

Principals' Motivational Strategies as Correlate of Teachers' Job Satisfaction in Public Senior Secondary Schools in Ogbomoso Metropolis, Oyo State

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Abstract

This study examines motivational strategies employed by principals' as correlates of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State, Nigeria. Descriptive survey design of the correlational type was adopted. The population comprised 1,405 teachers across 49 schools, from which a sample of 336 teachers was selected using a multi-stage sampling procedure. Data were collected using a validated instrument titled *Principals' Motivational Strategies (PMSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ)* given reliability coefficients of 0.73 to 0.85 for principals' motivational strategies and teachers' job satisfaction respectively. Likert 4 Scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) were employed. Descriptive statistics and Pearson Product Moment Correlation were used for data analysis at a 0.05 significance level. Findings revealed that principals commonly employ motivational strategies such as promotion, recognition, professional development and conducive work environments, all of which recorded mean scores above the accepted benchmark. Furthermore, significant positive relationships were found between promotion ($r = 0.48$), recognition ($r = 0.54$), and work environment ($r = 0.62$) and teachers' job satisfaction. Among these, work environment exhibited the strongest influence. The study concluded that principals' motivational techniques significantly enhance teachers' job satisfaction, thereby improving commitment, instructional quality, and overall school effectiveness. It recommended the implementation of fair promotion systems, structured recognition practices, improved working conditions, and continuous leadership training for principals to strengthen teacher motivation and retention.

Keywords: Principals' Motivational Strategies, Teachers Job Satisfaction, Secondary Schools, School Leadership, Ogbomosho, Nigeria.

Introduction

Organizations across all sectors public and private depend largely on the productivity and commitment of their workforce to achieve operational excellence and sustainable development. Employee motivation plays a central role in realizing these organizational objectives. In the education sector, this imperative becomes even more critical. Motivating employees is a well-established cornerstone of organizational success, particularly within educational institutions where the performance and commitment of teachers directly influence learning outcomes and institutional effectiveness. Teachers serve as the bedrock

of institutional effectiveness, shaping not only the educational experiences of students but also the future of society at large. They are considered the most indispensable assets in schools that are not only disseminate knowledge but also contribute significantly to students' cognitive, emotional, and moral development. Their effectiveness directly correlates with students' academic performance, discipline, and overall development. According to Mokhtar et al. (2023), achieving this satisfaction requires concerted efforts from principals, the school community and government authorities through deliberate motivational strategies that ensure teachers feel engaged, committed, and professionally fulfilled. In this regard, a principal who adopts appropriate motivational techniques can create a supportive and inspiring environment where teachers are encouraged to perform at their best.

The motivation and job satisfaction of teachers are thus central pillars in the delivery of high-quality education and the actualization of national educational goals. In public senior secondary schools, particularly those situated in Ogbomoso Metropolis, Oyo State teachers serve as vital agents of national development by transmitting knowledge, values, and skills essential for building a knowledge-driven society (Badubi, 2017). These schools are often burdened with a series of structural and administrative challenges such as underfunding, insufficient teaching and learning resources, overcrowded classrooms, bureaucratic bottlenecks, and low remuneration packages. Despite these impediments, the expectation placed on teachers to deliver high-quality instruction and foster holistic student development remains high. Many teachers remain underappreciated and inadequately supported by school leadership, especially in terms of motivation. This deficiency in motivational practices often results in declining job satisfaction, low morale, and increased attrition, as teachers seek alternative employment that offers more

Various motivational techniques are employed by principals to improve job satisfaction among teachers. These include staff professional development, promotion opportunities, recognition of efforts, creation of a positive work environment, and fostering of healthy interpersonal relationships. Each of these techniques contributes uniquely to the motivation and satisfaction of teachers, especially in challenging public-school settings. When teachers are given opportunities to enhance their knowledge and pedagogical skills through workshops, training, and in-service programs, they are more likely to feel valued and empowered.

According to Ali et al. (2021), principals who prioritize the growth and development of their teaching staff signal a commitment to professional excellence and institutional improvement. In public schools facing rapid changes in curricula, increasing diversity in student needs, and demands for technological integration, professional development becomes essential for teachers to stay relevant and effective. Awtseana (2019), in a study conducted in Zoba Anseba, Eritrea, found that ineffective leadership practices by principals significantly contributed to teacher demotivation and high turnover. This finding underscores the critical role of principals in creating supportive and motivating school environments. Motivation remains a critical factor influencing teachers' job satisfaction,

particularly in public senior secondary schools where educational delivery relies heavily on the performance of teaching staff. Several studies have found a strong positive correlation between school leadership practices and teacher satisfaction, with motivation forming the link (Hafsat et al., 2020).

One of the most effective motivational strategies employed by principals is recognition and reward for good performance. Recent empirical studies in educational and organizational settings have consistently shown that when teachers receive timely recognition and incentive-based rewards for their performance, they are more likely to experience enhanced job satisfaction, which in turn strengthens their emotional attachment and loyalty to their institutions (Wang et al., 2024). Empirical evidence from teacher motivation research indicates that intrinsic and extrinsic motivational strategies such as recognition, professional development opportunities, and supportive work environments play a substantial role in shaping teachers' attitudes, job satisfaction, and organizational commitment (Canrinus et al., 2012; Avidov-Ungar, 2016; Belay & Melesse, 2024).

This underscores the psychological need for appreciation and validation in the teaching profession. Furthermore, Continuous professional learning opportunities strengthen teacher engagement and morale (Opfer & Pedder, 2011). Teachers are more likely to stay committed when they perceive opportunities for growth and self-fulfillment within the school environment.

Working conditions and administrative support have also been identified as significant determinants of teachers' satisfaction. Principals who create supportive and participatory work environments encourage collaboration and reduce job-related stress, thereby enhancing motivation (Okekeocha & Ezinine, 2021). Such environments foster a sense of belonging and community, which is essential for teacher retention. In contrast, schools where principals adopt authoritarian or neglectful leadership styles often experience high turnover rates and low staff morale (Agu et al., 2021).

Contemporary scholarship increasingly situates teachers' job satisfaction within the broader framework of instructional leadership and organizational support, emphasizing the principal's pivotal role in shaping motivational climates in schools. Evidence from recent studies indicates that when principals prioritize continuous professional development, they not only enhance teachers' competencies but also signal institutional commitment to excellence and adaptability in the face of evolving curricular demands and technological change (Ali et al., 2021). Conversely, ineffective leadership practices have been empirically linked to teacher demotivation and attrition, reinforcing the centrality of leadership quality in sustaining workforce stability (Awtseana, 2019). Extant literature demonstrates a significant positive relationship between school leadership practices and teachers' job satisfaction, with motivational and psychological factors serving as important mediating mechanisms (Anastasiou & Sophia, 2021). Moreover, supportive and participatory administrative climates have been shown to reduce occupational stress and strengthen collegial relationships, which are essential for retention, whereas authoritarian leadership styles tend to produce adverse outcomes such as low morale and high turnover (Okekeocha

& Ezinine 2021; Agu et al., 2021). Collectively, these studies underscore the necessity of integrating multifaceted motivational strategies within school leadership practices to align this study with current empirical and theoretical advancements in educational management.

Statement of the Problem

Employee motivation, particularly within educational settings, remains a key determinant of institutional effectiveness and overall performance. Principals, as school leaders, play a pivotal role in designing and implementing motivational strategies that directly affect how teachers perceive their jobs. Their contributions are essential to human capital development and national advancement. However, despite this critical role, many teachers operate in environments where adequate motivational support from school principals is lacking. This deficiency in motivation has contributed to declining morale, reduced job satisfaction, and an increasing tendency for teachers to leave the profession in search of more rewarding opportunities. The rising rate of teacher attrition poses a serious threat to the stability and quality of the education system, underscoring the urgent need to identify effective strategies for enhancing teacher motivation, commitment, and retention.

Although existing studies have explored the link between principals' leadership practices and teacher motivation, there is still insufficient empirical attention to the specific motivational techniques employed by school leaders in certain local contexts. Prior research has shown that ineffective leadership practices often result in low teacher motivation and higher turnover rates. In the Nigerian context, while some studies have addressed teacher motivation broadly, limited focus has been given to how specific strategies such as professional development, promotion, recognition, work environment, and interpersonal relationships are utilized by principals in public senior secondary schools in Ogbomosho Metropolis, Oyo State. This gap is significant, particularly given the unique challenges faced by schools in this area, including inadequate resources, overcrowded classrooms, and administrative constraints. Consequently, there is a need for a focused investigation into how these motivational techniques influence teachers' job satisfaction. This is the lacuna which the study tried to fill

Theoretical Framework

The study is anchored on Maslow's Hierarchy of Needs and Herzberg Two Factor Theory in 1943 and 1959 respectively. Maslow's Hierarchy of Needs is a motivational theory comprising five levels of human needs: physiological, safety, love/belonging, esteem and self-actualization. Maslow posited that individuals are motivated to satisfy lower-level needs before progressing to higher-level needs. Teachers need adequate salaries and timely payment to meet their fundamental needs like food, shelter, and clothing. When principals advocate for fair remuneration or support welfare schemes, they address these foundational needs, which enhances job satisfaction. Job security, safe working environments, health insurance, and protection against harassment or intimidation fall

under this category. Principals who ensure a stable and secure school environment, fair workload distribution, and job protection enhance teachers' sense of safety and loyalty. Teachers desire a sense of belonging and collegial relationships. Principals who foster teamwork, mutual respect, staff engagement in decision-making, and social events help fulfill these needs, reducing isolation and improving job morale

When principals recognize teachers' efforts through awards, promotions, verbal appreciation, or increased responsibilities, it boosts self-worth and professional pride, which significantly influences job satisfaction. Self-Actualization Needs (Personal Growth, Fulfillment): Opportunities for in-service training, innovation, leadership roles, and academic advancement help teachers reach their potential. Principals who support continuous professional development and innovation in teaching create an environment that satisfies these higher-level needs.

Herzberg's Two-Factor Theory distinguishes between: Hygiene factors (extrinsic factors that prevent dissatisfaction but do not motivate), Motivators (intrinsic factors that truly drive satisfaction and motivation). Salary, School policies, Interpersonal relations, Job security and Work conditions When principals ensure fair salaries, clear communication of policies, equitable treatment, positive work environment, and supportive relationships, they reduce dissatisfaction among teachers. However, absence or inadequacy of these factors can lead to significant dissatisfaction, even if motivators are present. Motivators include: achievement, recognition, advancement and work itself. Principals who offer opportunities for teacher involvement in decision-making, classroom autonomy, recognition for excellence, leadership opportunities, and professional development foster internal motivation and job satisfaction. Unlike hygiene factors, these strategies generate long-term commitment and passion for teaching. In public senior secondary schools, especially in developing contexts like Nigeria, teacher motivation and satisfaction are crucial for performance and retention. Principals who understand Maslow's theory can methodically implement strategies that address teachers' hierarchical needs from survival to fulfillment. Apply Herzberg's theory can separate the elimination of dissatisfaction (hygiene factors) from the active promotion of job satisfaction (motivators), ensuring a balanced approach.

Despite the centrality of teachers in the education process, little research has comprehensively explored the direct link between principals' motivational techniques and teachers' job satisfaction within this locality. The complexity of public education in Oyo State demands an evidence-based approach to leadership, especially at the school level, where decisions about staff support and motivation are made daily. In light of these considerations, the present study investigated the influence of principals' motivational techniques on teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis.

Research Objectives

This study examined principal's motivational strategies as correlate of teachers' job satisfaction in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State.

Specifically, the study:

1. examined the principal's motivational strategies in public senior secondary schools in Ogbomosho Metropolis, Oyo State.
2. found out the relationship between promotion and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.
3. investigated the relationship between recognition and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.
4. investigated the relationship between work environment and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.

Research Question

The following research question was raised to guide the study:

1. What are the principals' motivational techniques in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State?

Research Hypotheses

1. H_{01} : There is no significant relationship between promotion and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.
2. H_{02} : There is no significant relationship between recognition and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.
3. H_{03} : There is no significant relationship between work environment and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.

Methodology

This study employed a descriptive survey research design of the correlational type. The design was considered appropriate as it enabled the collection of reliable data on existing variables without manipulation. The population comprised 1,405 teachers across 49 schools in the three LGAs of the metropolis—Ogbomosho North, Ogbomosho South, and Oriire. A multi-stage sampling technique was adopted to select 336 teachers. First, purposive sampling was used to choose the three LGAs due to their educational significance. Proportionate sampling followed, selecting 24 schools (eight from Ogbomosho South, seven from Ogbomosho North, and nine from Oriire) to ensure equitable representation. Finally, simple random sampling through balloting was used to select 14 teachers from each school. The instrument used for data collection was a researcher-designed questionnaire titled "Principals' Motivational Strategies (PMSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instrument was validated and its reliability was established using a test-retest method given reliability coefficient of 0.73 and 0.85 for PMS and TJS respectively. Data were analyzed using descriptive statistics of (mean and standard deviation) to answer the

research questions, while Pearson product moment correlation was employed to test hypotheses formulated at a 0.05 significance level.

Ethical Consideration

Formal approval was obtained from school administrators, alongside informed consent from participating teachers after clear explanation of the study's purpose and procedures. Participants were assured of confidentiality and anonymity. The study ensured voluntary participation, free from coercion, psychological discomfort, or professional risk. All data collected were used strictly for academic purposes and securely stored to prevent unauthorized access. Objectivity and honesty were maintained throughout data collection, analysis, and reporting, avoiding any form of bias. Adherence to established ethical standards safeguarded participants' rights and enhanced the validity of the study.

Findings

Research Question One: What are the principals' motivational techniques adopted in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State?

To address the research question, a clearly defined decision rule was employed to guide the interpretation of the results. Specifically, mean ($\bar{x}$) score ranges were used as benchmarks for categorizing the level of responses. Mean scores between 3.26 and 4.00 were interpreted as Very High Extent (VHE), those within the range of 2.51 to 3.25 as High Extent (HE), scores from 1.76 to 2.50 as Moderate Extent (ME), and mean values between 1.00 and 1.75 as Low Extent (LE). This classification framework provided a systematic basis for analyzing and drawing meaningful conclusions from the data.

Table 1: Result of Descriptive Statistics of Principals' Motivational Strategies adopted in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State

S/N	Principals' Motivational Techniques	$\bar{x}$	std.	Decision
1	Staff Professional Development	3.04	0.72	Highly adopted
2	Promotion	3.10	0.79	Highly adopted
3	Recognition	2.90	0.70	Highly adopted
4	Work Environment	3.08	0.79	Highly adopted
5	Interpersonal Relationship	2.94	0.76	Highly adopted

The data presented in the table 1 show that all identified principals' motivational techniques are highly adopted across the sampled schools, as evidenced by their mean scores exceeding the commonly accepted benchmark of 2.50. Specifically, promotion recorded the highest mean score ($\bar{x} = 3.10$, $SD = 0.79$), suggesting that advancement opportunities are the most consistently utilized strategy by principals to motivate teachers. This is closely followed by the provision of a conducive work environment ($\bar{x} = 3.08$, $SD = 0.79$) and staff professional development ($\bar{x} = 3.04$, $SD = 0.72$), both of which reflect strong administrative commitment to enhancing teachers' capacity and workplace conditions. Interpersonal

relationship ($\bar{x} = 2.94$, $SD = 0.76$) and recognition ($\bar{x} = 2.90$, $SD = 0.70$), although slightly lower, still fall within the “highly adopted” category, indicating that principals moderately emphasize social and psychological incentives alongside structural ones. Besides, the relatively low standard deviation values across all variables imply a high level of consensus among respondents regarding the extent of adoption of these motivational techniques.

Table 2: Pearson Product Moment Correlation between promotion and Teachers’ Job Satisfaction

Variables	N	Mean	SD	r	
Promotion	336	3.12	0.68	0.48	
Teachers’ Job Satisfaction	336	3.05	0.71		Ho ₁ : 0.000

The result in Table 2 reveals a moderate positive correlation ($r = 0.48$, $p < 0.05$) between promotion and teachers’ job satisfaction. Since the p-value (0.000) is less than the 0.05 level of significance, the relationship is statistically significant. This implies that improved promotional opportunities provided by principals are associated with increased levels of teachers’ job satisfaction in public secondary schools in Ogbomoso Metropolis.

Table 3: Pearson Product Moment Correlation between Recognition and Teachers’ Job Satisfaction

Variables	N	Mean	SD	R	
Recognition	336	2.95	0.74	0.54	Ho ₂ : 0.000
Teachers’ Job Satisfaction	336	3.05	0.71		

Table 3 shows a moderate positive correlation ($r = 0.536$, $p < 0.05$) between recognition and teachers’ job satisfaction. The p-value (0.000) indicates statistical significance at the 0.05 level. This suggests that teachers who receive acknowledgment, praise, and appreciation from their principals tend to report higher job satisfaction.

Table 4: Pearson Product Moment Correlation between Work Environment and Teachers’ Job Satisfaction

Variables	N	Mean	SD	R	
Work Environment	336	3.08	0.69	0.62	Ho ₃ : 0.000
Teachers’ Job Satisfaction	336	3.05	0.71		

The result in Table 4 indicates a strong positive correlation ($r = 0.621$, $p < 0.05$) between work environment and teachers’ job satisfaction. Since the p-value (0.000) is less than 0.05, the relationship is statistically significant. This implies that a conducive work environment significantly enhances teachers’ job satisfaction.

Discussions of Findings

The finding aligns with Herzberg's Two-Factor Theory, which identifies advancement and growth as intrinsic motivators that enhance job satisfaction. When teachers perceive fairness and transparency in promotion practices, they demonstrate greater organizational commitment and improved productivity. Conversely, delayed or biased promotions may result in frustration and reduced morale. Empirical studies have consistently demonstrated that promotion systems characterized by transparency, fairness, and merit-based principles play a critical role in strengthening teachers' sense of professional worth, improving job satisfaction, and fostering deeper organizational commitment. When educators have a clear understanding of promotion requirements and perceive career advancement decisions as impartial and just, they are more likely to build stronger professional identity, develop greater confidence in institutional processes, and sustain long-term commitment to their schools and the teaching profession (Osman & Adanza, 2024; Kitole & Mwita, 2025).

According to Rizvi (2023), career progression strengthens teachers' professional identity and commitment, while recognition serves as a symbolic affirmation of professional status. Recognition is a critical non-monetary motivational technique that reinforces desirable behavior and performance. The finding supports motivational theories such as Maslow's Hierarchy of Needs, which emphasizes esteem needs, including appreciation and respect. When principals publicly acknowledge teachers' efforts, provide commendations, or reward excellence, teachers feel valued and motivated to sustain job satisfaction. The relatively stronger correlation observed for recognition compared to promotion suggests that psychological rewards may sometimes have greater immediate impact than structural advancement opportunities. This underscores the importance of fostering a culture of appreciation within schools,

This outcome is consistent with findings of Chênever, et al (2022) which showed that when employees perceive strong organizational recognition, turnover intentions decline significantly and long-term retention improves. This underscores the psychological and emotional dimensions of job satisfaction, suggesting that recognition addresses not only material incentives but also intrinsic needs for esteem and value (Akinsola, & Adeyemi, 2021).

The work environment appears to have the strongest relationship with job satisfaction among the three motivational techniques examined. This finding aligns with organizational climate theory, which posits that a positive work climate directly influences employee morale and productivity. Teachers who operate in environments characterized by mutual respect, collaboration, and adequate facilities are more likely to experience satisfaction and commitment. A supportive work environment which includes adequate teaching resources, safe and comfortable facilities, collegial relationships, and responsive leadership enhances teachers' ability to perform effectively and feel valued in their roles. This finding corroborates a substantial body of recent literature highlighting the centrality of work

environment factors in educational settings (Akinsola & Adeyemi, 2021). Similarly, Ezra and crystal (2024) observed that when teachers perceive their work environments as supportive and resource-rich, their sense of professional fulfillment and commitment significantly increases.

Conclusion

The study concluded that principals in public senior secondary schools in Ogbomosho Metropolis, Oyo State employ a variety of motivational practices that are closely associated with teachers' job satisfaction. These practices include facilitating promotion opportunities, ensuring a supportive and conducive work environment, encouraging professional development, fostering cordial interpersonal relationships, and providing recognition for teachers' contributions. Thus, all the hypotheses were rejected which shows that there was positive and significant relationship between principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational authorities and school administrators should ensure that promotion processes are fair, transparent, merit-based and timely.
2. Principals should develop and institutionalize formal and informal recognition systems within schools.
3. Government and school management should prioritize the improvement of working conditions in public secondary schools
4. Principals should receive continuous professional development training on motivational leadership, human relations, and environmental support strategies to maximize teachers' job satisfaction.

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