Kogi Journal of Education and Pedagogy (KOJEP), Vol. 4, No. 1, JUNE, 2025

ISSN 2736-0091
E-ISSN 2737-0107

INFLUENCE OF PRINCIPAL'S MOTIVATIONAL TECHNIQUES ON TEACHERS' JOB SATISFACTION IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGBOMOSO METROPOLIS, OYO STATE

BY

Adam Ishola Mustapha (Ph. D): Department of Educational Management, Faculty of Education, Kwara State University, Malete; E-mail: adammustapha@kwasu.edu.ng

Maradesa Abigeal ItunuOluwa: Post Graduate Student Department of Educational Management, Kwara State University, Malete; E-mail: maradesaabigeal2016@gmail.com

Aminat Susade Ahmed (Ph.D): Department of Educational Management, Faculty of Education, Kwara State University, Malete

&

Ajape Rasheedat Oladuni (Ph.D): Department of Educational Management and Counselling Education, Faculty of Education, Al-Hikmah University, Ilorin; E-mail: ladunajape@gmail.com

Abstract

Motivation is a key determinant of organizational success, especially in the education sector where teachers are central to the delivery of quality instruction. In public senior secondary schools across Ogbomoso Metropolis, Oyo State, a decline in teachers' job satisfaction has been partly attributed to the motivational strategies adopted by school principals. This study investigated the influence of principals' motivational strategies on teachers' job satisfaction. A descriptive survey research design of the correlational type was employed, targeting 1,405 teachers in 49 public secondary schools across Ogbomoso South, Ogbomoso North, and Oriire Local Government Areas. Using multistage sampling, 336 teachers were selected as respondents. Data were gathered through a validated instrument titled Principals' Motivational Techniques and Teachers' Job Satisfaction Questionnaire (PMTTJSQ), which had test-retest reliability coefficients of 0.73 and 0.82. Descriptive statistics (mean and standard deviation) and inferential statistics (regression analysis) were used to analyze the data at a 0.05 significance level. Results showed that principals commonly used promotion, conducive work environment, professional development, interpersonal relationships, and recognition as motivational strategies. Teachers reported moderate job satisfaction, significantly influenced by principals' motivational approaches ($F = 258.722$, $p = 0.00$). The study recommends that the Oyo State Ministry of Education strengthen policies to improve leadership and motivational practices in public schools.

Keywords: Principals, Motivational techniques and Teachers' Job Satisfaction

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 Muguongo et al. (2015), 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. DuFour et al. (2018) emphasized that effective school principals work collaboratively with teachers and other stakeholders, utilize data-driven decision-making, and provide visionary leadership aimed at improving student learning outcomes. 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 realization of national educational goals. In public senior secondary schools, particularly those situated in Ogbomoso Metropolis, Oyo State. In schools, 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. However, despite the strategic importance of their roles, many teachers remain underappreciated and inadequately supported by school leadership,

ISSN 2736-0091
E-ISSN 2737-0107

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. Professional development is one of the most powerful tools for motivating teachers. 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.

While numerous studies have emphasized the importance of school leadership in shaping teachers' work attitudes and motivation, gaps still exist in understanding the practical motivational strategies deployed by school principals. Adgoy (2023), 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. Principals, as school leaders, play a pivotal role in designing and implementing motivational strategies that directly affect how teachers perceive their jobs. Several studies have found a strong positive correlation between school leadership practices and teacher satisfaction, with motivation forming the link (Adebola & Olayemi, 2021). Intrinsic and extrinsic motivational strategies—such as recognition, professional development opportunities, and conducive work environments—have been identified as key components influencing teachers' attitudes and commitment (Ugwulashi & Onwuchekwa, 2023).

One of the most effective motivational strategies employed by principals is recognition and reward for good performance. Research by Nwachukwu and Nwafor (2022) revealed that teachers who receive timely acknowledgment and incentives tend to demonstrate higher levels of job satisfaction and organizational loyalty. This underscores the psychological need for appreciation and validation in the teaching profession. Furthermore, the provision of career advancement opportunities through in-service training and workshops has also been linked with increased morale among teachers (Ibrahim & Lawal, 2021). 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 (Okeke & Ajayi, 2020). 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 (Chukwuemeka & Ojo, 2024).

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. 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 Ogbomoso Metropolis.

Research Objectives

This study investigated the influence of principal's motivational techniques on teachers' job satisfaction in Public Senior Secondary Schools in Ogbomoso Metropolis, Oyo State.

Specifically, the study:

1. examined the principal's motivational techniques in public senior secondary schools in Ogbomoso Metropolis, Oyo State.
2. determined the level of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

ISSN 2736-0091
E-ISSN 2737-0107

3. determined the influence of promotion on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.
4. examined the influence of recognition on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Research Questions

The following research questions were raised to guide the study:

1. What are the principals' motivational techniques in Public Senior Secondary Schools in Ogbomoso Metropolis, Oyo State?
2. What is the level of teacher's job satisfaction in Public Senior Secondary Schools in Ogbomoso Metropolis, Oyo State?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

H_{01}: There is no significant influence of promotion on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

H_{02}: There is no significant influence of recognition on teachers' job satisfaction in public senior secondary schools in Ogbomoso 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—Ogbomoso North, Ogbomoso 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 Ogbomoso South, seven from Ogbomoso 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 Techniques on Teachers' Job Satisfaction Questionnaire (PMTTJSQ). The instrument was validated and its reliability was established using a test-retest method given reliability coefficient of 0.73 and 0.85. Data were analyzed using descriptive statistics of (mean and standard deviation) to answer the research questions, while regression analysis was employed to test hypotheses formulated at a 0.05 significance level.

Results

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

To answer the research question, the researcher adopted a decision rule, which indicates that if the mean score is greater than or equal to the decision benchmark of 2.50 on a 4-point scale, the result be considered accepted, if less than the decision benchmark, it would be considered rejected.

Table 1: Result of Descriptive Statistics of Principals' Motivational Techniques adopted in Public Senior Secondary Schools

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

Table 1 presents the descriptive statistics of principals' motivational techniques in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The results indicate that promotion recorded the highest mean score ($\bar{x}$ = 3.10), followed by work environment ($\bar{x}$ = 3.08), professional development ($\bar{x}$ = 3.04), interpersonal relationship ($\bar{x}$ = 2.94), and recognition ($\bar{x}$ = 2.90), which had the lowest mean score among the variables. Based on the decision benchmark of 2.50 on a 4-point scale, it can be inferred that all five motivational techniques were positively rated and thus considered accepted. This suggests that promotion, work environment, professional development, interpersonal relationship, and recognition are the principals' motivational techniques adopted in public senior secondary schools.

ISSN 2736-0091
E-ISSN 2737-0107

Research Question Two: What is the level of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State?

Table 2: Analysis of Descriptive Statistics of Level of Teachers' Job Satisfaction Performance in public senior secondary schools

Variable	N	Mean	Std Deviation	Minimum Value	Maximum Value	Range
Level of Teachers' Job Satisfaction	336	59.32	7.33	35	77	42

Table 2 shows the results of descriptive statistics of level of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. Minimum, maximum and range values were used to categorise the respondents' response as 20-35 (Low), 36-50 (Moderate), 51-65 (High) and 66-80 (Very High). As shown in the Table, the analysis reveals that a mean score of 59.32, with a standard deviation of 7.33, a minimum score of 35, and a maximum score of 77. Based on the established decision rule, the mean score of 59.32 falls within the "High" category (51–65), indicating that the level of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State is High.

Research Hypotheses

H_{01}: There is no significant influence of recognition on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Table 3: Regression Analysis of Influence of Recognition on Teachers' Job Satisfaction in Public Senior Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.427[a]	.182	.180	6.63595	74.341	.000[b]

a. Predictors: (Constant), Recognition

Table 3 revealed the influence of recognition on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The multiple regression result yielded a coefficient of R= .427[a]. This showed that an increase in the independent variable (recognition) might lead to increase the variation of the dependent variable (teachers' job satisfaction). The R Square = 0.182 indicated that 18.2% (Adj. R^2=.180) of the variance in teachers' job satisfaction could be explained by the recognition. This revealed that the remaining 62.7% of the variance could be due to other factors not included in the model. Thus, this was a reflection that recognition has moderate influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. Similarly, the ANOVA result revealed that recognition has significant influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State ($F = 74.341$, $p = 0.000$). Since the p-value is less than the significance level of 0.05, the model is deemed statistically significant. Consequently, the null hypothesis, which states that there is no significant influence of recognition on teachers' job satisfaction, is rejected. This confirms that recognition significantly influence teachers' job satisfaction in the study area.

H_{02}: There is no significant influence of promotion on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Table 4: Regression Analysis of Influence of Promotion on Teachers' Job Satisfaction in Public Senior Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.488[a]	.238	.236	6.40520	104.292	.000[b]

a. Predictors: (Constant), Promotion

Table 4 revealed the influence of promotion on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The multiple regression result yielded a coefficient of R= .488[a]. This showed that an increase in the independent variable (promotion) might lead to increase the variation of the dependent variable (teachers' job satisfaction). The R Square = 0.238 indicated that 23.8% (Adj. R^2=.236) of the variance in teachers' job satisfaction could be explained by the promotion. This revealed that the remaining 62.7% of the variance could be due to other factors not included in the model. Thus, this was a reflection that promotion ha moderate influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. Similarly, the ANOVA result revealed that promotion ha significant influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State ($F = 104.292$, $p = 0.000$). Since the p-value is less than the significance level of 0.05, the model is deemed statistically significant. Consequently, the null hypothesis, which states that there is no significant influence of promotion on teachers' job satisfaction, is rejected. This confirms that promotion significantly impact teachers' job satisfaction in the study area.

ISSN 2736-0091
E-ISSN 2737-0107

Discussion of the Findings

The result revealed that principal' motivational techniques such as: promotion, work environment, professional development, interpersonal relationship, and recognition were adopted in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The finding is in line with the finding of Chukwuemeka *et al.* (2021) who examined the principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South LGA of Anambra State and found out among other things that principals use provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques to influence teacher job performances in the school. Also, the finding agrees with the finding of Collins (2021) who carried out a study on principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. The result revealed that teacher's involvement in decision making; school management support and positive reinforcement constitute motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State. However, the finding contradict the finding of Fareo and Kamkwis (2018) who investigated factors influencing teachers' job satisfaction in public secondary schools in Mubi North Local Government and revealed that the motivational techniques adopted by the school managers in ensuring teachers' job satisfaction were flexible curriculum, interpersonal and intrapersonal relations at school, involvement of teachers in decision making in schools, flexible school timetable, fringe benefits, autonomy to perform own duties with no interference.

The result revealed that the level of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State was moderate. The finding is consistent with the finding of Oduwole and Ekundayo (2022) who examined conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria and found that the level of secondary school teachers' job satisfaction in Ogun State was moderate, in which adequate and well-maintained infrastructure, including classrooms, libraries, and learning resources, has been shown to positively impact teachers' job satisfaction and performance. Additionally, the finding is in line with the finding of Adewuyi (2020) who determined the motivational factors associated with business subject teachers' job satisfaction in public secondary schools in Oyo State. However, this finding is in contrasts with the findings of Akinnola and Oredein (2021) who investigated school climates indices as predictors of teacher job satisfaction and performance in Oyo State of Nigeria and revealed that the level of teachers' job satisfaction was lower. Also, the finding is not in agreement with finding of Taiwo *et al.* (2019) examined job satisfaction as correlate of teacher job's performance in Osun state Nigeria and revealed that the level of job satisfaction of teachers in Osun state public secondary schools were significantly low.

The result revealed that recognition has significant influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. This result implies that recognition serves as a strong motivational driver that contributes to teacher job satisfaction. The probable cause may be due to the prevailing need among teachers for acknowledgment and affirmation from school leadership. The finding is in consonance with the finding of Amaefule, and Ossai, (2023) who conducted a study on the impact of principals' motivational strategies on teachers' job performance in public secondary schools in Abuja Municipal Area Council. It was revealed that that teachers' recognition by principals; teachers' welfare as well as principals' effective communication had significant impact on teacher's job performance in public Secondary Schools in Abuja Municipal Area Council. Additionally, the finding agrees with the finding of Inayat and Jahanzeb, (2021) who found that job satisfaction is perceived as a collection of feelings an individual holds towards his or her job. It further showed that a person with high levels of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. However, this finding negates the finding of Adgoy (2015) examined the impact of principals' leadership skills on teacher motivation in secondary public schools in Zoba Anseba, Eritrea, and found that many principals were ineffective using recognition of effort and interpersonal relationships in motivating their teachers.

The result revealed that promotion has a significant influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The finding implies that fair and timely promotion is a strong determinant of job satisfaction among teachers. The probable cause of the finding may be attributed to teachers' desire for career progression, recognition of service, and improved remuneration. The finding is in line with the finding of Deele and Oluwuo (2023) examined the extent of relationship between promotion and teachers' job engagement in public senior secondary schools in Rivers State, Nigeria and revealed that promotion positively predicted teachers' job engagement in the schools. The finding is also in agreement with the finding of Oluoma *et al.,* (2021) who howed that promotion opportunity, when utilized effectively, it serves as a motivating mechanism to improve the efficiency and delivery of education programs in Nigerian public secondary schools. Furthermore, it revealed that there was a significant relationship between promotion and teacher job commitment in Nigerian public secondary schools. Similarly, the finding is supported by existing empirical evidence by Emmanuel (2019) who conducted a study at public secondary school teachers in Anambra State and found that timely and merit-based promotion served as a major motivator for enhancing teachers' morale, sense of recognition, and overall job satisfaction in the school. However, the finding negates the finding of Agboola (2019) who examined workplace learning as correlate of staff productivity and promotion in Osun State Civil Service Corporation and revealed that promotion is

ISSN 2736-0091
E-ISSN 2737-0107

important, although it did not significantly influence staff productivity and promotion in Osun State Civil Service Corporation. This was attributed to the fact that staff are more concerned with salary irregularities, lack of teaching materials, and poor working conditions than with career advancement. Furthermore, many of the staff are dissatisfaction with the opaque and inconsistent nature of the promotion process, which was biased and demotivating.

Conclusion

Based on the findings of the study, it was concluded that the principals adopted motivational techniques such as: promotion, work environment, professional development, interpersonal relationship, and recognition in public senior secondary schools in Ogbomoso Metropolis, Oyo State; the level of teachers' job satisfaction was high, and principals' motivational techniques had a strong and positive influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Recommendations

In line with the findings of this study, the following recommendations were made:

1. Principals of public senior secondary schools should continue to sustain and further strengthen the implementation of diverse motivational technique in order to enhance job satisfaction of teachers.
2, Policymakers and educational stakeholders are required to consolidate the factors contributing to the high level of job satisfaction among teachers is sustained and translated into improved teacher retention.
3. The school principals should embark formal and informal recognition practices, such as "Teacher of the month" awards, commendation letters, public acknowledgments during staff meetings, and choose an date tagged "appreciation days" for teachers. These techniques could foster a culture of appreciation and sustained job satisfaction among teachers.
4. The Oyo State government and other relevant education authorities are urge to implement a Transparent timely and merit-based promotion policy for teachers should be given priority in order to boost their morale, job satisfaction, and encourage retention.

References

Adebola, A. T., & Olayemi, B. O. (2021). *Leadership and Motivation: A Pathway to Teacher Effectiveness in Nigerian Secondary Schools*. African Journal of Educational Studies, 18(2), 45–56.

Nwachukwu, R. O., & Nwafor, B. E. (2022). *Principals' Recognition Strategies and Teachers' Job Satisfaction in Public Schools in Enugu State*. International Journal of Education and Development, 10(4), 212–225.

Ibrahim, A. S., & Lawal, M. A. (2021). *Staff Development and Teacher Commitment in Northern Nigerian Secondary Schools*. Journal of Teacher Education and Practice, 9(3), 33–48.

Okeke, V. C., & Ajayi, K. O. (2020). *Work Environment and Teacher Job Satisfaction in Public Secondary Schools in Lagos State*. Nigerian Journal of Educational Management, 18(1), 101–115

Chukwuemeka, J. C., & Ojo, A. A. (2024). *Leadership Styles and Job Retention among Teachers in Nigerian Schools*. Journal of Management in Education, 15(2), 65–79.

Adewuyi, E. O. (2020). *Motivational Factors Associated with Business Subject Teachers' Job Satisfaction inPublic Secondary Schools in Oyo State, Nigeria* (Master's thesis, Kwara State University (Nigeria)).

Adgoy, A. A. (2023). *Influence of principals' leadership skills on teacher motivation in public secondary schools in Zoba Anseba, Eritrea*. 32-37

Agboola, B. G. (2019). Workplace learning as correlate of staff productivity and promotion in Osun State civil service corporation. *African Journal of Educational Management*, *20*(1), 145-154.

Akinnola, I. F., & Oredein, A. O. (2021). School climate indices as predictors of teacher job satisfaction and performance in Oyo State, Nigeria. *Teach. Educ. Curric. Stud*, *6*, 51-60.

Ali, B. J., & Anwar, G. (2021). An empirical study of employees' motivation and its influence job satisfaction. *Ali, BJ, and Anwar, G.(2021).* An Empirical Study of Employees' Motivation and its Influence Job Satisfaction. *International Journal of Engineering, Business and Management*, *5*(2), 21-30.

Amaefule, M. M. C. & Ossai, E. K (2023). Impact of principals' motivational strategies on teachers' job performance in public secondary schools in abuja municipal area council. *Journal of the Nigerian Academy of Education (JONAED). 19(1) 36-49. 36*

Badubi, R. M. (2017). Theories of motivation and their application in organizations. *International Journal of Innovation and Economic Development, 3*(3), 44-51.

Chukwuemeka, A. J., Ojo, G. O. (2021). Principals' Motivational Techniques for Effective Teacher Job Performance in Public Secondary Schools in Awka South Local Government Area of Anambra State.

Cieciuch, J., & Strus, W. (2021). Toward a model of personality competencies underlying social and emotional skills: Insight from the circumplex of personality metatraits. *Frontiers in Psychology*, *12*, 4891.

ISSN 2736-0091
E-ISSN 2737-0107

Collins E. E, (2021). *Principals' motivational strategies and teachers job satisfaction in public senior secondary schools in Rivers State*, department of educational management faculty of education Ignatius Ajuru University of Education, Nigeria. Vol. 14(4), 586-604

Deele, T., & Oluwuo, S. O. (2023). Promotion As A Predictor Of Teachers' Job Engagement In Public Senior Secondary Schools In Rivers State.

Dufour, S. T., Ingaldi, M., & Zhuravskaya, M. (2020). Employees' job satisfaction and their work performance as elements influencing work safety. *System Safety: Human-Technical Facility-Environment*, *2*(1), 18-25.

Fareo, D. O., & Kamkwis, M. Z. (2018). Factors influencing teachers' job satisfaction in public secondary schools in Mubi North local government area of Adamawa State, Nigeria. *International Journal of Current Aspects in Human Resource Management*, *1*(2), 88-98.

Inayat, W., & Jahanzeb K. M. (2021). A study of job satisfaction and its effect on the performance of employees working in private sector organizations, Peshawar. *Education Research International*, *2021*, 1-9.

Muguongo, A., Maouloud, V. M., Omowunmi, A. K., & Nordin, M. S. B. (2023). Teachers' commitment, self-efficacy and job satisfaction as communicated by trained teachers. *Management in Education*, *37*(3), 127-139.

Oduwole, C. T., & Ekunday, O. S. (2022). Conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *4*(1).

Taiwo, O. O., Eyarefe, I. D., & Olawale, S. S. (2024). Job satisfaction as correlate of teachers' job performance in public secondary schools in Osun State. *Educational Research International*, *8*(3), 81-89.