachers' job satisfaction to these authors may be as a result of other factors such as the differences in compensation due to experience and qualifications. Thus, these findings could be interpreted that the working condition of the schools teachers are not conducive and to a large extent influence teachers' job satisfaction negatively.

The Principals' motivation strategies negatively influenced teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria. This finding negates the view of Ali and Ahmed, (2009) that job recognition influences teachers' job satisfaction and contributes to improvement of teaching, students' learning and teacher retention. That means teachers' job satisfaction has been linked to positive outcomes including teacher retention and better performance. Although, the findings of this study also confirmed the views of Oguntimehin, et al. (2018) that in the teaching profession, position of teachers offers them recognition for their capabilities and accomplishments which in turn boost their moral for more input.

Summary of Findings

1. Principals' motivation strategies negatively influence teachers' working conditions and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria as there were consensus in the respondents' opinions with weighted mean score of 2.39 disagreed on the items was adjudged to be negative.
2. Principals' motivation strategies negatively influenced teachers' job recognition and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria as all the items raised were opined with weighted mean score of 2.24 disagreed which are all negative on the items .

Conclusion

The study on principals' motivation strategies of teachers' motivation and job satisfaction in public senior secondary schools in FCT-Abuja, Nigeria concludes that teachers were not satisfied with the principals motivation and job recognition. It can be concluded that teachers were not satisfied with various aspects of motivation such as salary, working condition and job satisfaction.

The gap identified by this study is a wake-up call for all the school administrators and school principals in particular to urgently explore many strategies of motivating teachers for job satisfaction and enhancement of teaching and learning processes across school levels especially in public senior secondary schools in Federal Capital Territory, Abuja.

Recommendations

Arising from the findings of this study, the following recommendations were made:

1. All the teaching staff should be treated equally by the school principals as this will have effect on their self-esteem;
2. Adequate teaching/learning facilities should be made available for teachers in their of teaching/learning processes;
3. Teachers should be treated with due respect as this will enhance their self-recognition;
4. The school principals should improve the working condition of the teachers and develop a strategy of publicly recognizing exemplary teachers for their hard work

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