

**Motivational Strategies and School Factors as Predictors of Teachers' Job Satisfaction and
Commitment in Public Secondary Schools in Southwest, Nigeria**

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Certification

This is to certify that **Joseph Adebayo OGUNJIDE** with the Matriculation number **LCU/PG/000913** carried out this research work titled: **Motivational Strategies and School Factors as Predictors of Teachers' Job Satisfaction and Commitment in Public Secondary Schools in Southwest, Nigeria** in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management under my Supervision and that this work has not been previously submitted.

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Dedication

. This work is dedicated to all my family members and those that I passed through in making my life meaningful.

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“Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors if any found in the work”.

Abstract

Job Satisfaction and Commitment of teachers have been observed in Southwest, Nigeria. Salient factors like motivational strategies and school factors have not been given due consideration. This study therefore investigated motivational strategies and school factors as Predictors of Teachers' Job Satisfaction and Commitment in Public Senior Secondary Schools in Southwest, Nigeria. The study was hinged on Maslow's hierarchy of needs theory, Herzberg factor of hygiene theory and Adam's equity theory. Descriptive survey research design was used. Population comprised public senior secondary school principals (2,262) and teachers (56,827). Sample used, comprised 697 principals and 2,254 teachers (Multi-stage sampling). Two self - constructed questionnaire titled "Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)" ($\alpha = .800$) and "Teachers Commitment Questionnaire (TCQ)" ($\alpha = .871$) were administered. Data were analysed using descriptive and inferential statistics. Results showed poor in-service training ($\bar{x}=2.452$), workload ($\bar{x}=2.986$), school facilities ($\bar{x}= 1.505$) and very poor incentives ($\bar{x}= 1.961$). It showed that teachers are rarely satisfied in terms of management support ($\bar{x}=2.009$) and autonomy ($\bar{x}=2.291$) but not satisfied with nature of work ($\bar{x}=1.676$). Findings showed low level of teachers' commitment to the school ($\bar{x}=2.441$), students ($\bar{x}=2.450$) and profession ($\bar{x}=1.821$). Results showed a significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction ($F_{7, 2246} = 3.726, p<0.05$) and commitment ($F_{6, 690} = 3.101, p<0.05$). The indices - in-service training, incentives, teachers' workload and school facilities had relative significant influence on teachers' job satisfaction and commitment. It was recommended among others that motivational strategies (in-service training and incentives) should be provided and school factors (teacher's workload) should be well managed and (facilities) be improved upon.

Keywords: Motivational Strategies, School Factors, Teachers' Job Satisfaction, Commitment.

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Chapter One

Introduction

1.1 Background to the Study

Education is well recognized as an instrument for any national development and advancement. To achieve these goals, there should be a satisfied and committed workforce in our education sector. Teachers have been regarded as the strong workforce that determined the success or failure of any education most especially secondary schools education system. A teacher with a high level of job satisfaction holds positive feelings towards the job while a teacher who is dissatisfied with his or her job holds negative feelings towards it^{1,2}. Public senior secondary school teachers' job satisfaction connotes overall reaction and the sense of fulfillment and gratification that they experience through their work. It is a means which public senior secondary school teachers appreciate themselves and their work. In addition, it is about public senior secondary school teachers' positive or negative feeling towards various factors or dimensions in the tasks³.

Five dimensions of teachers' job satisfaction have been identified to include: autonomy, relations with colleagues, nature of work, working conditions and management support⁴. This study concentrated on three of the dimensions of job satisfaction which are:- management support, job autonomy and nature of work. Teachers' job autonomy refers to freedom in public senior secondary school teachers' involvement in a variety of school activities related to their diverse roles, curriculum designers, administrators and assessors⁵. It is the degree to which teaching provides freedom and independence in scheduling of work⁶. It includes - control over outcome, control over work and internal components like content autonomy, operation autonomy, and control over activity that can indicate public senior secondary school teachers' job satisfaction^{5,6}. Nature of work has to do with the characteristics of a job and all that a job

requires and entails such as skills, knowledge, repetitiveness, dullness, opportunity for career advancement, interesting and challenging work and so on. The nature of work is thus a major determinant of satisfaction⁷.

Management support is the assistance, care and concern school heads (principals) give to public senior secondary school teachers in order to encourage them to do more or perform better at their place of work. It is aimed at creating a satisfactory working atmosphere for public senior secondary school teachers to effectively discharge their duties in a professional manner⁸. Management support practices include: the provision of supervision, motivation, professional growth and welfare that can indicate public senior secondary school teachers' satisfaction⁹.

Though teachers' job satisfaction is important for school effectiveness, it has however been observed that public senior secondary school teachers especially those in public schools in Southwest, Nigeria are usually not satisfied with their work. They are ashamed to even associate with the profession. Some of them treat the teaching profession with disdain neither are they excited about nor enjoy teaching. They teach because of lack of alternatives. This could also have negative effect on their commitment to work.

Teachers' commitment on the other hand is the emotional bond they demonstrate toward their work. Committed public senior secondary school teachers have passion for what they do. Passion that they have, is motivation to care and learn new things. It is the inclination that public senior secondary school teachers show towards an activity in which they invest time and energy¹⁰. Committed public senior secondary school teachers are affiliated with the school they work for and they invest their time and energy in promoting their school¹¹. They develop a loyalty to the school they work for and they exert considerable effort for the school. They help learners reach their school goals and affect their achievement¹². Public senior secondary school teachers' commitment is

therefore categorized into three areas which include their commitment to the school, to the learners (learners) and to the profession.

Commitment to the school is public senior secondary school teachers' acceptance and belief in the goals, values, policies and programmes of the school, and their desire to remain in the school in which they teach. These public senior secondary school teachers are willing to contribute when necessary to curricula and extra-curricular activities in bid to moving the school forward¹³. Committed public senior secondary school teachers' loyalty to the school is unquestionable and their inclination towards accomplishment of school goals is apparent. A committed public secondary school teacher is always willing to promote and protect school's image and finds it easy to cope with school's policies and laws. He or she is also much less likely to leave his or her work of teaching and less likely to be absent from school¹⁴. They see the school's problems as theirs. They ensure that the goals of public secondary education as stated in the National Policy on Education are achieved in all facets^{13,14}. They are more likely to act upon the short and long term goals of the school institution, work harder, less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the school¹⁵.

Teachers' commitment to the learners is their willingness of teachers to exert great efforts on behalf of both low and high performing learners. A public secondary school teacher who is committed towards learners is more likely to work with learners in all kinds of curricular and extra-curricular activities so as to help learners connect to the school and their academic activities. They constantly look for instructional strategies that would help learners understand better¹³. These public senior secondary school teachers enjoy working with learners and have a strong desire to help them develop to their full potential¹⁴. They also recognize that learners vary in size, colour, intelligence, background, interest and learning preferences and are therefore ready and happy to help

these learners progress through developmental tasks and programmes commensurate with their abilities and interests¹¹. These public senior secondary school teachers profoundly struggle for effectiveness in teaching and learning through employing different approaches¹⁵. Besides, they have respect for learners and build strong relationship with their learners^{16,17}.

Teachers' commitment to the profession is their affection and attachment to the teaching profession. These public senior secondary school teachers personally identify with their career¹⁸. This makes them to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school^{13,15}. Without love of profession, teaching cannot be conducted effectively. Public senior secondary school teachers with high level of commitment are in love with teaching. These public senior secondary school teachers are loyal to their profession. Committed public senior secondary school teachers become active members of local, state, and national professional association and are always ready to defend the profession at any time¹⁵. These public senior secondary school teachers are interested in engaging in refresher courses that would help them stay abreast of what is happening in the profession¹³. Despite the importance of public senior secondary school teachers' commitment, it has also been observed by the researcher that majority of public senior secondary school teachers in public secondary schools in Southwest, Nigeria are also not committed to learners, school and profession. Some of them seem not to care whether learners learn neither are they proud of the teaching profession. They teach because they have no other better option or alternatives.

Teachers are the strength of a nation, since they are the key actors of instructional process and learners' cognitive, social and emotional development. Generally, they are the central focus of teaching-learning activities, where they are considered as creator,

keeper and transformer of knowledge^{10,19}. However, high turnover rates among the public senior secondary school teachers have been reported especially in the Southwest region of Nigeria. Many public senior secondary school teachers are beginning to leave their job as a result of job dissatisfaction. Those who remain at the job are not committed. They show a lackadaisical attitude towards teaching and learning process. There is public outcry at the low level of public senior secondary school teachers' commitment in schools. It was observed that some teachers in public secondary schools spend little or no time to prepare for their lessons. Some teachers hardly evaluate their lessons or encourage learners to participate in classroom learning. They teach the way they like. Such teachers never entertain questions in class nor reinforce learners who answer questions rightly. In some schools, learners are hardly ever given enough attention, individual differences are neglected, while continuous assessment suffers. In addition, there is increased poor performances, absenteeism, burnout and turnout among teachers as a result of low job satisfaction and commitment^{13, 20, 21}.

With the trend of perennial learner failure in many subjects in Nigeria's schools, understanding the level of teachers' job satisfaction and commitment therefore becomes necessary. Several factors have been linked with teachers' job satisfaction and commitment. Researchers reported working conditions, autonomy, principal support, school climate, interpersonal relationships and welfare^{22, 23, 24, 25, 26, 27, 28}. Others reported leadership styles, organizational trust and compensation^{29,30}. However, a review of literature shows that motivational strategies and school factors as predictors of teachers' job satisfaction and commitment is relatively scanty.

Motivational strategies are tactics, techniques, or approaches to encourage teachers to participate in the teaching and learning process. In this study, motivational strategies are techniques consciously used to promote performance, commitment and

internal drive among teachers³¹. They are measures that could encourage teachers' goal-related behaviours. Human behaviour is very difficult to understand and there are many different ways in promoting it. One of such ways is to employ the right motivational techniques. These techniques or strategies are simply those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect on teachers³². Motivational strategies in this study comprised of - in-service training and incentives.

In-service training deals with imparting the required and essential skills and knowledge to enable a public secondary school teacher perform his or her job well and solve real life problems. It is also the process by which public secondary school teacher's ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitude necessary for harmonious co-existence in the school³³. Offering in-service training to public senior secondary school teachers is crucial in determining the extent to which a school intends to achieve its academic goals. Since in-service training is motivational for purposes of realizing increased job performance, schools therefore need to embrace regular training so that defined behaviour patterns expected in the accomplishment of specialized task can be achieved. Furthermore, training of public senior secondary school teachers makes it easy in job design, since each job depicts certain behavioural attributes which specific job seekers are expected to possess and training is the best strategy to be used in developing such attributes in the public senior secondary school teachers^{33,34}. It was suggested that when public secondary school organizations can recruit, train, and then retain skilled teachers, the overall stability of the organization is maintained, both in terms of productivity and financial viability³³. Public senior secondary school teachers who are well trained find it easy to adjust and do their job well and hence be satisfied.

Incentives are monetary or non-monetary benefits given in addition to wages³⁵. In this study, it means additional remuneration or benefit to a public secondary school teacher in recognition of achievement or better work. Incentives provide a spur or zeal in the public senior secondary school teachers for better performance and satisfaction. A hope for a reward is therefore a powerful incentive to motivate public senior secondary school teachers' satisfaction and possibly commitment³⁶. The need for incentives in a school organisation includes to: increase productivity, enhance commitment in work performance, shape the behaviour or outlook of teachers towards work, inculcate zeal and enthusiasm towards work and get the maximum of their capabilities³⁷. A combination of financial and non-financial incentives could enhance the productivity of public senior secondary school teachers in the school system³⁸.

School factors on the other hand, are those features or characteristics that pertain to a school working environment and could influence the quality of teaching and learning in the school. It varies from one school to the other. Examples of school factors include - physical facilities, teachers' workload, school type, school location, class size and so on³⁹. These characteristics have the capacity to determine or influence the commitment and job satisfaction of teachers. In this study, school factors include: teachers' workload and school facilities.

Teachers' workload is viewed as the quantity of work or sum of all activities completed by a teacher in a certain amount of time⁴⁰. It can at times be heavy (overload or light (under load). Role overload is a situation in which teachers feel they are being asked to do more than time or ability permits. Furthermore, it was stated that working under time pressure can be stressful because teachers are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases. Work over load may therefore leads to low satisfaction and commitment amongst teachers⁴¹.

Role under load on the other hand is a condition in which public senior secondary school teachers have too little work to do or too little variety in their work⁴². It was noted that teachers' satisfaction, commitment and effectiveness could also be influenced by having too little to do⁴⁰.

School facilities refers to material resources such as office accommodation, instructional materials, lighting, temperature conditions, workshop equipment, library resources, classroom space, information and communication technology (ICT) facilities, convenience facilities and laboratories within the school environment⁴³. It was alluded that the school facilities consist of all types of buildings for academic and nonacademic activities, equipment for academic and nonacademic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, acoustics, storage facilities, parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons⁴⁴. They enable the public secondary school teacher to do his or her work well and help the learners to learn effectively which far exceeds what is possible when they are not provided⁴⁵. When all the required facilities are in place for teaching and learning process, teachers are more likely to be enthusiastic and satisfied with teaching. Unfortunately, in many public secondary schools in Nigeria, the facilities provided for most departments are grossly inadequate for lessons or science practical, some public senior secondary school teachers have no offices, the classroom spaces are small and do not permit meaningful interaction between the teachers and the learners which makes the academic environment unhealthy, with decayed, dysfunctional, and dilapidated infrastructural facilities. This might be affecting their satisfaction and commitment to work^{46, 47, 48}.

The Southwest region of Nigeria is known to be an educationally dominant region of Nigeria but the recent and consistent poor and abysmal performance of learners in both

internal and external examinations is a call for worry^{48,49}. It seems the region is no longer as educationally dominant as it used to be. Educators and researchers have been trying hard to discover the cause of this poor performance among learners. Some studies have reported low satisfaction, competence and job commitment, among many secondary school teachers^{13,49}. Most senior public senior secondary school teachers are not happy with their job which makes them to be neither proud of their profession nor try their best possible to ensure that learners have a first hand and practical knowledge of the subjects they teach. Most public senior secondary school teachers are not willing to go extra mile in order for the educational goals of the school to be achieved. Not only that, most public senior secondary school teachers see teaching profession as a last option when they are not able to get jobs in other professions. Most public senior secondary school teachers would not hesitate to leave the teaching profession for other professions whenever there is opportunity to do so as a result of job dissatisfaction¹⁴. Low level of job satisfaction and commitment among secondary school teachers in the Southwest portray danger to the achievement of educational goals and objectives and would continually contribute to poor achievement of learners in the West African Secondary School Examination (WASSE)^{50,51}.

Two factors that could influence teachers' satisfaction and commitment are motivational strategies and school factors. The way teachers are motivated could either boost or hinder their satisfaction and invariably their commitment. School factors such as teachers' workload and school facilities could also have a huge role to play in determining teachers' satisfaction and job commitment. It is against this backdrop that this study investigated motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in public secondary schools in Southwest, Nigeria.

1.2 Statement of the Problem

Anecdotal evidences show that most public senior secondary school teachers would not hesitate to leave the teaching profession for other professions whenever there is opportunity to do so which could be as a result of job dissatisfaction. Low level of job satisfaction and commitment among secondary school teachers in the Southwest therefore portrays danger to the achievement of educational goals and objectives and these would continually contribute to poor achievement of learners in the internal and most especially external examination such as the West African Secondary School Examination (WASSE). In examining what could be the factors causing low satisfaction and commitment among secondary school teachers, notable probable predictors that was considered in this study are: motivational strategies and school factors.

Previous indigenous empirical studies on causes of low satisfaction and commitment among secondary school teachers focused on principals' communication styles, principals' support services, school climate, job demand, workload and physical work environment. Non indigenous empirical studies have also focused on work motivation and work-life balance. It however seems that literature is scanty on the joint contribution of motivational strategies and school factors as predictors of teachers' satisfaction and commitment. This therefore provides a gap in knowledge that needs to be closed. Studies that have also examined motivational strategies, school factors, job satisfaction and commitment did not consider the elements, dimensions or measures that were used in this study. This study therefore, investigated motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in public secondary schools in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

This study investigated motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in public secondary schools in Southwest, Nigeria. The objectives were to:

- i. ascertain the level of job satisfaction of teachers in the public secondary schools in Southwest, Nigeria;
- ii. ascertain the level of teachers' commitment in the public secondary schools in Southwest, Nigeria;
- iii. determine the motivational strategies that can enhance teachers' work in the public secondary schools in Southwest, Nigeria;
- iv. identify the school factors that are on ground in public secondary schools in Southwest, Nigeria;
- v. determine the joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria;
- vi. determine the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria;
- vii. examine the joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, learners and teaching profession in the public secondary schools in Southwest, Nigeria; and
- viii. examine the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on

teachers' commitment to the school, learners and teaching profession in the public secondary schools in Southwest, Nigeria.

1.4 Research Questions

This study attempted to answer the following research questions:

1. What are the motivational strategies (in-service training and incentives) that can enhance teachers' work in the public secondary schools in Southwest, Nigeria?
2. What are the school factors (teachers' workload and school facilities) that are on ground in the public secondary schools in Southwest, Nigeria?
3. What is the level of job satisfaction of teachers (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria?
4. What is the level of teachers' commitment (commitment to the school, learners and teaching profession) in the public secondary schools in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were raised and tested in this study at 0.05 level of significance:

- H₀₁: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria;
- H₀₂: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria;
- H₀₃: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school

facilities) on teachers' commitment to the school, learners and teaching profession in the public secondary schools in Southwest, Nigeria; and

H₀₄: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, learners and teaching profession in the public secondary schools in Southwest, Nigeria.

1.6 Significance of the Study

This study should create awareness on the significant influence of motivational strategies and school factors on teachers' job satisfaction and commitment in public secondary schools in Southwest region of Nigeria. The study should also be of great benefit to principals, teachers and the Government.

To the principals, the findings of the study should make them to see their role as school heads in creating an enabling environment with adequate school facilities that can enhance teachers' job satisfaction and commitment and reduce attrition or turnover rate. They would also realize how the public senior secondary school teachers' workload and use of incentives was influenced by their teachers' satisfaction and commitment. This would make them swing into action to ensure the right managerial practices are carried out to avoid qualified teachers leaving the profession. To the public senior secondary school teachers, the findings of the study would make them become aware of how motivational strategies such as incentives and in-service training and school factors such as school facilities and workload could be affecting their satisfaction and commitment. This would help them make proper decision as to what to do in making sure everything is put in place to ensure their satisfaction and commitment. To the government, the findings would help them see how motivational strategies and school factors are

influencing teachers' satisfaction and commitment. Teachers are the most important human resource in a school. They are the custodians of the curriculum. Without them, the goals and objectives of education in a country cannot be achieved. The findings should thus drive the government to making sure teachers are well motivated and comfortable and school is properly equipped with appropriate facilities and equipments for effective teaching and learning to take place. The study would be of great help and point of reference to those who wish to carry out studies in this line of endeavour. It would also fill the gap and contribute to knowledge on the subject area especially when published.

1.7 Scope of the Study

The scope of this study focused on motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in Southwest, Nigeria public senior secondary schools. The geographical scope of this study covered all the six states in the Southwest region of Nigeria. However, this study was delimited to only three states in Southwest, because they share the same characteristics culturally, common life styles and similar in language. The respondents of the study comprised all the secondary school principals and teachers in public senior secondary schools in Southwest, Nigeria. The independent variables of the study were motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities). The dependent variables were teachers' job satisfaction (management support, autonomy and nature of work) and commitment (commitment to the school, learners and teaching profession).

1.8 Limitations of the Study

The COVID-19 pandemic placed a limitation to the speed in questionnaire administration during the course of the study. As a result of the pandemic, there were delays in carrying out the fieldwork. Most public secondary schools in Southwest, Nigeria were closed for a number of months. Even when the schools were later opened, many of the teachers were reluctant to fill the instruments owing to the fact that they were still scared of the pandemic and possible infection through contact. They also had a lot of work to do as a result of the long closure of schools. They had no time to fill the questionnaire except by plea. Most principals were initially reluctant to also give their permission for the administration to be carried out. Despite these areas of limitation, the finding of the study is adjudged to be valid.

1.9 Operational Definitions of Terms

Motivational Strategies: This refers to those techniques that could be consciously used to drive or enhance teachers' work within the school. They include: in-service training and incentives.

In-Service Training: This refers to the process by which knowledge and skills are imparted to teachers for purpose of equipping them to know what to do at any point in time.

Incentives: This refers to additional remuneration or benefit (monetary or non-monetary) given to teachers to encourage them to perform well.

School Factors: These refer to those features or characteristics that pertain to or are on ground in a school and can influence the quality of teaching and learning within the environment. These factors include: teachers workload and school facilities.

Teachers: These are male and female classroom and subjects teaching staff of public secondary schools in Southwest Nigeria.

Teachers' Workload: These refer to the sum of activities or quantity of work that a teacher is meant to complete in a certain amount of time. It could be heavy, normal or light.

Teachers' Commitment: This refers to public senior secondary school teachers' psychological and emotional attachment to a school organization in which they give their loyalty to its values, goals, policies and programmes. It includes commitment to the school, learners and profession.

Teachers' Job Satisfaction: This refers to the sense of fulfillment and gratification that public senior secondary school teachers experience from their work and a mixture of positive and negative evaluations that they make about the teaching profession. Dimensions of teachers' job satisfaction include:- management support, autonomy and nature of work.

Management Support: This refers to the assistance, care and concern that school heads (principals) give to public senior secondary school teachers.

Autonomy: This refers to the act to which the teaching provides public senior secondary school teachers with freedom, control and independence in scheduling their work and ability to make decision.

Nature of Work: This refers to those requirements, essentials and characteristics that make up the quality of public senior secondary school teachers' duties and task. They include the skills and knowledge required for a job; the repetitiveness, difficulty or ease associated with a teachers' job.

Endnotes

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Chapter Two

Literature Review

This chapter discusses previous research works that are related to this study. It is reviewed according to research variables, objectives, questions and hypotheses. The review was carried out using the following headings and sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Job Satisfaction

2.1.2 Job Satisfaction of Public Senior Secondary School Teachers

2.1.3 Concept of Commitment

2.1.4 Teachers' Commitment of Public Senior Secondary School Teachers

2.1.5 Concept of Motivational Strategies

2.1.6 Concept of School Factors

2.2 Theoretical Framework

2.2.1 Maslow's Hierarchy of Needs

2.2.2 Herzberg Two factor Hygiene Theory of Motivation

2.2.3 Adam's Equity Theory

2.3 Review of Empirical Studies

2.3.1 Influence of Motivational Strategies on Teachers' Job Satisfaction and Commitment

2.3.1.1 In-service Training on Teachers' Job Satisfaction and Commitment

2.3.1.2 Incentives on Teachers' Job Satisfaction and Commitment

2.3.2 Influence of School Factors on Teachers' Job Satisfaction and Commitment

2.3.2.1 Workload on Teachers' Job Satisfaction and Commitment

2.3.2.2 School Facilities on Teachers' Job Satisfaction and Commitment

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

2.1 Conceptual Review

2.1.1 Concept of Job Satisfaction

Job is an important aspect of an individual's life and it occupies a lot of personal and professional time compared to any other activity. It provides the financial basis for a person's life. Job is the task undertaken in a particular setting whereas work is done to cover job in general¹. Job is a means used to achieve personal goals relating to one's career². On the other hand, satisfaction is the contentment felt after a need is fulfilled. It is the fulfillment of conditions or desires. One would suppose a person is satisfied when his or her expectations, desires or requirements have been met³.

Job satisfaction describes how much extent a person is pleased, comfortable or satisfied with his or her job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences and from a sense of achievement in the workplace^{4,5}. Besides being described as a positive feeling that arises from cherishing one's job and job-related experiences, job satisfaction has also been defined as the feeling evoked in response to a mental comparison of expected and actual results on the job. Simply put, job satisfaction is the extent to which people like their job⁶.

It was expressed that the level of individuals' job satisfaction is a subjective reflection of what they perceive and feel regarding their job and company. Each individual has different criteria for measuring job satisfaction. Influencing factors include salary, working hours, schedule, benefits, level of stress, and flexibility. Furthermore, it was suggested that job satisfaction has both emotional and behavioural components⁷. Job satisfaction is an important variable that affects a firm's productivity and competitive advantage as well as employee performance and motivational levels⁸. It is assumed that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Job satisfaction is therefore a collection of feelings an individual holds

towards his or her job. A person with a high level 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. Thus job satisfaction is a result of the overall reaction towards a job^{9,17}.

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. In addition, job satisfaction is seen as an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are met, individuals was satisfied with the outcome of the job and greater satisfaction would generally motivate individuals in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity¹⁰.

Job satisfaction is the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken¹¹. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay¹².

Individuals operate at different levels of job satisfaction. Individuals who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity⁷. Job satisfaction refer to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other¹³. It was written that job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to

personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. It further implies enthusiasm and happiness with one's work¹⁴. Job satisfaction is seen as the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment¹⁵.

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation¹⁶. In the opinion of an author, job satisfaction is the evaluation of person's job and his company as contributing suitably to the attainment of one's personal objectives. The job satisfaction and dissatisfaction depends on the nature of job and also on the expectation from one's job. Therefore, it is a function of the intended and actual performance and the perceived discrepancy. Job satisfaction describes how much extent an individual is pleased, comfortable or satisfied with his or her job¹⁷.

In an article, job satisfaction was noted to have three components: emotional, cognitive and behavioural components. The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioural component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work¹⁸.

There are two types of job satisfaction based on the level of individuals' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to individuals' overall feelings about their jobs (for example, "Overall, I love my job"). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (for example, "Overall, I love my job, but my schedule is difficult to manage")¹⁹. Job satisfaction is a

complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could be associated with a personal feeling of achievement, either quantitative or qualitative²⁰.

2.1.2 Job Satisfaction of Public Senior Secondary School Teachers

Job satisfaction reflects happiness or positive emotions originated from one's work experience, in which teacher's happiness in working would impact his or her tasks positively. Positive attitude and happiness lead to whether supporting or not supporting the experience gone through by the teachers. Job satisfaction is one-way a teacher appreciates himself or herself and his or her work. In addition, it is about public secondary school teacher's positive or negative feeling towards various factors or dimensions in the tasks²¹. Job satisfaction is the public secondary school teacher's evaluation towards his or her job and work context. It is further defined as the public secondary school teacher's pleasant or optimistic emotional state or how content a public secondary school teacher is resulting from the appraisal of his or her own work experience^{9,22}.

Job satisfaction is an extension of what is well-liked by the public secondary school teacher in relation to his work and job dissatisfaction is an extension of what he did not like about his work²³. Job satisfaction refers to a gauge of public senior secondary school teachers' feeling of contentedness with their work, whether or not they love the job or various aspects of jobs, like the nature of work or supervision. It could be calculated in terms of cognitive (evaluative), affective (or emotional), and behavioural components. The course of public senior secondary school teachers' job satisfaction

differs in the extent to which they measure feelings (affection) or cognitions about their job²⁴. It is therefore the sum total of attitudes, perceptions and feelings that public senior secondary school teachers have as regards their duties in a school. If public senior secondary school teachers therefore have positive attitudes or good feelings about their job, it indicates a satisfied dimension²⁵.

Public senior secondary school teachers' job satisfaction refers to the matters related to conditions like student attainment, decision-making ability, self-growth, and so on. It was added that societal relationships are crucial in job satisfaction; interactions with students, relationships with colleagues, and opportunities to contribute to the growth of public senior secondary school teachers and the development of society are some factors that public senior secondary school teachers always emphasise for their own satisfaction²⁶. Job satisfaction implies public senior secondary school teachers' feelings to their work, which is interrelated to a number of public secondary school teacher factors, such as age, sex, education and job-related factors that include payment level, opportunity for advancement and working conditions²⁷.

Public senior secondary school teachers' job satisfaction is the satisfaction they have while teaching and the association between their requirements and desire²⁸. As a construct, it is a positive frame of mind that is reflected by the public senior secondary school teachers' opinion regarding work or the climate of their workplace²⁹. Job satisfaction is also defined as the end condition of public secondary school teacher's feeling that is encountered after completing a duty. This feeling may be negative or positive depending on the outcomes of the errand that was anticipated³⁰.

Job satisfaction is divided into three categories which include - an effective commitment (public secondary school teacher's emotion towards their job), the cognitive component (public secondary school teacher's confidence in their job), and the

components of behaviour (public secondary school teacher's behaviour towards their job). It is therefore a process by which public senior secondary school teachers affectively and cognitively assess their employment situation based on positive and negative factors which has a significant impact on their teaching style and delivery^{31,32}.

Job satisfaction is the joy a public secondary school teacher derives from working with his or her colleagues, whom he or she enjoys working with and also with the financial benefits he or she gets from his or her job. It is therefore regarded as the happiness provided by creating an artwork. If the public secondary school teacher can see the work he or she has created as a result of his or her work, then he or she would be a source of pride and weight for him or her³³.

Public secondary school teacher's job satisfaction consists of psychological, physiological and environmental factors that enable him or her to say that he or she is satisfied overall with his or her job. Furthermore, the expectations of the public secondary school teacher in a secondary school organization are as important as their contributions. If the public secondary school teacher's expectations are met, he or she would be willing to perform his or her job well and increase his or her success^{33,34}.

Teaching is a dignified, splendid, distinguished and noble profession. The effectiveness and success in the teaching-learning process can be influenced by the satisfaction level of public senior secondary school teachers. The satisfaction which public senior secondary school teachers experience in their jobs in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value systems. Thus every public secondary school teacher has special abilities, aptitudes, inherited capacities, interest and aspiration. Those jobs which provides the works a chance to fulfill their interest and aptitude give them satisfaction and pleasure. This satisfaction quite naturally leads to enhancement in the

performance³⁵. On the other hand, those who are happy and satisfied with the job have the willingness to give optimum input in the work for the cause of the organization³⁶.

Instructors occupy a crucial place in the education system and the improvement of the education system is not possible without the help of quality instructors. A knowledgeable, competent, well prepared, organized, enthusiastic, approachable, caring, sympathetic and dynamic instructor is considered to be a quality instructor. Quality instructor creates a warm classroom climate, get right down to their subject matter, and use variety of instructional strategies, raise probing question and provide timely response to learner's questions and feedback for learner's improvement. The role of quality instructor has expanded from provider of knowledge to reflective practitioner, action researcher, classroom manager, curriculum developer and lifelong learner and community partnered. Instructing is good to the extent that instructor acts in ways that are favourable to the development of basic skills, understanding, work habits desirable attitudes, value judgments and adequate public secondary school teacher adjustment of the pupils³⁷. Public secondary school teacher job satisfaction connotes the sense of fulfillment and gratification that public senior secondary school teachers experience through their work as a public secondary school teacher^{29,38}.

2.1.2.1 Dimensions of Public Senior Secondary School Teachers' Job Satisfaction

Five dimensions of public senior secondary school teachers' job satisfaction have been identified to include: job autonomy, relations with colleagues, nature of work, working conditions and management support³⁹. This study focused on three of the dimensions –job autonomy, nature of work and management support.

2.1.2.1.1 Autonomy

Public senior secondary school teachers' job autonomy could also be defined as the extent to which the teaching job offers public senior secondary school teachers the freedom and independence in determining their work⁴⁰. It was maintained that job autonomy comprises of opportunities such as contextual autonomy, control over outcome, control over work and internal components like content autonomy, operation autonomy, and control over activity⁴¹. Job autonomy is defined as the degree of independence a school public secondary school teacher has to schedule how his or her work is done. This usually consists of making choice on the kinds of methods or procedures to employ in implementing a task⁴².

Ability of a public senior secondary school teacher to choose his or her work schedule depends on his or her willingness to exercise a level of independence at his or her job. This independence depends on his or her experience, interest, likes and knowledge. Job autonomy is an essential psychological need that enables public senior secondary school teachers to enjoy their work duties⁴³.

Job autonomy is a crucial job feature that can create a psychological state of experienced responsibility, which can consequently lead to the right work attitude and behaviour among public senior secondary school teachers⁴⁴. It is characterized as a practice or collection of practices involving hierarchical delegation of responsibility with the goal of providing teachers with better decision-making powers and control to carry out tasks in secondary schools⁴⁵.

2.1.2.1.2 Nature of Work

This refers to those requirements, essentials and characteristics that make up the quality of public senior secondary school teachers' duties and task. They include the skills and knowledge required for a job; the repetitiveness, difficulty or ease associated with a teachers' job⁴⁶.

2.1.2.1.3 Management Support

Management support is the assistance, care and concern school heads (principals) give to public senior secondary school teachers in order to encourage them to do more or perform better at their place of work. Management support practices are management practices aimed at creating a satisfactory working atmosphere for public senior secondary school teachers to effectively discharge their duties in a professional manner. These support practices are geared towards providing a friendly climate for workers productivity⁴⁷. Management support practices have the provisions of enabling work environment for public senior secondary school teachers to render the needed services effectively in the school system. Furthermore, it was pointed out that management support practices include the provision of supervision, motivation, ensuring professional development of staff and application of other supportive management functions to improve instructional delivery or the attainment of school goals and objectives^{47,48}.

2.1.3 Concept of Commitment

Commitment was described as the state or quality of being dedicated to a course activity etcetera. It is that which evokes a strong sense of intention and focus. It is typically accompanied with by a statement of purpose or plan of action⁴⁹. It was noted that commitment is a 'state of mind' through which an individual becomes bound to their actions and beliefs towards their involvement to an object or activity. Furthermore,

commitment is so ordinary that the constraining effects and subtle control it has on our behaviour often goes without notice. It is what makes one like he or she does and continues doing it, even when the payoffs are not obvious⁵⁰.

Commitment is a force that binds an individual to a course of action of relevance to one or more targets. 'Binding' refers to the maintenance of the relationship with the commitment object and is seen as the most important outcome of commitment. Commitment means "sense of being bound intellectually to some portion of the action", which includes relationship of one person to other ones. Thus, committed individuals stick to the object(s) of their commitment⁵¹.

As is the case in private life, many individuals have conflicting commitments in work life, such as those towards work, profession, career, colleagues, department, and the organization as a whole⁵². There are different forces that can compel an individual to a particular course of action. One may do so because he likes it (affective bonding), because he feels obliged (normative conformity) and or because he has good reasons for the commitment (rational choice)⁵³.

Commitment could also refer to one's level of involvement. Furthermore, it is an obliging power which necessitates that an individual respects the dedication, even despite fluctuating demeanors and impulses. In addition, it is a psychological connection felt by an individual for the organization, which would mirror how much the individual receives attributes or points of view of the organization. It is the individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation." This type of commitment is characterised by the employee's acceptance of the organization's ambitions and obvious effort to engage with job tasks⁵⁴.

There are different types of commitment - career commitment (professional commitment and occupational commitment), work or job commitment and organizational

commitment. Career commitment refers to the ability to cope with any situations in order to pursue career goals with an emotional concept that equates with a set of related jobs in a particular field of occupation⁵⁵. It is a multidimensional concept such as career identity that assimilates with career and emotions, career plan that clarifies development desire, and career resilience that overcomes difficulties in career development process⁵⁶. It is a condition of emotional bonds to a particular career and also refers to a motivation to work in the job one has chosen and his attitude toward the job. It could be a balancing power that acts to maintain and motivate behavioural direction of an individual⁵⁷.

Career commitment is a courteous force which requires the person honors the commitment. It may be identifying the strength of an individual and the physiological attachment felt by the person in the organization and so on. Career commitment can be considered as one's attitude towards one's profession or vocation, where career commitment involves the development of personal career goals and an identification with and involvement in those goals, such that one is willing to exert effort in support of their career, congruent with its values⁵⁸. Career commitment includes professional commitment and occupational commitment.

Professional commitment refers to the strength of an individual's identification with a profession. An individual, who is highly committed to the profession, would have a strong belief in, and acceptance of, the profession's goals, a willingness to exert considerable effort on behalf of the profession, and a strong desire to retain membership of the profession⁵⁹. Occupational commitment refers to an individual's emotional identification with his or her work goals and occupation. It is an emotional commitment to the occupation⁶⁰.

‘Work commitment’ also called job commitment is another aspect of commitment. It is defined as the level of enthusiasm an individual has towards his or her tasks assigned at a workplace. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the organization he or she is associated with⁶¹. It is defined as a “psychological absorption in work activities” which arises through intrinsically satisfying work⁶².

Job commitment is the degree to which an individual identifies psychologically with his or her work, the internalization of the values and the importance of work for the person’s worth and degree to which one’s work performance affects one’s self-esteem and self-image. Job commitment entails a close relationship between the individuals and the organization they work for⁶³. This close relationship ought to commence at the time when an individual is being recruited into an organization and goes on with time up to and including the time when the employee retires. Job commitment entails three components – workers’ readiness to exert effort on behalf of the organization; workers’ acceptance of organizational goals and values; and workers desires to remain with the organization⁶².

Job commitment is relative to the workers’ attachment to or participation in the organizations in which they are employed. It is therefore significant since it determines whether individuals are likely to leave their jobs or improve their performance. Job commitment is also a process whereby the goals of the individual or employee are increasingly integrated with that of the organization where they work⁶⁴. An individual who is committed to a job is possessed with the spirit of willingness, dedication, agreement, and understanding of what the job entails. A committed employee is married to his job in the sense that he or she is bind to his or her goal on-the-job⁶⁵.

Organizational commitment is directly linked to feeling of integration, identification and loyalty to employer as an article of obligation. The specific view of commitment has individuals bound to their place of employment, wanting to stay and compliantly abiding to at least minimal job and organisational requirements, including organisational goals and values⁶⁶. While commitment induces an attachment to the person's chosen organisation which sees the person applying additional levels of effort toward their job and the organisation, the likelihood of additional engagement and commitment is a product of the type of commitment which drives greatest compulsion^{66,67}.

Commitment is also described as a tendency to participate in unvarying line of activity⁵³. The line of activity refers to an individual making efforts to maintain membership in an organization and has in other instances been regarded as labour that are of value that the individual invests in the form of time energy funds that was reckoned as mislaid, or costly if leaving the employment of the organization⁶¹. It was argued that three significant components of organizational commitment is being 'a solid confidence in and acknowledgment of the association's objectives, an ability to apply extensive exertion for the organization, and a clear want to keep up hierarchical participation. Employee who is committed is possessed with the spirit of willingness, dedication, agreement, and understanding⁶⁸.

A group of scholars argued that organizational commitment is an individual's attachment to an organization with which he or she is willing to continue working for different reasons. The commitment of individuals to an organization is essential because it affects their engagement in the organization and contributes to their retention⁶⁵. Individuals who are committed have a sense of purpose that may help them to advance organizational goals and objectives⁶⁹.

Organizational commitment exemplifies an individual's relationship with the organization. It is a 'mental state' which has repercussion on the employee's choice whether to or not to maintain his membership in the organization. To feel greater organizational commitment, individuals must accept and sincerely believe in the company's values, make efforts to serve it, and enjoy being a member of it⁶⁶. Accordingly, some authors theorize that organizational commitment encompasses three dimensions: affective commitment, normative commitment, and continuance commitment^{53,60}.

Affective commitment (AC) is determined by 'an individual's personal choice to remain committed to the organization via some emotional identification with the organization'. It is a positive attitude toward the organization⁶². Additionally, it was pointed out that the employee's attitude as an individual is related to personal values which that person brings to the organization⁶. People with strong affective commitment work more and achieve better results than those who do not display this type of attachment. Affective Commitment is defined as the employee's positive emotional attachment to the organization⁶⁶.

Some authors pegged affective commitment as the "desire" component of organizational commitment. An individual who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he or she wants to. The Meyer and Allen model illustrates that affective commitment can be influenced by several factors such as direct clarity of goals and a degree of manageable difficulty in reaching goals, job challenges, management receptiveness to feedback, role clarity provided by the organization, peer cohesion, equity of opportunity and compensation, perceived personal importance, and timely and constructive feedback^{53,60}.

Continuance commitment is the "need" component or the gains versus losses of working in an organization⁶⁶. It is associated with cost calculation in the event of leaving the organization. An individual who exhibits this dimension of commitment remains in the organization, because he or she perceives it as a kind of compulsion, and believes that he or she must do so. It develops when the costs of leaving are too high, when an individual has made too much investment in a given organization or when he or she does not see any alternative employment⁷⁰.

"Side bets", or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he or she perceives a high cost of losing organizational membership⁶¹. Continuance commitment can be regarded as a contractual attachment to the organization. The person's attachment to the organization in this dimension is constantly based on the assessment of the economic benefits obtained by staying in it. An individual who displays continuance commitment performs his or her duties worse and has more difficult relationships with colleagues⁶⁶.

The third and last dimension of organizational commitment is normative commitment. Normative commitment is associated with a sense of moral obligation to remain in the organization. The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an individual who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to repay the debt⁷¹. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The

employee stays with the organization because he or she "ought to". But generally if an individual invest a great deal they would receive "advanced rewards"⁷².

Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to individuals with rewards, incentives and other strategies. Furthermore, normative commitment in individuals is also high where individuals regularly see visible examples of the employer being committed to employee well-being. An individual with greater organizational commitment has a greater chance of contributing to organizational success and would also experience higher levels of job satisfaction⁷³.

Organisations should therefore endeavour to develop strong commitment from their individuals so that they can minimise turnover and absences, and reduce recruitment and training costs. Employee turnover can be costly to all organisations. Committed individuals have been found more likely to stay in their chosen organisation, and thus would reduce turnover statistics⁷⁴. At times however, commitment in individuals can be undesirable. Committed individuals who do not perform may be difficult to remove and may reduce unit effectiveness. Over-commitment can also lead to high levels of zealously which can result in dysfunctional behaviour⁷⁵.

2.1.4 Commitment of Public Senior Secondary School Teachers

Commitment was emphasized as a behaviour that is evident when committed public senior secondary school teachers enact specific behaviour due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, commitment is a state of being in which public senior secondary school teachers are bound by their actions and beliefs that sustain their activities and their own involvement in the school. It is public secondary school teacher's attitude, including affect, belief, and

behavioural intention toward his work. It is also regarded as an attitude that reflects feelings of attachment, identification and loyalty to the public secondary school^{53,60,61}.

Public secondary school teacher commitment is viewed by some authors as a psychological state that characterise a public secondary school teacher's relationship with his or her profession, and has implications for the decision to remain involved with it. It is the emotional bond between the public secondary school teacher and the school. Public senior secondary school teachers' commitment is regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility^{53,61}.

Public senior secondary school teachers' commitment is also defined as the willingness of the teachers to invest personal resources into the teaching task and thus remain in the teaching profession. Additionally, public senior secondary school teachers' commitment is a strong belief in and the acceptance of the schools goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain membership within the school. Not only that, public senior secondary school teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved in school activities wholeheartedly without compromising standard. Public senior secondary school teachers who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently. Without high level of teachers' commitment, there is high teachers' turnout, absenteeism and the achievement of education goals in any school is impossible. Commitment gets the job done. In addition, influence is minimal; barriers are unbreakable; and passion, impact, and opportunities may be lost⁶⁵.

Public senior secondary school teachers' commitment is the emotional bond public senior secondary school teachers demonstrate toward their work. It has been

recognized as one of the most critical factors in effective teaching. Thereby, public senior secondary school teachers with high level of commitment can make a difference to the learning and achievement of their learners. Furthermore, committed public senior secondary school teachers are affiliated with the school they work for and they invest their time and energy in promoting their school. Public secondary school teacher commitment is associated with creating an effective learning environment in which learners enhance their abilities for greater achievement^{76,77}.

Committed public senior secondary school teachers have passion for what they do. Passion that committed public senior secondary school teachers have is caring and learning new things. Passion is motivation and seeking for the new. It is the inclination a teacher shows towards an activity in which he or she invests time and energy. Learning, experiencing new things and passion are closely related to each other. In addition, it was stated that passion is associated with hope commitment, caring and enthusiasm. Passion is a significant factor as it inspires and motivates public senior secondary school teachers^{49,76}.

Commitment to teaching is an effective route to the development of teaching practice. Commitment to teaching gives public senior secondary school teachers the responsibility to explore constantly new ways of teaching to develop learning experiences of learners. Public secondary school teacher commitment is essential to high quality teaching and it includes commitment to the school, learners, career continuance, professional knowledge base and teaching profession^{76,77}.

Public senior secondary school teachers with commitment have the potential to provide learners innovative instructional strategies that can lead to better achievement. Moreover, committed public senior secondary school teachers through encouraging learners to involve in school activities can create zealous learners. Committed public

senior secondary school teachers like working with their learners and cares about their development. These public senior secondary school teachers profoundly struggle for efficiency in teaching and learning through employing different approaches. Without love of profession, teaching cannot be conducted effectively⁷⁷.

Public senior secondary school teachers' commitment is a motivational force that inspires them to invest more time and energy in learners' achievement. Furthermore, this willingness of promoting learners' accomplishment inspires public senior secondary school teachers to seek ways to enhancing teaching profession and establishing an effective learning environment to allow learners reach their goals. Public secondary school teacher commitment is a crucial factor that impacts learners' achievement. Committed public senior secondary school teachers devote themselves to their learners, school and teaching profession. When public senior secondary school teachers are involved in developing their teaching profession, they can influence learner accomplishment. The committed public secondary school teacher strives more for better performance and keeps abreast with latest technologies which can be useful in class room instruction for teaching learning material^{77,78}.

Being committed to the profession includes taking pride in one's profession, passion for teaching, drive for excellence, professional attitudes, faithfulness to the organization, integrity, ethics, being a good role model, positive regard for learners and colleagues, self-awareness, humility, dynamism, well rounded personality, optimism, patience for learning, motivation for self-improvement and desire for professional development^{19,78}. Public senior secondary school teachers with high level of commitment are in love with their teaching duty. Besides, they have respect for learners and it is noteworthy that they build strong relationship with their learners which are a hallmark of great public senior secondary school teachers⁷⁸.

Committed public senior secondary school teachers always seek for continuous professional development⁷⁹. It is believed that public senior secondary school teachers who have commitment to their profession work collaboratively with other public senior secondary school teachers to nurture the learning of the learners. Discussing education materials, development of teaching approaches with other public senior secondary school teachers in the school inspires public senior secondary school teachers to promote intellectual development of their learners^{77,80}. Public secondary school teacher commitment is at the core of quality education⁸⁰. It has influence on promoting teaching profession, work performance, school and learner achievement. Committed public senior secondary school teachers constantly look for instructional strategies that would help learners understand better^{77,80}.

Commitment to teaching profession allows public senior secondary school teachers to change their teaching practices to facilitate in the classroom⁸¹. Next, committed public senior secondary school teachers develop a loyalty to the school they work for and they exert considerable effort for the school. All these components help learners reach their school goals and affect their achievement⁷⁷. Commitment provides public senior secondary school teachers the love, desire and energy they need to perform better. Furthermore, they are thought to be more satisfied with teaching and always strive for accomplishing a good instruction. They are concerned about their performance and always seek for high standards to perform teaching properly⁸².

Committed public senior secondary school teachers always strive for excellence to make a difference in the development of learners⁷⁶. Committed public senior secondary school teachers are dedicated to helping learners learn regardless of academic difficulties or social background. The loyalty of committed public secondary teachers to the school is unquestionable and their inclination towards accomplishment of school goals is apparent.

Learner achievement requires attention of public senior secondary school teachers and public secondary school teacher commitment affects learner accomplishment. They care for their professional development and attend to teaching and learning effectively. It is fundamental to understand the needs of learners in education⁷⁷. Also, committed public senior secondary school teachers see the school or learners' problem as theirs. They have high level of motivation to do everything within their power or even above what they normally expected to do in order to move the school and learners forward⁸³.

Commitment is more powerful than one's best intentions, willpower, or circumstances⁸⁴. Public senior secondary school teachers are considered to be nation builders because they are the providers of knowledge and wisdom. They are the basic source of education for most of the people of the nation and they are the ones who build the nation. The public senior secondary school teachers can very easily decide what they want the nation to look like and educate the masses accordingly. They have the ability and the strength to fight the odds and make Nigeria a powerful and a well-educated nation⁸⁵. The strength of every profession in Nigeria grows out of the knowledge and skills that public senior secondary school teachers help to impart in the students. Educators frequently share that teaching is the most difficult job that anyone can have and the most rewarding. Learners spend most of their day with public senior secondary school teachers, and schools spend most of their money on public senior secondary school teachers. It is therefore necessary that these passionately driven⁷⁷.

Public senior secondary school teachers play an important role in educating the future members of society through their work in schools. The quality of education system and the profession of educators within the system depend mainly on public senior secondary school teachers who are responsible for guiding and carrying most of the important tasks and activities in educational institution⁸⁶. Public senior secondary school

teachers play a significant role in supporting and promoting learning in the class. They are instrumental in transferring learning material to students at their understandable level. Public senior secondary school teachers are always under pressure as their accountable to their performance and learner performance⁸⁷. Many studies have shown that quality of public senior secondary school teachers, their motivation and attitude influence the performance of the learners and their academic achievement. This however, requires a lot of commitment from the public senior secondary school teachers^{77,81}.

Public senior secondary school teachers should have commitment to the teaching profession and should justify public trust and confidence by providing quality education to all learners. Maintain membership in some professional organizations relevant to his subject and area of specialty⁸⁸. Public senior secondary school teachers should be committed to learners and maintain professional relations with learners. They share responsibilities and prove themselves as successful facilitators of learning for the learners placed under their guidance and supervision. The public secondary school teacher who is committed to the profession has more efficacy, job satisfaction and high competences⁸⁹.

Public secondary school teacher commitment is of importance as it is associated with greater job effort and involvement, that is committed individuals are less likely to leave their position and display other withdrawal behaviour such as absenteeism. Schools can become effective when public senior secondary school teachers are committed which also determines their behaviour and attitude towards work⁹⁰. Thus, public senior secondary school teachers' commitment is the strength of public senior secondary school teachers' identification with and involvement in the school organization. It can be viewed as the dedication that public senior secondary school teachers believe or perceive towards particular work and the job they carry out in the school. Public secondary school teacher

commitment is an internal force that drives public senior secondary school teachers to show enhanced job performance⁹¹.

The role of a public secondary school teacher is to use classroom instruction and presentation to help learners learn and apply concepts such as Mathematics, English, and Sciences. Committed public senior secondary school teachers prepare lessons, guide papers, manage the classroom, meet the parent, and work closely with other members of staff. The role of a public secondary school teacher is clearly more than just planning and executing lesson plans. In some cases, because the public secondary school teacher spends so much time with the learner, he or she can become the learners' "Third Parent"⁹². In today's world, the job of a public secondary school teacher has increased drastically to the level of learners' counselling, and helping them learn how to use their knowledge and to integrate into their lives so that they can become valuable and useful member of the society⁸⁷.

The public secondary school as an institution has some set goals and objectives to attain; and the accomplishment of these set goals and objectives depends upon the degree of commitment of her workforce especially the teaching staff. In other words, it is through the combined efforts of this group of people working within the school that the set goals and objectives of such institution can be actualized. In the school system, public senior secondary school teachers are one of the most important workforces, whose efforts and commitment enhance high productivity for quality education⁹².

Public senior secondary school teachers, as important components of the teaching workforce implement the policy at the classroom level and as such, combine their efforts for maximum productivity which leads to the realization of school goals and objectives. Furthermore, they determine the success of education in the school. A school was effective if the public senior secondary school teachers are fully responsible⁹³. It was

observed that public secondary school teacher's commitment plays a key role in achieving the good quality of educational goals. Commitment determines the success of teaching by these teachers. In fact, it is seen as a high level of attachment to a school organization. Commitment is a public secondary school teacher's covenant with itself to carry out a task with full of responsibility, caring, and high loyalty to the school where he or she belongs⁹⁴.

To describe a public secondary school teacher as a professional does not simply mean that he or she has subject and pedagogical knowledge and is paid for sharing that knowledge with his learners rather, a professional public secondary school teacher is expected to exhibit professionalism in terms of personal characteristics, commitment to change, continuous improvement and huge participation in educational activities beyond the confines of the classroom^{81,95}. Thus, a committed public secondary school teacher as a professional should have both professional competence (the skill to do) and professional commitment (the will to do)⁹⁶.

Commitment of public secondary school teacher also refers to the core set of values or beliefs which a public secondary school teacher holds. It is a psychological frame of mind which motivates public senior secondary school teachers to work towards certain school goals. It is dedication, loyalty and engagement of school teachers to take up the teaching responsibility. It does not refer to a passive type of loyalty where public senior secondary school teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction public senior secondary school teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs⁹⁷.

A committed public secondary school teacher reflects certain behavioural characteristics. For such public senior secondary school teachers, professional development is a top priority; reflects excitement about teaching and learning; connects

with learners; shows positive attitude about learners; is perceptive about learners' motives, strengths, needs and situations^{98,99}. Public secondary school teacher's commitment is closely connected to public secondary school teacher's personal values, work performance, ability to innovate, learners' accomplishment, absenteeism, retention, burnout and turn-over. It is enhanced or diminished by factors such as learners' behaviour, parental demands, organizational climate and national education policies^{100,101}.

Public senior secondary school teachers help in constructing a better world. They are expected to perform multiple tasks like enhancing learners' motivation, managing classroom, preparing lesson plans, presenting them and evaluating learners' work⁷⁷. So, public senior secondary school teachers must have firm conviction and should believe in their capabilities¹⁰². It has also been established that once a public secondary school teacher has a true commitment it is hard to give up on the values that he believes in, in the school^{63,103}.

There are different aspects of public senior secondary school teachers' commitment. They include:

1. Public Secondary School Teacher Commitment as a Focus on the Individual

Needs of the Learners: This conception considers public secondary school teacher commitment to be a sharp focus on the needs of the learner. Learner needs are discussed as either emotional and or academic^{77,78}.

2. Public Secondary School Teacher Commitment as a 'Passion': This conception sees public senior secondary school teachers' commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching¹⁰⁴.

3. Public Secondary School Teacher Commitment as an Investment of Time Outside of Contact Hours with Learners: This conception identified public

secondary school teacher commitment as an investment of 'extra' time outside of expected contact hours with learners. This extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site^{77,105}.

- 4. Public Secondary School Teacher Commitment as a Responsibility to Impart Knowledge, Attitudes, Values and Beliefs:** This conception considers public secondary school teacher commitment as taking responsibility for imparting a body of knowledge and or certain attitudes, values and beliefs. Public senior secondary school teachers who hold this conception place great value on the role that they play in preparing learners for the future and take responsibility for passing on a core set of skills, understandings and values.
- 5. Public Secondary School Teacher Commitment as 'Maintaining Professional Knowledge':** This conception views public secondary school teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed public senior secondary school teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.
- 6. Public Secondary School Teacher Commitment as Engagement with the School Community:** Within this conceptualization is the belief that public senior secondary school teachers have a professional responsibility that reaches out beyond the four walls of the classroom perhaps even extends beyond the boundary of the school⁷⁷. This conception considers public secondary school teacher commitment to be the willingness to engage with the school and the school's community¹⁰⁶.

It was emphasized that the committed teacher in any public secondary school institution is focused among involve in his/her profession it is a times it is presumed that teachers are committed and devoted to their profession although this is not always the

case it has been sometimes noted that even though the line of work has been choosing voluntarily by teacher, commitment to decrease after some time. The professionalism and professional development have significant in affecting teachers believes, attitudes, practices and student learning⁴⁹.

A study was carried out to investigate the influence of institutional emolument and fringe benefits and job effectiveness on lecturers in public tertiary institutions in Cross River State, Nigeria. Result of the study showed a significant relationship between emoluments/fringe benefits and job effectiveness of lecturers. The study recommended among other things that, lecturers deserve their wages/salaries, so managements should endeavor to pay lecturers wages equitable with their counterparts in the world, this would motive them to work¹⁰⁷. Therefore, the lack of job commitment has serious implication for the educational system.

2.1.4.1 Categories of Public Senior Secondary School Teachers' Commitment

In this study, public senior secondary school teachers' commitment is categorized into: commitment to the school, commitment to the learners and commitment to the profession

- 1. Commitment to the School:** Public senior secondary school teachers' commitment to the school is defined as their belief, and acceptance of the goals and values of the school, and their desire to remain in the school. It is the readiness of public senior secondary school teachers to accept the goals, policies and programmes of a school. Committed public senior secondary school teachers are likely to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, were less inclined to leave the workplace, devote more time to relevant activities in order to attain the goals of the school⁶⁵. These public senior secondary school teachers go beyond what is

expected of them in their work. They see the school's problems as theirs⁷⁷. A public secondary school teacher that is committed to school would always be willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward. Their loyalty to the school is unquestionable and their inclination towards attainment of school goals is apparent. They ensure that the goals of secondary education as stated in the National Policy on Education are achieved in all facets and are committed to both short- and long term goals of the school⁸⁴. A committed public secondary school teacher is always willing to promote and protect school's image and finds it easy to cope with school's policies and laws. He or she is also much less likely to leave his or her work of teaching and less likely to be absent from school⁹⁷.

- 2. Commitment to the Learner:** This refers to the willingness of public senior secondary school teachers to exert great efforts on behalf of both low and high performing learners. A public secondary school teacher who is committed towards learners is more likely to work with learners in both curricular and extra-curricular activities with the aim to help learners connect to the school and academic activities. They constantly look for instructional strategies that would help learners understand better. They also strive more for better performance and keeps abreast with latest technologies which can be useful in classroom instruction for teaching learning material⁶⁵. They recognize that learners vary in size, colour, intelligence, background, interest and learning preferences and they are always ready and happy to help these learners progress through developmental tasks and programmes commensurate with their abilities and interests⁷⁷. These public senior secondary school teachers also enjoy working with learners and have a strong desire to help learners develop to their full potential⁸⁴. These public senior

secondary school teachers have respect for learners and it is noteworthy that they build strong relationship with their learners which is a hallmark of great public senior secondary school teachers⁹⁴.

3. Commitment to the Profession: Public senior secondary school teachers' commitment to the profession is defined as their affective attachment to the teaching profession. These public senior secondary school teachers personally identify with their career as a public secondary school teacher. This makes them to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school. Committed public senior secondary school teachers become active members of local, state, and national professional association and are always ready to defend the profession at all times⁶⁵. Without love of profession, teaching cannot be conducted effectively. Public senior secondary school teachers with high level of commitment are in love with teaching. These public senior secondary school teachers are loyal to their profession and are interested in engaging in refresher courses that would help them stay abreast of happenings in the profession. Commitment to teaching profession allows public senior secondary school teachers to change their teaching practices to facilitate in the classroom⁸⁴. They recognize and are willing to discharge their professional responsibilities to learners, colleagues, administrators, parents and the community⁹⁹.

2.1.5 Concept of Motivational Strategies

Motivation is viewed as goals, beliefs, and values that affect the activities, accomplishments, and needs of public senior secondary school teachers. Basically,

motivation is the force that initiates, guides and maintains goal-oriented actions or behaviours. It is what drives public senior secondary school teachers to act, whether to take food in order to reduce hunger or get into a university to earn a degree¹⁰⁸. It is a phenomenon that has the teacher's perceptions of himself and his environment as a source, makes the teachers focus on the educational activity presented to him, and gives them the determination to perform it¹⁰⁹.

Motivation is often described as an internal condition that arouses, directs and sustains secondary school teachers' behaviour. Furthermore, it is a stimulated state of the public secondary school teacher and an inner state that causes school teachers to exhibit behaviour directed towards school goals. The stimulated state occurs because public senior secondary school teachers have needs that they seek to satisfy. Motivation is the degree of readiness of public secondary school teacher to pursue some designated school goals. When public senior secondary school teachers go to work in public secondary schools, they do so by bringing a supply of energy or potential to perform¹¹⁰.

The concept of motivation is described as a psychological process, which emerges from an interaction that takes place between the public secondary school teacher and the environment. Hence, the context is critical when examining motivation and the contextual factor of work motivation has gained more ground in recent research as well as the factor of personal traits. "To be motivated means to be moved to do something. A secondary school teacher who feels no impetus or inspiration to act is thus characterized as unmotivated, where as someone who is energized or activated toward an end is considered motivated"¹¹¹.

Motivation is the psychological drive that comes from within a school teacher. Public senior secondary school teachers who are internally motivated are usually self-applied without external rewards such as bonuses or pay¹¹². Motivation is both intrinsic

and extrinsic. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure¹¹³. As some authors observe, intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifested in behaviours such as play, exploration, and challenge seeking that public senior secondary school teachers seldom do for external rewards. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation¹¹⁴.

Motivational strategies are tactics, techniques, or approaches to encourage secondary school teachers to participate in the teaching and learning process. In this study, motivational strategies are techniques consciously used to provoke internal drive in public senior secondary school teachers for better performance¹¹⁵. These strategies are measures that encourage the public secondary school teacher's goal-related behaviour. This is because human behaviour is very difficult to understand and therefore methods or techniques should be developed to promote it. In summary, almost every stimulus a teacher is opened to may possibly affect his or her behaviour. Motivational strategies therefore refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect in secondary school teachers¹¹⁶.

2.1.5.1 Types of Motivational Strategies

There are many factors that would motivate public secondary school teacher to work, but they can be broadly divided in two major types of motivation. These include factors in the external environment – also known as extrinsic motivation, and factors within the public secondary school teacher concern – also known as intrinsic motivation^{114,116}. Public secondary school teacher may therefore be motivated by factors in the external environment such as pay, supervision, benefits, and job perks or factors within them such as passion, desire and so on. In explaining the two types of motivation, some authors added that public secondary school teacher's behaviour in any public secondary school working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competence falls in the intrinsic category. The internal drive that stimulates a school teacher to engage in productive activities purely for satisfaction or enjoyment regardless of the external sources of incentives is known as intrinsic motivation¹⁰⁸. It is often assumed that when a public secondary school teacher enjoys work, he or she experiences a positive effect, exhibit willingness to take risks and persist in his or her efforts to initiate or refine ideas¹¹⁷.

This research however considered two extrinsic motivational strategies which are:

1. In-service training and
2. Incentives

2.1.5.1.1 In-service training

Training is viewed as the process by which knowledge and skills are imparted in public senior secondary school teachers for purpose of effectively addressing the challenges of life. It is perceived as the process that results in effective preparation of public senior secondary school teachers to make them capable of performing academic

tasks competently¹¹⁸. Training is seen as an endeavor that mould public senior secondary school teachers to develop desirable knowledge, skills and attitudes needed in solving real life problems. Seen from another perspective, training is the process by which public secondary school teacher's ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitude necessary for harmonious co-existence in the public secondary school. Since training is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, a public secondary school that seeks to solve its job performance challenges must consider investing in human capital (teachers)¹¹⁹.

Offering in-service training to public senior secondary school teachers is crucial in determining the extent to which a public secondary school intends to achieve its academic goals, since this is motivational for purposes of realizing increased job performance. Public secondary schools therefore need to embrace regular training so that defined behaviour patterns expected in the attainment of specialized task could be achieved¹²⁰. Training should be considered in a broad perspective that covers the training for initial job placement in addition to continuous in-service that is helpful in dealing with emerging issues in the field of education¹¹⁸.

Performance is something, a single public secondary school teacher does. Performance of the public senior secondary school teachers in schools is highly affected by motivation. Public senior secondary school teachers are motivated when their performance automatically reaches towards high level. In schools, public senior secondary school teachers' performance could be mapped well through arranging training programs for the public senior secondary school teachers and they would get motivated and their confidence would also increase. Motivational strategy such as in-service training may therefore have a direct and positive effect on teachers' job performance and effort¹²¹.

2.1.5.1.2 Incentives

Incentive is an act or promise for greater action. It is also called a stimulus to greater action. Incentives are something which is given in addition to wages. It means additional remuneration or benefit to a school teacher in recognition of accomplishment or better work. They provide a spur or zeal in the school teachers for better performance. It is a natural thing that nobody acts without a purpose behind. Therefore, a hope for a reward is a powerful incentive to motivate school teachers¹²². Besides monetary incentive, there are some other stimuli which can drive a public secondary school teacher to become better. This would include job satisfaction, job security, job promotion, and pride for attainment. Therefore, incentives really can sometimes work to attain the goals of a concern¹²³.

The need for incentives in public secondary school as is also applicable in school system includes: to increase productivity, drive or arouse a stimuli work, enhance commitment in work performance, psychologically satisfy a person which leads to job satisfaction, shape the behaviour or outlook of subordinate towards work, inculcate zeal and enthusiasm towards work and get the maximum of their capabilities so that exploited and utilized maximally^{124,125}.

Therefore, management has to offer the two categories of incentives to motivate public senior secondary school teachers which are monetary incentives that are meant to satisfy the public senior secondary school teachers by providing those rewards in terms of money. Money has been recognized as a chief source of satisfying the needs of people and non-monetary incentives which are certain non-financial incentives could satisfy the ego and self-actualization needs of public senior secondary school teachers in the school. The non-monetary incentives can also be seen as security of service, praise or recognition, suggestion scheme for the public senior secondary school teachers, job

enrichment and promotion opportunities. A combination of financial and non-financial incentives help together in bringing motivation and zeal to work in a concern that really enhance the productivity of public senior secondary school teachers in the school system. Public senior secondary school teachers are expected to do their daily job functions each work day. In order to maintain morale, and find ways to make each public secondary school teacher more effective, the principal need to gather input from his staff on a regular basis. He should not necessarily know the detailed in and out of every public secondary school teacher's job, but he can learn, help and guide his public secondary school teacher to have efficient work habits by listening to their input and putting their ideas to good use¹²³.

2.1.6 Concept of School Factors

School factors are those features or characteristics that pertain to a school and can influence the quality of teaching and learning in the school. Furthermore, it is viewed as those features within a school that distinguishes one school from another and can affect the effectiveness of the school. Examples of school factors include physical facilities, classroom environment, public senior secondary school teachers' workload, instructional materials and so on¹²⁶. In this study, school factors are defined as characteristics that pertain to a school such as public senior secondary school teachers' workload and school facilities. These characteristics have the capacity to determine or influence the commitment and job satisfaction of public senior secondary school teachers in a school.

2.1.6.1 Types of School Factors

This study would focus on the following types of school factors: public senior secondary school teachers' work load and school facilities.

2.1.6.1.1 Public Senior Secondary School Teachers' Workload

Workload is defined as the quantity of work completed by a public secondary school teacher in a certain amount of time. It is also viewed as the total amount of time a public secondary school teacher devotes to his work. Workload is also the extent of processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand. This implies that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands may include physical actions and cognitive tasks¹²⁷.

Workload is also the sum of all activities that take the time of an individual. It can at times be heavy (overload) or light (under load)¹²⁸. Role overload is a situation in which individuals feel they are being asked to do more than time or ability permits¹²⁹. Furthermore, it was stated that working under time pressure can be stressful because people are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases. Work over load could therefore lead to burnout or stress that may negatively affect public senior secondary school teachers' satisfaction and commitment¹³⁰.

Role under load on the other hand is a condition in which public senior secondary school teachers have too little work to do or too little variety in their work. Increased workload can improve short-term productivity, but it can increase long-term costs, as stress and illness among public senior secondary school teachers lead to poor judgments and poor commitment. This means that workload increases short term commitment, but decreases long-term commitment¹²⁶. Due to limited resources, like restricted budget and staffs, schools might not be able to hire a sufficient number of public senior secondary

school teachers. For this reason, the schools give the public senior secondary school teachers responsibilities that are not included in their job descriptions, thus increasing the workload. Furthermore, role under load can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack of interest in social activity and work performance output¹³¹.

Once a school teacher has over indulged in occupational pursuit, he or she suffers from huge workload stress which can lead to decline in his or her job performance¹³². Public senior secondary school teachers' effectiveness is therefore positively influenced by having too much to do or having to tackle too difficult work. Work overload and under load of job have been identified as factors that can generate feeling of hopelessness and also may contribute towards lack of motivation, depression and inefficiency. Role overload and role under load do significantly influence workers' job performance. Furthermore, it was stipulated that a public senior secondary school teacher who does not want to delegate powers and responsibilities for mere fear that mistakes might be made and decides to do almost everything may get his or herself overloaded with work and this may lead to the exhibition of inertia, inefficiency, incompetence and a high level of stress. When he or she is stressed up as a result of work overload, he or she becomes moody, emotionally unstable, experiences lowered self-esteem, resentment of supervision, indecisiveness, job dissatisfaction which eventually results to a high degree of unproductiveness^{133,134}.

2.1.6.1.2 School Facilities

School facilities which constitute the work environment include things such as office accommodation, instructional materials, lighting, temperature conditions, workshop equipment, library resources, classroom space, information and communication technology (ICT) facilities, convenience facilities and laboratories. Furthermore, they are

those things that enable the public secondary school teacher to do his or her work very well and help the learners to learn effectively that far exceeds what is possible when they are not provided. It is also viewed as the material resources provided for staff and learners to optimize their productivity in the teaching and learning process⁶⁰.

It was posited that the school facilities consist of all types of buildings for academic and nonacademic activities, equipment for academic and nonacademic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged public senior secondary school teachers¹³⁵.

It was emphasized that the physical needs of the learners are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. Furthermore, school facilities are the material resources provided for staff and learners to optimize their potentials in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the public secondary school teacher to the learners but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes¹³⁶.

An effective school facility is responsive to the changing programmes of educational delivery and at a minimum, should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of

building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems but also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. It was stated further that the school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the experience of learners, educators, and community members¹³⁷.

It was posited that for proper teaching and learning to take place, there must be adequate infrastructure¹³⁸. Unfortunately, in many educational public secondary schools in Nigeria, the facilities provided for most departments are grossly inadequate for lessons or science practical, some public senior secondary school teachers have no offices, the classroom spaces are small and do not permit meaningful interaction between the public senior secondary school teachers and the learners which makes the academic environment unhealthy, with decayed, dysfunctional, and dilapidated infrastructural facilities. In this regard, when facilities are provided to meet relative needs of a school system, learners would not only have access to the reference materials mentioned by the public secondary school teacher, but public secondary school teacher learners would also learn at their own paces¹³⁹.

It was also argued that, classroom lessons would not be expected to perform at high level in the area of curriculum without the adequate basic facilities for teaching and learning. It was further argued that the development priorities of secondary schools may not be staff and learner oriented but basic facilities of recreation and hygiene which are lacking in the secondary school public secondary schools. It is hence recommended that the administration of secondary school public secondary schools should use their

initiatives, creative minds and leadership principles to direct more attention where development is needed, most especially as it concerns learners and staff development, welfare and environmental hygiene of the school. The secondary school education is for the overall development of the learners and when facilities in these public secondary schools are neither available nor learner oriented, the aim is defeated. Thus, inadequacy of any category of these physical facilities could lead to overcrowding, stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour. All these are major challenges and issues facing the secondary school education system¹³⁵. The role a well-equipped secondary school environment play in the educational system cannot be over emphasized^{137,139}. School facilities in poor condition can impact education by preventing teachers from putting in much effort into teaching and learning activities¹⁴⁰.

2.2 Theoretical Framework

A theoretical framework consists of concepts, together with their definitions, and existing theory or theories that are used for a particular study. It is the structure that can hold or support a theory of a research study. It introduces and describes the theory which explains why the research problem under study exists¹⁴¹. Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions¹⁴². Theoretical framework is relevant to a study in the sense that it strengthens the study by providing an explicit statement of theoretical assumptions which permits the reader to evaluate them critically¹⁴³. The theories that made up the theoretical framework for this study are critically examined as follows:

2.2.1. Maslow's Hierarchy Theory of Need

Maslow was a theorist and a well-known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, public senior secondary school teachers behaves and exhibit in a certain manner. Public senior secondary school teachers get satisfaction only when their needs are met. His theory has three assumptions that is, public secondary school teacher needs never ends, when one need is fulfilled, the next hierarchy of needs to be fulfilled comes up in order to be satisfied and lastly, public secondary school teacher needs can be divided into various level depending on the order of importance. When the last level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction.

The Maslow's hierarchical model of needs can be used to identify the factors affecting public senior secondary school teachers' job satisfaction and even commitment. The hierarchy of needs identifies five distinct levels of public secondary school teacher needs. These include:- physiological, safety, social, esteem and self-actualization needs. Physiological needs represent the most basic of all public secondary school teacher needs which are the basic biological needs. These include - food, water, shelter and clothing: According Maslow's theory, public senior secondary school teachers would first want to have these needs fulfilled before they move on to the next level of needs. Safety needs include the need for security, protection and stability in their day to day life. According to this theory, public senior secondary school teachers want to feel safe, secure, and free from fear. In this regard, they need stability, structure, and order. In the workplace, job security and fringe benefits, along with an environment free of violence, fills these needs.

The theory reiterates that public senior secondary school teachers would want to satisfy safety needs only if their basic biological needs have been satisfied. Social needs involve the need for love, affection, a sense of belonging in ones' relationships with others. This need involves the need for friends, family, and intimacy for social acceptance

and affection from one's peers. In the workplace, this need is satisfied by participation in work groups with good relationships among co-workers and between workers and managers. Esteem needs include the need for status, recognition and accomplishment. Public senior secondary school teachers want the esteem of others and want to be regarded as useful, competent, and important. Public senior secondary school teachers also desire self-esteem and need a good self-image. In the workplace, increased responsibility, high status, and recognition for contributions satisfy these needs. Self-actualization is the highest motivation level according to Maslow's hierarchy of needs. This involves public senior secondary school teachers striving to actualize their full potential, in order to become more of what they are capable of being. They seek to attain self-fulfillment. In the workplace, public senior secondary school teachers satisfy this need by being creative, receiving training, or accepting challenging assignments¹⁴⁴.

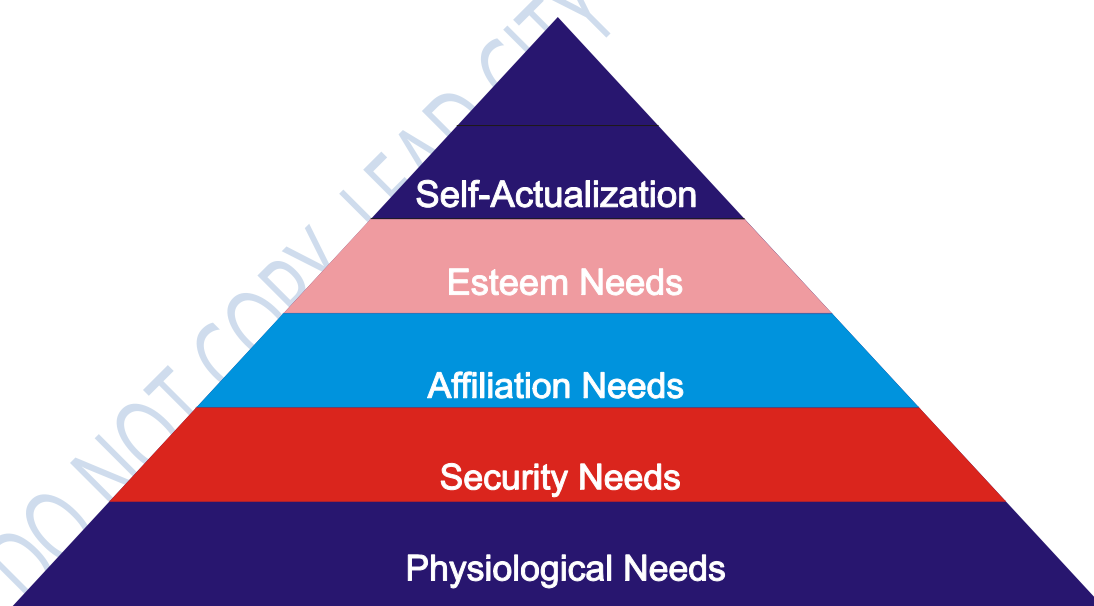


Figure 2.1: Researcher's illustration of Maslow's Hierarchy of Needs
Source: ¹⁴⁴

Maslow's hierarchy of need illustrates his conception of public senior secondary school teachers satisfying their needs in a specified order from bottom to top that is,

public senior secondary school teachers are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied, it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied do the higher level needs: social, esteem, and self-actualization become dominant concern. Thus the theory assumes that the fulfillment of each need level suggest satisfaction¹⁴⁵.

Using Maslow's theory, school managers can motivate and ensure job satisfaction in their school teachers by making sure that each public secondary school teacher need level is satisfied. Satisfaction of such needs can be done through offering suitable rewards. For example, school managers or owners can satisfy teachers' physiological needs through provision of accommodation and a staff canteen. Similarly, teachers' security needs can be satisfied through ensuring that they are given salaries, retirement annuity and medical benefits. For social needs, school managers can ensure public senior secondary school teachers' job satisfaction by encouraging social interaction amongst public senior secondary school teachers. They can design challenging jobs, delegate responsibility and encourage participation in decision-making in order to satisfy public senior secondary school teachers' esteem needs.

The needs for self-actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity. School owners and managers can also maintain job satisfaction in their public senior secondary school teachers by making sure that a satisfied need is continually met. Maslow went further and explained that public senior secondary school teachers would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the

next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs^{144,146}.

Relevance of the Theory

According to the researcher's view from the theory, the general idea of Maslow's theory is dealing with satisfying the endless wants of public senior secondary school teachers' by providing appropriate treatments in different ways. Maslow's theory is of great importance in school especially in public senior secondary school teachers' administration. Teaching, learning and utilization of what is learned are the most important goals in education. The essential tool needed in achieving these goals is the effective teaching capacity of the public secondary school teacher which can be improved by motivation. If public senior secondary school teachers are unmotivated in one way or the other, it is likely that very little teaching and learning would take place and if by chance some teaching takes place, it was done with a lackadaisical attitude by the public senior secondary school teachers. Consequently, in order to maximize the effectiveness of the entire school system, school heads must consider public senior secondary school teachers' needs using the right motivational strategies. This must be their top priority in the development of school programmes. For instance, a public secondary school teacher who is frequently owed salary arrears would not be concentrating in the teaching - learning process but was preoccupied thinking about his or her desired needs. It is therefore the duty of the school system to identify these needs and address them before teaching and learning continues. In school administration, the application and implication of Maslow's theory is that school heads and administrators need to determine the needs of their teaching staff in order to better manage them and also look for means to satisfy them. This can be done by using several motivational strategies such as incentives, good work conditions etcetera. The school head must help the public senior secondary school

teachers achieve their basic needs. For instance, as principal, to satisfy the needs of a new public secondary school teacher, one needs to sit down with the public secondary school teacher and discuss his needs and how the school could be of help for him to perform well in his task.

2.2.2 Herzberg Two- Factor Theory

Herzberg's two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, accomplishment, personal growth and development, recognition, work itself and responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two-factor theory, hygiene factors are the non-task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them. The theorist pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction¹⁴⁷.

Herzberg's two factor theory is shown in the following diagram:

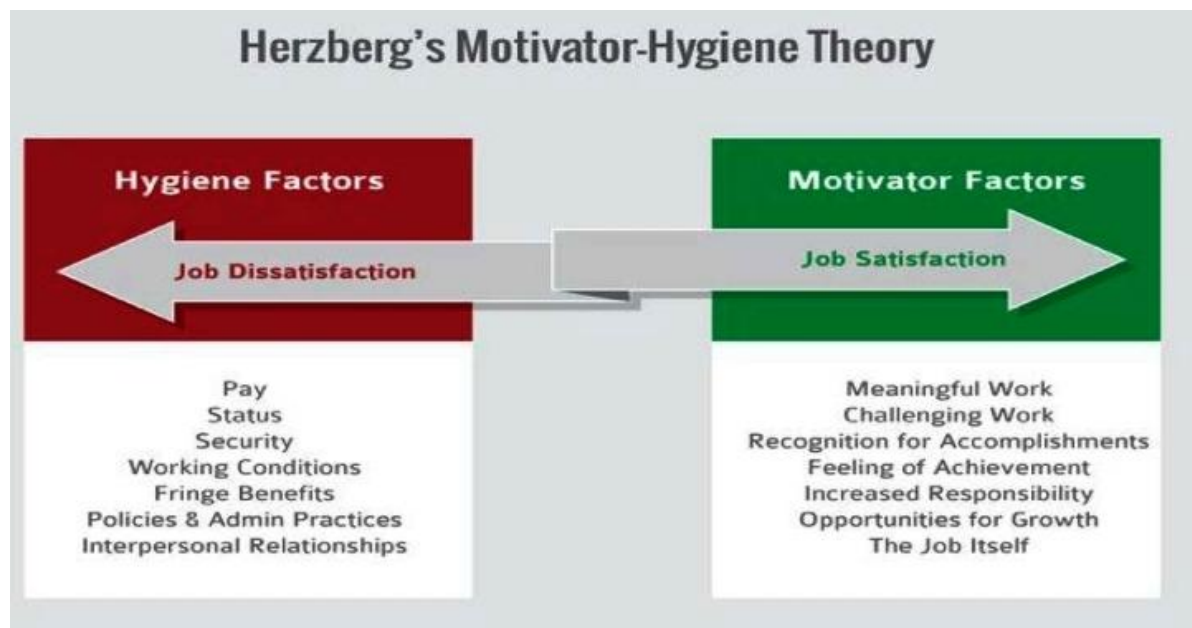


Figure 2.2: Researcher's illustration of Herzberg's two factor Theory

Source: ^{147,148}

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the public senior secondary school teachers to strive for better accomplishments, and lead to job satisfaction and higher motivation. They are the factors that influence the perceptions or feelings of public senior secondary school teachers about themselves and their work, and motivate them to work harder or better. Intrinsic motivators such as responsibility, the challenging nature of a job, and accomplishment are motivators that comes from within a public secondary school teacher^{148,149}.

Herzberg's two-factor theory has been linked to that of Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors¹⁵⁰. According to the theory, motivational factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of attainment, challenging work and growth options, responsibility in the job, and the work itself if the work is interesting. The presence of intrinsic factors or

motivators lead to job satisfaction, but their absence would not lead to job dissatisfaction¹⁴⁷.

In the teaching profession, the intrinsic factors play a significant role in motivating public senior secondary school teachers to join the profession. If public senior secondary school teachers are to be encouraged, satisfied, and motivated about their jobs, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as work itself, for public secondary school teacher growth, recognition, responsibility and accomplishment. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables public senior secondary school teachers to sustain their motivation over a long period of time. Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary^{147,150}.

The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed. With regard to public senior secondary school teachers, a public secondary school teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily lead to job satisfaction. Similarly, when public senior secondary school teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed. Herzberg's theory has made important contributions to motivation theory. The theory extends Maslow's ideas and made them more applicable in the workplace such as school environment. The theory focused its attention on the importance of job centered factors in the motivation of public senior secondary school teachers. The theory gave rise to an increasing interest in job enrichment and restructuring of work^{147,151}.

Relevance of the Theory

Applying this theory in the educational practices, it can be said that educational managers and administrators need to understand that apart from making available motivators for their subordinates, they must equally ensure that they put in place the hygiene factors because, even though their presence do not motivate, their absence would limit the output of staff. In summary, there was job dissatisfaction in the absence of hygiene, but there was no job satisfaction in the absence of motivators. School administrators should therefore ensure that they motivate their public senior secondary school teachers with the right motivational strategies and also ensure that proper hygiene factors such as good working condition and adequate school facilities can prevent dissatisfaction among public senior secondary school teachers and thus improve their commitment.

2.2.3 Adam's Equity Theory

Adam's equity theory explains that public senior secondary school teachers have a tendency to compare and contrast between the input and the output of their job, which means that they compare the work load they shouldered and the number of hours they work with the salary benefits, bonus and others they receive.

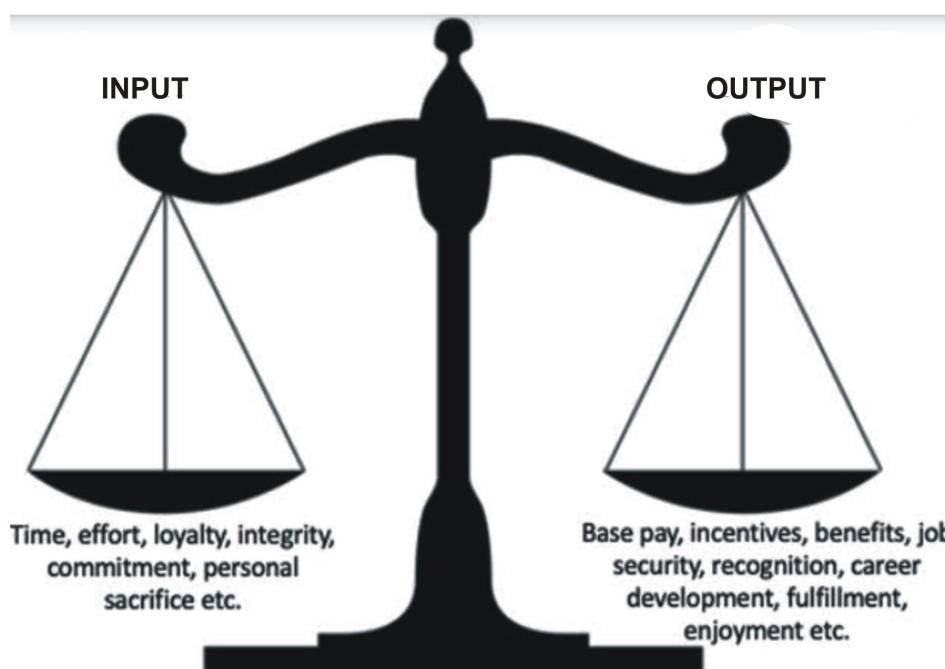


Figure 2.3. Researcher's illustration of Adam's Equity Theory

Source: ¹⁵²

When the ratio between the input and the output are not equal, public senior secondary school teachers tend to be dissatisfied with their job. In principle, public senior secondary school teachers tend to compare among their fellows or mates whom they feel are of the same category and on the other hand they experience job satisfaction when the ratio between the input and the output equal which gives an avenue of motivation for the public senior secondary school teachers to raise the level of input for better output or maintain the consistency of the job. The main idea of Adam's equity theory is the balance between the service they provide and the benefit they gain. It mainly deals with comparing and contrasting the burden and benefits of the public senior secondary school teachers¹⁵².

Relevance of the Theory

The theory is relevant in the sense that it portrays a vital cause of satisfaction and dissatisfaction of public senior secondary school teachers in schools. When public senior secondary school teachers feel that their input to the school does not equal their output in terms of gains and benefits, they become dissatisfied. They even become more

dissatisfied when their colleagues who perform similar roles with them earn more than them. Public senior secondary school teachers thus consider their salaries fair if the salaries are viewed as equal to those of workers in other organizations. The workers perceive as similar to their own then the motivated performance would also drop to the same value and vice versa. The theories predict that the job satisfaction derived from both personality and situation variables which depend on fairness of benefit. School heads should therefore make sure the right norms and culture are in place to ensure public senior secondary school teachers are adequately treated well and remunerated according to their roles and performance. Their workload should also be given according to their capacity.

2.3 Review of Empirical Studies

2.3.1 Influence of Motivational Strategies on Teachers' Job Satisfaction and Commitment

A study was carried out to examine the impact of motivational mechanisms on teachers' innovative behaviour. The study adopted a sample size of three hundred and fifty (350) teachers and a simultaneous multiple regression analysis was used to determine the influence of the three motivational mechanisms on teachers' innovative behaviour as well as determine which motivational mechanism was the best determinant of teachers' innovative behaviour. Findings of the study showed a statistically significant influence of the three motivational mechanisms on teachers' innovative behaviour, with creative self-efficacy being the most significant determinant of teachers' innovative work behaviour. The results therefore implied that all the three motivational mechanisms distinctly play important roles in influencing teachers' innovativeness, which in turn, enable them to give their best performance in any educational setting¹¹¹.

Another similar study revealed that secondary school principals in the Fako Division of Cameroon motivate their teachers through various motivational strategies classified under empathy, support, care, positive leadership characteristics or behaviours and transformational leadership styles. Looking at the motivational strategies related to empathy, support and care attitude of the principals, it is seen that principals acknowledge teachers' accomplishments, care for their egos, give appropriate workloads for teachers, encourage hardworking teachers, and act as role models to teachers among others. On strategies related to positive leadership characteristics or behaviour, principals display constructiveness and optimism in the management of the schools, innovate and promote innovative spirit among teachers, appreciates teachers openly with impressive titles and promote punctuality among teachers by example. In motivating the teachers through their leadership styles, the principals indiscriminately allows them to enjoy fringe benefits, delegate functions to teachers to feel a sense of belonging and encourage autonomy of actions among teachers thereby promoting teachers' creativity. Transformational approaches to leadership have therefore been advocated for effective management of the school system. Reasons being that, they inspire teachers to do their best and enunciates meaningful visions for the school. The principal as school head acts in both formal and informal manners to build teachers' commitment in the institution. Relating transformational approaches to leadership to effective management of the school system above puts the principal in the frontline of the scene with all the power and the necessary tools to carry out his job, this might be true in some schools but the schools under research in Cameroon do not provide the principals the same atmosphere of work. It was also emphasized on the influence finances has on teachers' motivation that the expectancy theory holds that teachers would likely put in more effort in task which there are some expected reward they value such as a bonus or promotion and vice versa. On the other

hand, the equity theory is of the opinion that, teachers are displeased if they are not rightly compensated for their effort and accomplishment. However, it was ascertained during this study that the financial rewards and other job related incentives within the government secondary schools sector is to a greater extent not within the jurisdiction of school principals but directly with the ministry of secondary education¹¹⁶.

A study was carried out to investigate the motivational strategies commonly used by principals and teachers' productivity in public secondary schools in Kisii County, Kenya. The population for the study consisted of all the teachers and learners of public secondary schools. Purposive and random sampling procedures were employed to select a sample size of thirty (30) teachers and four hundred (400) learners making a total of four hundred and thirty (430) participants. Questionnaires and interview schedules were the main research instruments used to collect data. The results of the study revealed that the principals used various motivational strategies including positive commendations, end of year monetary and non-monetary awards and effective communication to motivate teachers for higher productivity and enhanced school outcomes. The model summary indicated that a moderate percent variation in teachers' job productivity can be explained by principals' motivational strategies. Based on the findings, it was recommended that the principals should focus their strategies on motivating teachers and creating team work for enhanced¹²³.

Another study sought to investigate the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-county. Three objectives guided the study. They were to determine the; influence of in-service training, working conditions and promotion on teachers' on job performance. The study was hinged on the basic assumptions that participants were willing to give information objectively and honestly. Literature was reviewed against the backdrop of the key study

variables and McClelland's Accomplishment theory provided the platform upon which the study was based. The study adopted a quantitative research paradigm employing a descriptive survey research design. The target population for the study was one thousand five hundred and sixty eight (1,568) teachers in public secondary schools in Rachuonyo South Sub-county from which a sample size of 10% participants was selected using stratified random sampling procedures making one hundred and fifty eight (158) participants for the study. Data collection instruments (questionnaires) were validated using face and content validity evidence. Reliability was carried out using Cronbach's alpha (.0761). This value meant that the instrument were reliable in measuring the desired outcomes. The questionnaire was prepared in such a manner that various items were integrated to ensure collection of maximum data, with most questions being closed ended and a few open ended, contingency and matrix items. The study, upon data collection realized a high questionnaire response rate of 76.43%, which provided a strong justification for the analysis. Data was analyzed using descriptive statistics such as frequencies, percentages, mean and standard deviation. SPSS (Statistical Packages of Social Scientists) was used for data analysis. The study revealed that motivation was important in enhancing teachers' commitment to job performance, given that most public secondary schools in Rachuonyo South Sub-county had qualified teachers and were therefore expected to perform their tasks well, yet this remained a tall order as a result of the presence of motivation gaps. It was concluded that motivation strategies such as regular in-service training, regular promotion and good working conditions were critical in enhancing teachers' commitment to their tasks performance. It was recommended on the basis of the findings that:

1. The administration of public schools should formulate internal motivational policies for enhancing teachers' commitment to task performance and

2. The government should formulate policies that are geared towards improving the general working conditions of public schools in order to facilitate superior job performance among teachers¹⁵³.

A scholar in his study on work motivation and job satisfaction of secondary school teachers of Shekhawati region reported the following major findings:

- 1) In the opinion of 16% participants, very low work motivation was revealed;
- 2) High work motivation was revealed according to opinion of about 23% participants of all three districts.
- 3) Low job satisfaction was revealed according to opinion of about 15% participants of Shekhawati region.
- 4) In the opinion of 10.33% participants, very low job satisfaction was revealed in all three districts.
- 5) Normal job satisfaction was revealed according to opinion of about 24% participants of all three districts.
- 6) No significant difference was revealed in work motivation of male and female secondary school teachers of Shekhawati region.
- 7) A significant difference was revealed in work motivation of urban and rural secondary school teachers of Shekhawati region.
- 8) No significant difference in work motivation of experienced and highly experienced secondary school teachers of Shekhawati region was found.
- 9) There was no significant difference in job satisfaction of male and female secondary school teachers of Shekhawati region.
- 10) No significant difference was revealed in job satisfaction of urban and rural secondary school teachers of Shekhawati region.

- 11) A significant difference was found in job satisfaction of experienced and highly experienced secondary school teachers of Shekhawati region.
- 12) No significant correlation found between work motivation and job satisfaction of secondary school teachers of Shekhawati region¹⁵⁴.

A study was carried out to investigate the influence of motivational factors on teachers' commitment in public Secondary School in Mbale Municipality. The study adopted a cross-sectional survey research design. The simple random sampling procedure was employed. A self-designed questionnaire was used as instrument for data collection. The data gathered was analyzed using frequency and percentages, Pearson product moment correlation coefficient (bivariate statistics) and multiple regression analysis. The study found a positive and significant influence of promotion on teachers' commitment; reward system and teachers' commitment but low significant relationship between training or development and teachers' commitment. Regarding the influence of promotion, the study recommended that schools and stakeholder should ensure fairness in promotion procedure process, create a constant promotion activities and increase salary if teachers are promoted. This could be achieved by ensuring that promotion be done on merit, experience and skills of the teachers not favouritism. Teachers should be remunerated well to motivate them for higher commitment or loyalty to the school. This could be achieved through offering incentives to teachers and rewarding those whose learners perform better in a subject. Not only that, non-monetary incentive should also be considered. For instance, recognition, gifts and appreciation should be provided for teachers especially from their head teachers. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This would give teachers a sense of security in their old age and as a result they could remain focus and committed to their work¹⁵⁵.

A study showed that teachers' perceived factors for motivation in selected public and private schools in Oredo Local Government area of Edo state are: regular promotion, adequate annual salary that is commensurate with work load, regular payment of monthly salaries, allowances, better terms and conditions of service, opportunities and incentives for further education, opportunities and incentives for seminars and workshops, housing allowances or better housing, accessible workplace, attractive workplace or conducive working environment, adequate infrastructural facilities and teaching or learning resources, societal recognition and teacher retention. The study also revealed that the level of motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state was very good¹⁵⁶.

A study was carried out with the aim to investigate some motivation strategies influencing job satisfaction among teachers in public primary schools in Bungoma East Sub County. The objectives of the study were to: establish how income influence job satisfaction among teachers in public primary schools in Bungoma East sub county; examine how working conditions influence job satisfaction among teachers in public primary schools in Bungoma East sub county; determine how promotion influence job satisfaction among teachers in public primary schools in Bungoma East sub county and find out how job recognition influence job satisfaction among teachers in public primary schools in Bungoma East sub county. The study adopted a descriptive survey research design which targeted twenty four (24) head-teachers and two hundred and seventy eight (278) teachers in Bungoma East Sub County. Purposive sampling was used to select twenty four (24) head teachers and simple random sampling was used to select two hundred and seventy eight (278) teachers. This resulted into an overall sample size of three hundred and two (302) participants. Data was collected using two self-designed questionnaires for both head teachers and teachers respectively. Validity of the

questionnaire was carried out using face and content validity type. The instruments were shown to University of Nairobi teachers who helped to validate the instruments to ensure they measure what they are supposed to measure. Reliability was done using Cronbach's alpha which gave a value of .812 and .889 for both questionnaires respectively. These values meant that they were internally consistent. Data was analyzed both qualitatively and quantitatively.

The quantitative data was analyzed using descriptive statistics such as the frequencies and percentages and presentation done in tables. The qualitative data was analyzed thematically based on the objectives of the study. The study revealed that teachers were not satisfied with the income as it was not a measure of their competence and could not meet their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were also not satisfying. The study revealed that the participants were not satisfied with the working conditions such as proper classroom ventilation, school surrounding and provision of teaching learning materials. Further, the study found that the teachers' promotion prospects equally negatively influenced their job satisfaction. The study also established that the participants were satisfied with the recognition by the colleagues and the parents. However, they were not satisfied by the recognition by the employer and the Board of Management. Based on the findings of the study, it was recommended that:-

1. Teachers' income in form of salary and remuneration should be improved, all the teaching staff should be treated with equity and no one should be undermined or no one should undermine the other as this would affect their self-esteem;
2. The government and schools should have a consistent way of publicly recognizing teachers for their hard work.

3. There should be teachers' scheme of service which would give them an equal chance of promotion.
4. The government, parents and other educational stakeholders should improve the working conditions of the teachers by constructing spacious staff rooms, classrooms, equipped libraries and laboratories for usage¹⁵⁷.

Another related study was carried out to find out the level of work place happiness, commitment, work motivation, and job satisfaction among secondary school teachers in Bhutan. The study adopted a descriptive analytical survey research design. The target population of this study focused on the secondary teachers in Samdrupjongkhar and Trashigang districts of eastern Bhutan. The proportionate sampling procedure was used to sample two hundred and twenty five (225) secondary school teachers. The researcher took approximately 50% of total sample from Trashigang district and from Samdrupjongkhar district respectively. The statistical techniques used for data collection were mean, percentage and standard deviation for analyzing the group trend. The findings of the study revealed that the majority of teachers are in average level of work place happiness, work motivation and job satisfaction. However, the maximum of the secondary school teachers of the selected schools revealed a high level of commitment. It was recommended that the ministry of education should revisit the educational policies and frame the mandate policy on infrastructure development in schools irrespective of school settings. The district education officers and school principals should look into the circumstances of secondary school teachers of two districts and create better ways of motivating them for improved commitment¹⁵⁸.

Another similar study was conducted to investigate strategies used by principals for enhancing the productivity of secondary school teachers in selected government secondary schools in Cameroon. Four major strategies were examined. These include:

motivation, conflict resolution, supervisory and communication strategies and the extent to which they influence teachers' productivity. Four research questions and hypotheses guided the study. Questionnaire was used to collect data from three hundred and fifty (350) teachers selected from a population of one thousand, four hundred (1,400) teachers in government secondary schools in Fako Division of the Southwest Region of Cameroon. The multi-stage sampling procedure was used to select teachers for the study. Results showed that, principals' communication, conflict management, supervisory and motivation strategies influence the productivity of teachers in Government Secondary Schools. Of the four strategies examined, conflict management strategy was revealed to have more influence on the productivity of teachers. Principals' strategies have a direct relationship with teachers' productivity. Therefore, there is a possible correlation between principals' leadership and management strategies, teachers' productivity and school effectiveness. In addition, effective collaboration amongst teachers is necessary for teachers' effectiveness. It was recommended based on the findings of the study that principals should put in strategies that would enhance effective communication, conflict management, motivation and supervision to improve on the productivity of teachers¹⁵⁹.

A research work was carried out on the role of motivation on job satisfaction at primary level. The key objectives of the study were to:- find out available facilities for primary school teachers and analyze the role of motivation on job satisfaction at primary level. Descriptive research was adopted for the study. All the primary school teachers of Punjab province made up the population for the study. Sample size of one hundred and fifty (150) primary school teachers were chosen through simple random sampling procedure. Data was collected through questionnaires from the selected sample. The study concluded that leave facilities are provided across gender disparity. It is also concluded that majority of the female participants reported that teachers cooperate with

colleagues. The recommendations of the study informed that teachers may enhance their pedagogical skills and increase their knowledge through discussion and various knowledge sharing activities. Master trainers may practice the exercises that are helpful in developing primary teachers' confidence¹⁶⁰.

A study was carried out to investigate the motivational antecedents of teachers' sense of professional commitment – commitment to teaching as a career and willingness to engage in professional tasks in a sample size of teachers in training enrolled in teacher education classes. Motivation for choosing teaching as a career, teacher self-efficacy, and sense of personal responsibility for educational outcomes each uniquely contributed to the prediction of professional commitment. In addition, self-efficacy and personal responsibility mediated the influence of motivations for teaching on professional commitment. Beyond the influence of motivations for teaching, self-efficacy predicted commitment to teaching as a career (planned persistence and satisfaction with career choice), personal responsibility predicted interest in professional development and both self-efficacy and responsibility predicted willingness to invest personal time in teaching-related tasks. The results revealed multiple pathways through which teachers' motivations can influence their commitment to the profession at an early stage of their career trajectories, and thus have implications for teacher education, recruitment and retention¹⁶¹.

In this study on quality education: the case of teachers' motivation and attrition in Ethiopia, the motivation of the teachers was analyzed by applying Maslow's Hierarchy of Needs theory and Herzberg's Two-Factor theory. A total of forty two (42) teachers and principals in Ethiopian public primary schools were interviewed, rural and urban schools respectively. It was concluded that the expectations had changed over time and is now at a very low level. In terms of de-motivation the teachers experience this due to mainly budget limitations, low occupational status, decrease in learner's motivation and poor

policy implementation processes. The future situation of the teachers and the education sector at large is facing many challenges and there is an immediate need for a satisfactory policy response to ensure quality education by increasing motivational strategies for teachers¹⁶².

The main purpose of a study was to examine the influence of staff motivation on public secondary school productivity. The study adopted a descriptive and causal research design as well as the survey method in investigating the influence of motivation on public secondary school productivity levels. The entire population of the study was four hundred and seventy five (475) and sample size was two hundred and seventeen (217) based on simple random sampling procedure. A well-structured and researcher-designed questionnaire was used as a tool for data collection and was administered to two hundred and seventeen (217) participants out of which one hundred and eight five (185) were retrieved and appropriately filled. Reliability of the research instrument was done using Cronbach's alpha which gave a coefficient value of 0.868. Data were analyzed using multiple regression analysis. The result of the study indicated a significant relationship between staff motivation and public secondary school productivity. Findings from the model summary revealed that a moderate percentage of the variations in productivity can be explained by school teacher motivation.

The results also revealed that extrinsic motivational factors were considered to have more significant influences on public secondary school productivity than intrinsic factors. The study concluded that although both intrinsic and extrinsic motivational factors are significant determinants of productivity, extrinsic motivational factors appear to be more significant or valued by participants in the public secondary school used in the study. Furthermore the study also recommended that management of public secondary schools should take appropriate measures in figuring out those factors that motivate their

teachers and seek ways of ensuring that they are adequately motivated in order to improve their performance and productivity levels¹⁶³.

Another related study was carried out to investigate the principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South local government area of Anambra State. A total of two research questions were raised for the study. The population consisted of the entire six hundred and forty (640) teachers in all the public secondary schools in Awka South Local Government Area of Anambra State. The sample size was two hundred and fifty (250) participants. The instrument for data collection was a questionnaire that was validated by three (3) experts from Nnamdi Azikiwe University Awka. The reliability coefficient was 0.898 and the data was analyzed through descriptive and inferential statistical methods. The study 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 Awka South L.G.A. Based on the findings, it was recommended that principals should provide adequate teaching materials, conducive environment and welfare packages as good leadership behaviours for effective teacher job performances in Awka South¹⁶⁴.

Another similar research work presented the results of a survey conducted in a particular local government area in Nigeria as to how motivation may influence teachers' performance. The research instrument used for the study was a two-part thirty five-item questionnaire which was meant to test the influence that motivation may have on teachers' performance. It was administered to a hundred (100) randomly selected teachers from ten (10) of the sampled secondary schools used for the study. Seven (7) research questions were analyzed and series of cross tabulations were employed for the analysis. The data gathered were analyzed using descriptive statistics such as means, standard deviation,

frequencies and percentages of the various responses provided by the teachers. The study revealed that applying the right motivation factor has positive influence on teachers' performance. The factors that are currently being used to motivate teachers such as annual get together parties, organizing send-off parties for teachers on transfer, provision of attendance register, constant supervision of teachers' work and provision of movement books have minimal influence on teachers' performance. Based on the findings of this study, it was recommended that;

1. Management of secondary schools should make use of correct motivational strategies such as attitude motivation, incentives, and recognition;
2. There should be regular training for teachers workshops to motivate teacher for higher productivity;
3. Government should always try as much as possible to pay teachers' salaries promptly and regularly;
4. Management of the schools should try as much as possible to provide accommodation to teachers within the school premises and teachers should be given opportunities to develop themselves through study-leave with pay or in-service training¹⁶⁵.

A study investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were raised and tested at 0.05 level of precision. Data were collected using a self-developed questionnaire tagged: "Teachers' Motivation and Performance in Secondary Schools Questionnaire". The questionnaire was validated and the Cronbach's alpha coefficient was 0.898 which confirmed that the questionnaire was internally consistent. However, split-half method was used for the reliability of the questionnaire which gave a value of 0.789. These values

confirmed that the questionnaire was reliable. The research questionnaires were administered to two hundred (200) teachers that were randomly selected from four (4) major administrative zones in local government area but only one hundred and eighty-seven (187) were retrieved and adequately filled and therefore used for data analysis. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression inferential statistical methods. The findings of the study revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools. The study also indicated that reward system, professional training and development, work situational factors accounted for good percentage of variance in the motivation of teachers in public secondary schools. It was recommended that for teachers to have higher performance and a sense of belonging, the school management should introduce a good managerial approach so that all teachers would take part and be able to contribute meaningfully to the development of the public secondary school¹⁶⁶.

A study was carried out on job motivation techniques for enhanced secondary school teachers' job performance in Sagamu local government of Ogun State. Four research questions and two hypotheses were raised. Descriptive survey research design was adopted. The population of the study consisted of all the four hundred and eighty nine (489) public senior secondary school teachers in Sagamu local government area of Ogun State. A total of one hundred and twenty (120) public senior secondary school teachers were selected as the study sample size. A purposive sampling procedure was used for the selection of the sample size. Self-developed questionnaires titled - "Motivation and Teacher Job Performance Questionnaire" with a reliability coefficient of 0.789 was used for data collection. Research questions were analyzed using regression analysis. The hypotheses were tested using the Pearson Product Moment Correlation

Coefficient. The findings revealed that conditions of service (salary, promotion and fringe benefits) were found to be significant and strong determinant of teachers' job performance in Sagamu local government of Ogun State. It was also revealed that in-service training strongly determines secondary school teachers' job performance. A huge percentage of the variance in teachers' job performance was accounted for by the linear combination of the independent variables. There was a significant relationship between the independent variable (condition of service) and the dependent variable (teachers' job performance). There was also a significant relationship between the independent variable (in-service training) and the dependent variable (teachers' job performance). Based on the findings of the study, it was recommended that the condition of teachers should be adequately enhanced by school management; important incentives such as medical care, housing allowances, promotion, and fringe benefits among others should be adequately provided to teachers so as to bring about high intrinsic motivation; and the growth and advancement of school teacher on the job through training and development should be effectively implemented and fairly carried out by the management to avoid dissatisfaction and low performance of teachers¹⁶⁷.

A paper was implemented on the relationship between motivation and teachers' job mobility in Ondo State, Nigeria. The study adopted a descriptive research of the survey type. The population consisted of all teachers of public secondary schools in Ondo State. Multi-stage sampling procedures were employed to select the sample for the study. Stage one involved the use of simple random sampling procedure to select five (5) Local Government Areas from the eighteen (18) Local Government Areas in the State. The second stage involved the selection of ten (10) public secondary schools using purposive random sampling procedure. Fifty (50) teachers were selected from each of the public schools using simple random sampling procedure at third stage to make a total of five

hundred (500) teachers as sample for the study. The content of the instrument was validated by the right experts. The reliability was ascertained through test-re-test method and Cronbach's Alpha reliability coefficient method was used to determine the internal consistency of the items. The result produced a reliability coefficient of .895. Data gathered were analyzed using descriptive statistics such as frequency counts, mean scores, percentages for research questions and inferential statistics such as Pearson's Product Moment Correlation and t-test for hypothesis at 0.05 level of precision. The study revealed that the level of teachers' job mobility was low and that motivational issues have a very high impact on teachers' job mobility. It was therefore recommended among others that Government at all levels and education stakeholders should encourage teachers to be committed to their jobs by providing necessary conducive environments and incentives to ensure better performance for national development¹⁶⁸.

Another similar study was carried out to investigate the relationship that exists between motivational variables and teachers' attritional tendencies among Physics teachers in public secondary schools in Calabar Municipality Local Government Area of Cross River State. The researcher came up with three motivational variables namely: fringe benefits, teachers' working environment, and upward job mobility (promotion). A survey research design was employed. Stratified random and accidental sampling procedures were employed to select a total of one hundred and fifty (150) teachers from a population of two hundred and twenty one (221) teachers comprising of seventy eight (78) females and one hundred and forty three (143) males. These teachers were drawn from fifteen (15) secondary schools. Questionnaire was the instrument used in collecting data. Data analyses were obtained using Pearson product moment correlation statistics. The result of the study showed that there is a significant relationship between fringe benefits, teachers' working environment, upward job mobility, and teachers' attritional tendencies.

It was recommended among others that fringe benefits be provided for teachers. Government should increase wages for teachers and make their benefit packages attractive. Conducive work environment should be provided, and teachers should be promptly promoted¹⁶⁹.

Another related study investigated the influence of motivation on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. The study sought to find out the influence of payment of regular salaries and provision of welfare packages on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Two research questions guided the study while two research hypotheses were tested at 0.05 level of precision. The study adopted a survey research design. The population of the study was six thousand, five hundred and sixty (6,560) teachers from one thousand, two hundred and fifty (1,250) public secondary schools in the study area. Using Taro Yamane's formula, the sample size of three hundred and seventy seven (377) teachers and three hundred and three (303) public secondary schools was selected. A thirty five-item structured questionnaire developed by the researcher titled: "Influence of Motivation on Teachers' Job Performance for Quality Assurance Questionnaire" was used as instrument for data collection. The questionnaire was validated by experts. The reliability coefficient obtained for the instrument was 0.898. Descriptive statistics of mean and standard deviation were employed to answer the two research questions while Chi-square was used to test the two null hypotheses at 0.05 level of precision. The findings of the study revealed that payment of regular salaries and provision of welfare packages significantly influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Based on the findings of the study, the researchers recommended that adequate funds should be

provided to pay teachers' salaries and teachers' welfare should be of paramount focus for higher productivity on the job¹⁷⁰.

A related study investigated the influence of teachers' characteristics and motivational techniques on teachers' job performance in public and private secondary schools in Akoko Southwest Local Government Area of Ondo State. The purpose was to find out the characteristics and motivational techniques used in public and private secondary schools and also to see the relationship between motivation and teachers' job performance in public and private secondary schools in Akoko southwest area of Ondo state. A descriptive research design of the survey type was used to investigate the problem of the study. Ten schools were selected using stratified random sampling procedures from the thirty three (33) secondary schools in Akoko Southwest Local Government Area. Purposive random sampling procedures were employed to sample ten (10) principals and fifty (50) teachers to participate in the study. A self-developed questionnaire, titled - "Teachers Characteristics and Motivational Techniques on Teachers' job Performance Questionnaire" was used to obtain data from participants. Data gathered were analyzed using descriptive and inferential statistics. The findings revealed a positive relationship between motivation and teachers' job performance. It was concluded that teachers' attitudes to their job is determined by how much they are motivated. Based on the findings of the study, it was recommended that government and school management should create ways either in attitude or in materials to motivate teachers in carrying out their duties. The study also recommended that the school management should put in place measures geared towards enhancing performance of teachers and formulates motivational policies that enhance school teacher performance¹⁷¹.

A research work was carried out to investigate the principals' motivational strategies and effects on teachers' instructional task performance. It further investigated

the challenges that are faced by principals in motivating teachers for effective instructional performance in secondary schools. Descriptive survey research design was adopted. A self-designed questionnaires titled:- “Principal Motivational Strategies Questionnaire” and "Teachers’ Instructional Task Performance Questionnaire" were employed for data collection. An interview technique was also used to collect data from four hundred and eighty (480) participants, consisting thirty (30) principals and four hundred and fifty (450) teachers in thirty (30) public secondary schools, using multi-stage sampling procedure. Four research questions and two hypotheses were raised to guide the study. The simple percentage and mean scores were employed to answer the research questions while Pearson Product Moment Correlation statistics was employed to test the hypotheses at 0.05 level of precision. The result showed a significant relationship between principals’ motivational strategies and teachers’ instructional performance was significant. There was a significant relationship between teachers’ instructional tasks and students’ academic performance while majority of the principals were very effective in corporate goal setting, innovation, capacity development, team work, performance feedback, processing of salaries, recommending teachers for promotion, collegiality and public relations. The study concluded that the challenges that principals and teachers faced in motivation and instructional tasks require adequate government intervention and goal-oriented partnership between the school principals and other relevant stakeholders to provide adequate learning resources and facilities for students and teachers to achieve better curriculum instruction and improved learning outcome in secondary schools¹⁷².

Another similar study investigated strategies which principals could use to motivate teachers for job satisfaction in public secondary schools in Ideato North Local Government Area of Imo State, Nigeria. The study adopted a descriptive survey research design. The population of the study consisted of all the two hundred and twenty two (222)

teachers in all public secondary schools in the Local Government Area. A sample size of one hundred and fourteen (114) teachers was drawn from the population by proportionate stratified random sampling procedure. The instrument for data collection was titled - principals motivational strategies questionnaire. The questionnaire was validated by three experts, two in Educational Management department and one in Measurement and Evaluation department in the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The reliability of the questionnaires was done by trial testing in another Local Government Area and analyzing, using Cronbach Alpha technique. The reliability value of 0.975 was established, which indicated high enough and suitable for the study. Data gathered were analyzed using simple mean ratings. Results established that motivational strategies used by principals influence teachers' job satisfaction. Based on the findings, it was recommended that school principals should use various motivational strategies in administration. Also, teachers should be committed to their work¹⁷³.

Similarly, a cross-sectional descriptive study assessed the relationship between motivation and performance of teachers in private secondary schools in Sheema District, Uganda. Specifically, the study was carried out to investigate the relationship between financial motivation and teachers' performance in private secondary schools in Sheema District; and examined the relationship between non-financial motivation and teachers' performance in private secondary schools in Sheema district. Data was collected using questionnaire, interview guide and documentary review methods. Purposive sampling was used to select ten (10) head teachers from ten (10) private secondary schools in Sheema District, and two hundred and twelve (212) teachers out of three hundred and eighty three (383) teachers from ten schools in Sheema District. Findings indicated that there was significant positive relationship between financial motivation and teachers' performance in private secondary school teachers as well as nonfinancial motivation

being significantly positively related to performance of private secondary school teachers in Sheema District. Financial motivation impacts higher on teachers' performance than non-financial motivation. This demonstrates that difference in teachers' performance can be explained by the differences in non-financial and financial factors. There is therefore a need to use both financial and non-financial rewards, although the financial motivation has more impact¹⁷⁴.

Another study investigated the influence of teachers' motivation on job performance in public primary schools. There is public concern for deteriorating teachers' professional conduct in Uganda characterized by teachers' poor time management, absenteeism, inadequate preparations and syllabus coverage, and poor discipline management that compromise teacher job performance. Literature revealed need of motivating teachers in order to achieve improved teachers' performance in schools. Research study was guided by questions such as, what professional development opportunities are available for teachers' job performance. How does remuneration influence teachers' performance? To what extent does supervision influence teachers' performance? How do working conditions influence teachers' performance? Convergent parallel mixed methods, particularly cross-section survey and phenomenological designs guided the study. Stratified random sampling, simple random sampling, and purposive sampling procedures were employed to select participants. Research instruments included questionnaires, in-depth interview guide, and Focus Group Discussion guide. Descriptive statistics such as frequencies and percentages were employed to summarize quantitative data, and inferential statistics such as t-test and ANOVA were employed to test hypotheses. Qualitative data was analysed by generating codes and categories. Findings revealed that workshops, in-service training and seminars were provided for teachers and enhanced their teaching effectiveness. Teachers received a meagre consolidated salary

which left most teachers not satisfied. External and internal instructional supervision was conducted but the District Inspector of Schools had facilitation challenges. Few schools had school teacher quarters, other teachers catered for themselves. Schools had incomplete classroom structures, inadequate reference materials and textbooks which compromised effective teaching. Based on the findings of the study, it was recommended the government to increase funding for more workshops and seminars; increase teachers' salary and bridge salary gap between teachers and head teachers. The government should complete the already existing classroom structures, increase funding for supervision facilitation; construct school teacher quarters and school teachers' room for each school; and add more textbooks¹⁷⁵.

Another related study was carried out to investigate the principal's motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State. The study adopted a descriptive survey research design. Two research questions guided the study and one hypothesis was tested. A structured self-designed questionnaire titled: "Principal's Motivational Strategies and Teachers' Productivity Questionnaire" was used for data collection. The population of the study consisted of all the seven hundred and eighty nine (789) teachers in secondary schools in Onitsha education zone of Anambra State. A sample size of one hundred and twenty (120) teachers was purposively drawn for the study. The instrument was validated by three experts, who are teachers, two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Mean scores and standard deviation were employed to answer the research questions while t-test was used to test the hypothesis at 0.05 level of precision. The reliability of the instrument was established using Cronbach's Alpha. It yielded a reliability coefficient of 0.790 which was considered appropriate for the study. The findings showed among others that motivation

leads to teachers' professional growth, job satisfaction and realization of target goals of the school. Based on the findings, it was recommended among others that promotion, remuneration and other fringe benefits should be provided for deserving teachers as and when due¹⁷⁶.

Another study was carried out to investigate the relationship between motivational drives and school teacher performance in universities in Ogun State. The specific objectives of the study were to examine the relationship of school teacher performance with accomplishment, autonomy, career advancement, personal development, recognition and nature of work. The study adopted a descriptive survey research design and the purposive sampling procedure was adopted to select three universities in Ogun State namely Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago-Iwoye and Crawford University, Igbesa. The population of the study consisted of all the four thousand, four hundred and fifty eight (4,458) school teacher. However, after applying the Taro Yamane formula, the sample size of the study consisted of four hundred and seventy seven (477) school teacher. The study made use of primary data through administered questionnaire to obtain data from participants. Out of four hundred and seventy seven (477) questionnaires administered, three hundred and seventy eight (378) copies were returned. Descriptive statistics and the Pearson Product moment of correlation (inferential statistic) were employed for the analysis of data. The major findings of the study were that:

1. Career advancement has the strongest relationship with school teacher performance, followed by personal growth, recognition, autonomy, accomplishment and nature of work and

2. Accomplishment, career advancement, personal growth, recognition, autonomy and nature of work all have significant and positive correlation with performance of school teacher of selected universities in Ogun State¹⁷⁷.

A study aimed to find out the influence of principals' motivational strategies on the performance of teachers on the basis of their academic qualifications. All elementary teachers working in sixty (60) public schools of district Sheikhpura were the population of the study. Six hundred and twenty seven elementary teachers were selected for sample by using the technique of cluster random sampling. The study was conducted to examine the influence of motivational techniques used by schools' principals to improve performance of teachers on the basis of their academic qualification. A standardized questionnaire was used comprising 48 items from eight most important strategies of motivation. Statistical analysis of data showed significant difference among factors such as appreciation, recognition, performance appraisal, monetary benefits and rewards and promotion. It was recommended based on the findings of the study that school heads may offer awards and gifts to teachers for developing their performance in academic activities¹⁷⁸.

Another study was carried out to investigate the influence of motivational factors on teachers' job performance in public senior secondary schools in the FCT, Abuja. Three research questions and one hypothesis were raised for the study. The research employed a descriptive research design. The instrument for data collection was a questionnaire for the teachers. The questionnaire was pilot-tested and Cronbach's alpha gave a reliability coefficient of 0.681. A sample size of two hundred and seventy (270) teachers were selected through simple random sampling. The findings of the study showed a significant relationship between motivational factors and teachers' job performance. It was recommended among others that school administrators in FCT secondary schools, Abuja

should continuously employ various motivational factors to enhance teachers' job performance¹⁷⁹.

A study was undertaken to determine the influence of teachers' motivation on teacher's productivity in secondary schools in Nigeria, with particular focus on Shomolu Local Government Area of Lagos State. Descriptive survey research design was used. A self-constructed twenty five-item questionnaire was used for the research study. Four hypotheses were tested. The statistical tools used to test the hypotheses were Pearson's Product Moment correlation coefficient and Multiple Regression Analysis. The participants in this study were made up of two hundred (200) teachers randomly selected from ten secondary schools in Shomolu Local Government Area of Lagos State. The results showed a significant relationship between the motivation of teachers and their productivity. It was recommended that teachers should be motivated using several motivational techniques for improved productivity¹⁸⁰.

Another similar study was implemented to find out the influence of teachers' motivation on their performance in secondary schools in Kween district. The study objectives were established to: examine the level of teachers' motivation; determine the extent of teachers' performance in secondary schools in Kween district, Uganda and to establish the relationship between teachers' motivation and performance in secondary schools in Kween district, Uganda. The study was conducted using a descriptive research design. Data was collected from a sample of sixty (60) participants. The data was collected with the use of questionnaires. The study findings revealed that the teachers' motivation in the schools was low. The teachers' performance in the schools was also low and a significant relationship existed between motivation and performance of teachers implying that low teachers' motivation must have contributed to their low performance. It was recommended based on the findings that teachers' performance in teaching and

administration need to be enhanced through various motivational strategies such as incentive packages¹⁸¹.

Another related study was conducted on the influence of motivational strategies on teachers' performance in the implementation of the Universal Basic Education (UBE) programme in Makurdi Metropolis, Benue State. To guide the study, two research questions were raised. Descriptive survey research design was employed. The population of the study consisted of all the seven hundred and fifty six (756) teachers in all public junior secondary schools in Makurdi Metropolis, Benue State, Nigeria. The sample size of two hundred and forty eight (248) was selected using a stratified random sampling procedure. The instrument constructed was validated using face and content validity which involved three experts in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The reliability of the instrument was done using Cronbach's alpha statistics after a pilot test was carried out. A reliability coefficient of 0.851 was obtained. This indicated that the instrument is reliable for usage in the study. The two hundred and forty eight (248) copies of the questionnaire were distributed to the participant in their various schools through the help of two trained research assistants. Data gathered were analyzed using frequency count and meanwhile, chi-square was used to test the hypothesis. Findings revealed that in-service training and regular payment of teachers' salaries aid teachers' motivation towards the implementation of the universal basic education programme in Makurdi Metropolis, Benue State, Nigeria. It was recommended on the basis of the findings that teachers' salaries and other entitlements should be paid regularly to enhance performance on the job so that the objectives of basic education for all citizens can be realized¹⁸².

Another study was undertaken to examine principals' motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi State. The study

adopted descriptive survey research design. The population of the study comprised of three hundred and fifty five (355) principals from both public and private schools. Purposive sampling procedure was used to select all the three hundred and fifty five (355) principals for the study. Questionnaire titled “Principals Motivational Practices for Teachers’ Effectiveness Questionnaire” was used for data collection. The data gathered were analyzed using mean and standard deviation while the null hypotheses formulated for the study were tested using t-test at 0.05 level of precision. The results revealed that principals’ effective communication pattern motivates teachers for effectiveness in public and private secondary schools and that the extent principals ensure school teacher meeting motivate teachers for effectiveness in public and private secondary schools.

The study however found that differences exist in the extent to which principals ensure teachers’ welfare services in public and private secondary schools. The result further revealed no significant difference on the extent to which principals’ communication pattern motivate teachers for effectiveness in public and private secondary schools in Ebonyi State. It also showed that there is no significant difference in the extent to which principals ensure regular meeting with teachers to motivate teachers for effectiveness in public and private secondary schools. The result also revealed a significant difference in the welfare services adopted by public and private school principals for teachers’ effectiveness. This difference was in terms of school management strategies. The study therefore recommended among other things that motivation of teachers by the principals is a vital tool for effective secondary school administration in public or private¹⁸³. The above studies were similar to this study but differed in many aspects such as variables (and their indices), objectives, population and study area.

The influence of specific indices of motivational strategies (in-service training and incentives) used in this study on teachers' job satisfaction and commitments are examined below:

2.3.1.1 In-service Training on Teachers' Job Satisfaction and Commitment

A study investigated the relationship between in-service training and teachers' job performance in public senior secondary schools in Rivers State. The design of a study was correlational research design while a sample size of eight hundred and forty five (845) public senior secondary school teachers were drawn through stratified random sampling procedures from a population of eight thousand, four hundred and fifty two (8,452) teachers. Six research questions were stated to guide the study. They were investigated with data gathered through the administration of copies of researcher's adapted instrument titled "Teachers In-service Training Questionnaire" and "Teachers' job Performance Questionnaire" on the sample. Research questions were answered using mean and standard deviation while Pearson Product Moment Correlation was used to test the hypotheses. The four null hypotheses were tested at 0.05 level of allowance using Regression Analysis. The major findings of the study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teachers' learning, growth, needs, collaboration and job performance in public senior secondary schools in Rivers State. It was concluded that in-service training has positive impact on teachers' job performance in public senior secondary schools. Based on the findings, some of the following recommendations were made:

1. Opportunities for in-service training programmes should be provided to all categories of teachers;

2. All educational stakeholders should revitalize the public secondary school of regular seminars, workshops and conferences for old and newly employed in-service teachers and
3. Government should bear the financial burden for teachers' in-service training programmes by making budgeting allocation for that purpose. Also, distance supported e-learning at school level should be encouraged¹²⁰.

Another study was carried out with the primary objective of investigating the impact of school teacher training and development on their productivity and performance in classroom teaching and in their administrative work as well. Data was collected through structured questionnaire. Fifty eight (58) teachers were interviewed through the questionnaire. Statistical Software (SPSS Version 16) was used for analyzing the data. The study concluded that there exist a positive and strong relationship between training or development and productivity of teachers of Kurdistan¹⁸⁴.

According to a study, the rate of educational development in Nigeria is constrained by social, economic, and political factors. This affects the adult literacy rate in the nation, which is about 60% and lower for adults in rural areas. Teachers play pivotal roles in improving learner enrolment, retention, and completion. Teachers' motivation levels may determine how they effectively play such roles. The study addressed the relationship between teachers' motivation and high productive performance by teachers. The study adopted a context of Northern Nigeria whose struggles with literacy and education generally are more pronounced than the rest of the nation. The study adopted a Baseline Survey data from the 2014 Teacher Development Programme In-Service Training Component Impact Evaluation conducted in North West Nigeria. A binary multiple logistic regression model was used to evaluate the relationship between job satisfaction, some socio-demographic factors, and some perceptions relating to

teaching. The study showed that teachers' motivation influences their satisfaction in school. It is hoped that the findings was beneficial to an international audience especially for comparative benefits in motivation and job satisfaction. In addition, the findings were beneficial to educators in Nigeria in addressing the issue of teachers' motivation, performance and job satisfaction¹⁸⁵.

A paper presents the results of a quantitative survey conducted in two hundred and seventy eight (278) primary school teachers (teachers and kindergarten teachers) in the prefecture of Ilias with the aim of exploring their views on the impact of training on job satisfaction. The research results showed that the majority of participants recognize the contribution of training to job satisfaction mainly indirectly¹⁸⁶.

A study attempted to examine the relationship and impact of training and development practices on job satisfaction of teachers. Population of the study was limited to faculty members employed at institutes providing technical education in the city of Nagpur, Maharashtra, India. A sample size of three hundred and sixty (360) faculty members was collected to represent the population. The research was conducted in a confirmatory framework so as to examine the causal linkage among the study variables. The results depicted a positive relationship between training and development practices and job satisfaction among the faculty members of technical educational institutes. The study not only provides empirical credence to the importance of training and development practices but also has implications for the management of technical educational institutes that educational institutes should conduct a proper training need analysis to ensure that appropriate training and development practices are adopted leading to creating a learning environment in the public secondary school which eventually contributes towards job satisfaction of teachers through appropriate skills development for teacher and public secondary school growth¹⁸⁷.

A study on the correlation of in-service training and teachers' job performance in public secondary schools in Enugu State, Nigeria was carried out. A correlational research design was adopted. A sample size of six hundred and nineteen (619) public senior secondary school teachers was drawn through stratified random sampling procedures from a population of six thousand, one hundred and eighty five (6,185) teachers who made up the participants. Three research objectives guided the study. Investigation was based on the data gathered through the administration of copies of researchers' adapted instrument titled: "In-Service Training Questionnaire" and "Teachers' Job Performance Questionnaire". The research instrument was validated by three experts pulled from measurement and evaluation department of University of Nigeria, Nsukka, Enugu State using content validity. The reliability coefficient of 0.866 was obtained using Pearson Product Moment Correlation from test-retest method. Three null hypotheses were tested at 0.05 alpha level using Regression Analysis. The major findings of the study showed that teachers' mean rating on their participation in in-service training programmes was above average; teachers' mean rating of their job performance was above average, and there were a strong positive and significant relationship between teachers' professional in-service training, workshop training, orientation and conference attendance and job performance in public secondary schools in Enugu State, Nigeria. From the study, it was concluded that in-service training has a strong positive correlation on teachers' job performance in public secondary schools. Based on the findings, the following recommendations were made that:-

1. Opportunities for in-service training programme should be provided to all categories of teachers;

2. all educational stakeholders should revitalize the public secondary school of regular seminars, workshops and conferences for old and newly employed practicing teachers;
3. Government should bear the financial burden for teachers' in-service training programmes by making allocations available for the purpose and
4. Distance supported e-learning at school level should be encouraged¹⁸⁸.

A study was carried out to investigate the in-service training and secondary school teachers' job satisfaction in Rivers state. Data was collected from primary and secondary data sources. The primary data used was obtained from reconnaissance survey and direct interviews while the secondary data sources included existing literature, academic journals, and the internet. The study adopted a Multi-stage sampling procedure for adequate representation. The Taro Yamane formula was applied to determine a manageable sample size of three hundred and forty nine (349). Descriptive and inferential statistics such as frequency, percentages, tables and Pearson Product Moment Correlation were employed for data analysis. Majority of the variables tested shows that there is a strong positive correlation between in-service training and teachers' job satisfaction. The major findings of the study revealed that these forms of in-service training such as correspondence courses, regular courses, conferences, workshops, distance learning or self-study, seminars, exhibitions were all significant on teachers' job satisfaction. All the percentage of the sampled teachers agreed that in-service training inculcate new ideas and innovation on them, which directly affect their teaching skills positively. Also very low percentage of teachers agreed that they learnt how to use ICT through participation in in-service training, against a huge percentage who disagreed with such assertion.

Furthermore, teachers who engage in in-service training tend to enhance their communication skills; low percentage of teachers agreed to that while a major percentage

totally disagreed with such assertions. The study concluded that, teachers who take part in in-service training tend to acquire relevant teaching skills which could enhance their satisfaction with teaching. The development of teachers through in-service training is essential to the nature of their commitment to work, and job satisfaction. It was recommended on the basis of the findings that the Rivers state government should enable her public senior secondary school teachers to access adequate monetary grants to ensure self-development as this would promote maximum job effectiveness in teachers' productivity¹⁸⁹.

A similar study investigated the influence of in-service training needs on the job performance of teachers in colleges of education for sustainable development in North-west GeoPolitical Zone, Nigeria. Two research questions were answered and two null hypotheses were tested at 0.05 level of precision in order to determine the influence of conferences and workshops on the job performance of teachers in college of education in north-west geopolitical zone, Nigeria. The study adopted a descriptive survey research design. The population consisted of ninety teachers of the Department of Business Education in colleges of education in north-west geo-political zone, Nigeria. The whole population was used for the study and therefore, intact sampling was done for the study. A questionnaire was used as instrument for data collection. Research questions were answered using mean and standard deviation. Null hypotheses were tested using regression analysis at 0.05 level of precision. The findings of the research revealed significant influences of teachers' conferences and workshop on their job performance. Based on this, it was concluded that in-service training improves teachers' job performance in colleges of education in north-west geo-political zone Nigeria, thus there is the need for in-service training for colleges of education teachers. The research recommended that in-service training be provided for every school teacher in colleges of

education so as to improve their job performance and for sustainable development as far as teaching and learning process is concerned¹⁹⁰.

Another similar study sought to find out the influence of teachers' professional development practices on their job performance in Nyamagana District, Mwanza Region. The study adopted a convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified and simple random sampling procedures were employed to sample public secondary schools and teachers while purposive sampling procedure was used to sample school heads and District Education Officer. Data was collected through the use of questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that training the workforce (teachers) has the most impact on various dimensions like: improvement in teaching strategies, effectiveness and personal, reduction in teachers' burnout, stress and turnover. This implied that regular performance appraisals in schools enable teachers to improve themselves in classroom management, simplifies supervision, evaluation and assessment process, improves proper communication and it also ensures teachers' discipline at work. It was recommended on the basis of the findings that the ministry of education, science and technology, education stakeholders in conjunction with school administrators (district educational officer and heads of schools) should regularly organize and facilitate formative in-service training for teachers to enhance their job performance¹⁹¹.

A related study assessed the impact of school teacher training and development on teachers' job performance and retention among secondary schools in South-East, Nigeria. Three research questions and three null hypotheses were adopted for the study. Descriptive survey research design was employed for the study. The population of the

study consisted of all the twenty five thousand, nine hundred and seventy six (25,976) teachers drawn from one thousand, nine hundred and eight (1,908) secondary schools in Abia, Anambra, Ebonyi, Enugu and Imo States, Nigeria. The study sampled two thousand, six hundred (2,600) teachers from one hundred and thirteen (113) schools through stratified random and cluster sampling procedures. The instrument for data collection was a well- structured questionnaire developed by the researcher titled: “School teacher Training and Development on Teachers' performance and Retention Questionnaire”. The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Pearson Product Moment Correlation Co-efficient Statistics was used to obtain a reliability index of 0.833. Data gathered were analyzed using mean, standard deviation and Pearson product moment correlation. The finding of the study revealed that implementation of personnel policy of training and development enhance teachers’ job performance on the job and also significantly contributed to teacher retention among secondary schools in South East, Nigeria. Based on the finding, it was recommended among others that government across levels should provide necessary environment for regular and periodic training and retraining of teachers for job productivity and retention among others¹⁹².

A study was undertaken to investigate the effects of in-service training on effective classroom control and teacher-students’ relationship in secondary schools in Edo State. A descriptive survey of the ex-post facto was adopted. Stratified and simple sampling procedures were utilized to determine the sample size. The participants were two hundred and eighty principals, vice principals and heads of department from selected public secondary schools in Edo Central Senatorial District. The instrument for data collection was a ten-item structured questionnaire. Data were collected and analysed using percentages and frequency counts. The findings of the study showed that in-service

training significantly affects effective classroom control and teachers-students' relationship. It was therefore recommended that in-service training be regularly organized for teachers in secondary schools¹⁹³.

2.3.1.2 Incentives on Teachers' Job Satisfaction and Commitment

A study was carried out to investigate the teachers' welfare and commitment as determinants of productivity in secondary schools in Bayelsa State. A descriptive survey research design was employed. Ten public secondary schools were randomly selected in Yenagoa Local Government Area. There were three hundred and fifty (350) participants, two hundred learners (200), one hundred and forty teachers (140) and ten (10) principals. A structured self-constructed questionnaire titled: "Welfare and Commitment as Determinants of Productivity Questionnaire" was used for data collection. Four research questions and one hypothesis were raised to guide the study. Data analysis was done through the use of table, frequency and simple percentage. Pearson Product Moment correlation analysis was used to test the hypothesis at 0.05 precision levels. It was discovered that teacher welfare package enhance productivity. The study also revealed that effective public secondary school or management, school teacher training, good financial benefits and regular promotion influence teachers' productivity. There was a negative but significant relationship between teachers' commitment and learners' academic performance in SSCE examinations. It was recommended on the basis of the findings that government should endeavor to improve teachers' welfare package. More educational facilities should be provided by the government such as ICT facilities to the secondary schools for the preparation of teachers so that they can be well equipped in the use of computers. This would aid the teachers to perform better in their duties¹⁹⁴.

It was reported from a paper that compensation and other incentives are factors that motivate and influence teacher retention. Public school teachers who left their school

for another school reported they did so for better salaries or benefits. Many teachers, including beginning teachers, believe that their salary does not compensate them for the time and effort they put into their assignments¹⁹⁵.

A study was carried out to investigate the relationship between teachers' welfare scheme and job performance in selected secondary schools in Isin Local Government Area of Kwara State, Nigeria. The study adopted descriptive and quantitative research methods to find out the relationship existing between the variables from the data gathered. The hypotheses were tested at 0.05 level of precision. The data were analyzed using Analysis of Variance and Chi-Square Statistics. The findings revealed a significant relationship between teachers' salary, promotion and learners' academic performance. It was also revealed that there is significant relationship between fringe benefit and classroom management. The variable evidence on the relationship between salary and students' academic performance indicates that the salary increase or regular payment would always have positive impact on the teachers' high job performance. This was reflected in the better students' academic performance, when they are paid regularly. The inability of most teachers to further their studies was as a result of inadequate remuneration and poor welfare packages. Teachers' promotion has not being implemented accordingly. Rather than based on merit, promotion is based on favouritism which is not fair. Fringe benefits are not adequately provided for secondary school teachers in the state. It was recommended on the basis of the findings that teachers should be placed on meaningful salary scale and given opportunities to further their education or get trained in their various disciplines for better performance to be achieved¹⁹⁶.

Similarly, a study was carried out to investigate the relationship between teachers' incentive and teachers' job performance in Senior Secondary Schools in Taraba State, Nigeria. One purpose, two research questions and one hypothesis was formulated and

tested at 0.05 level of precision. Two research instruments were employed to collect relevant data from the subjects, Teachers' Incentive Questionnaire and Teachers' Job Satisfaction Questionnaire. The population of the study consisted of all the three thousand and ninety three (3,093) teachers. The sample size of the study was three hundred and fifty four (354) participants. The data gathered were analyzed using mean and standard deviation and Pearson product moment correlation was used to analyze the hypothesis at 0.05 level of precision. The results showed a statistical significance and strong relationship between incentives and teachers' job satisfaction in senior secondary schools in Taraba State, Nigeria. The finding of the study also established that teachers' incentive is low in senior secondary schools in Taraba state, Nigeria. It was recommended on the basis of the findings that the Taraba state government and school management should provide motivational incentives such as free medical care, accommodation, transport allowances, rent allowances, and responsibilities allowances. It was also suggested that competitive wages and better working conditions, especially for teachers in high demand fields such as math and science be done¹⁹⁷.

A study indicated that there are various dynamic ways of motivating teachers for efficiency and effectiveness; amongst these are compensation interpersonal relationship, sense of accomplishment and other forms of incentives. In the world of business, the relationship between incentives and job satisfaction cannot be undervalued; the two variables depend on each other but respond in various ways to increased school teacher engagement, participation and retention, competence, commitment and involvement¹⁹⁸.

A study assessed the influence of teachers' nonmonetary motivational factors on job satisfaction among public secondary schools in Arusha District. Data was collected from a sample size of one hundred and seventy five (175) teachers who were randomly selected from six (6) public secondary schools. Analysis of data was performed through

the SPSS by means of descriptive statistics and hypothesis testing. The findings showed that recognition, promotion, career and professional growth as well as working conditions influenced motivation among public senior secondary school teachers in Arusha District. On the basis of the findings, it was concluded that non-monetary factors such as recognition, promotion, career and professional growth as well as working conditions play a significant contribution towards motivation and job satisfaction among public senior secondary school teachers in Arusha District. Based on the findings of the study, it was recommended that the government and school management should collaborate to ensure teachers' motivation for quality education provision¹⁹⁹.

A study analyzed job satisfaction and motivation of primary school teachers in Tanzania and revealed that teachers who were motivated through nonmonetary factors such as housing, interpersonal relationships with fellow teachers, administrators and students as well as job security were more satisfied in their job than those who were not. In addition, teachers in public schools were satisfied with their job because of some motivating factors such as recognition from their supervisors, health and safety schemes, protection schemes, employment security as well as training and development. The study further postulated that some teachers were satisfied and motivated as their employers managed to recognize their presence and roles through the provision of various fringe benefits²⁰⁰.

Another study on the promotion of the status and quality of teachers in the United Kingdom revealed that teachers' motivation and satisfaction are inextricably linked as one influences the other. The study further indicated that despite the significance of salaries for teachers, nonmonetary factors such as promotion have proven to be more effective in making teachers satisfied²⁰¹.

A related study was carried out to investigate the relationship between promotion and teachers' job satisfaction in secondary schools in Ekiti State. The study adopted a descriptive research design of the survey type. The population of this study consisted of all the seven thousand, five hundred and thirty eight (7,538) teachers in the two hundred and three (203) public secondary schools in Ekiti State. The sample for the study consisted of eight hundred (800) participants from thirty two (32) public secondary schools in Ekiti State via Multi-stage sampling procedure which involved simple random, stratified and purposive sampling procedures. Two sets of instruments tagged - "Promotion Questionnaire" and "Teachers' job Satisfaction Questionnaire" were employed to collect relevant data for the study. The face and content validity of the instruments were determined by Educational Management experts, experts in Test and Measurements. The test-re-test method of reliability was used to ascertain the reliability of the instruments. The reliability coefficients were 0.912 and 0.841 respectively for both questionnaires. The research hypotheses were tested using Pearson's Products Moment Correlation at 0.05 level of precision. Findings revealed a significant relationship between school teacher development, promotion and teachers' job satisfaction. It was recommended that regular school teacher development programmes should be organized by government for continuous professional development of teachers. It was also recommended that teachers be promoted as at when due and whenever there is delay in promotion, the arrears of the financial benefit of such promotion should be paid in full²⁰².

It was put forth in a study that the issue of compensation is a very essential one for public secondary schools. Whether a public secondary school attracts high quality or retains them highly depend on its compensation package. This study was motivated by the desire to find out about teacher perception of compensation and whether compensation affects teacher job satisfaction at the basic level since they laid the foundation for the

future leaders of a nation, which means that their ability to give off their best went a long way to affecting the caliber of persons that are brought up in our society. A convenience sampling procedure was used to select hundred (100) basic school teachers for the study. Primary data were gathered through the administration of questionnaires. Statistical tools employed to analyze the data were frequencies, means and standard deviation. Pearson product moment correlation and regression analysis were also adopted for hypotheses testing. The results revealed that teachers have a negative perception about compensation practices of the service and also revealed that compensation dimensions of Base pay, Incentives and benefits significantly correlated with teachers' job satisfaction. As a result of the findings, it was recommended that policy makers and management put in place effective compensation policies and include teachers in major compensation decisions that affect them²⁰³.

The aim of a study was to examine the influence of fringe benefits on school teacher loyalty in the context of university teachers. The study sample consisted of hundred (100) university teachers who were randomly selected from both private and public universities situated in Khulna city of Bangladesh. Data were collected through a self-administered questionnaire survey. To test the study hypotheses, data were analyzed employing correlation and multiple regression analysis tools. Results of correlation analysis reveal that fringe benefits (insurance and retirement benefits, payments for time not worked, education and development opportunities, flexible working hours, and school teacher welfare benefits) are positively related to school teacher loyalty. Regression statistics shows that below average percentage variance of school teacher loyalty can be explained by the fringe benefits. The study findings also indicate that flexible working hours has the most significant contribution in explaining school teacher loyalty among the university faculty members employed in Khulna city of Bangladesh²⁰⁴.

A similar study investigated work incentives and job commitment among university teachers in Ekiti State, Nigeria. The study was carried out to investigate the extent to which teachers are committed to their job in the university as well as the level of work incentives available to teachers in university. The study investigated the relationship between each of the work incentives components (remuneration, recognition and job security) and job commitment of university teachers. The study adopted a descriptive research design of the survey type. The population for the study consisted of one thousand, one hundred and eighty five (1,185) teachers in the three universities in Ekiti State. The sample for the study consisted of three hundred (300) participants selected from the three (3) universities using Multi-stage sampling procedure which involved simple and purposive sampling procedures. The instrument used for this study was self-designed questionnaire titled - 'Work Incentives and Teachers' Job Commitment Questionnaire'. The instrument was validated by experts in Educational Management and Tests and Measurement. Test-retest method of reliability was used to ascertain the reliability of the instrument. The data gathered from the administration of the instruments were correlated using Pearson Product Moment Correlation and a reliability co-efficient of 0.769 was obtained for the instrument which was considered high enough to be reliable for the study. All hypotheses were tested at 0.05 level of precision. The findings revealed that the level of work incentives available to teachers was moderate. It also showed that the extent to which teachers are committed to their job in the universities is poor. The study further revealed that there is a significant relationship between work incentives and teachers' job commitment in universities in Ekiti State. Work incentives are highly related to teachers' job commitment. It was revealed that there is a significant positive relationship between remuneration and teachers' job commitment. There was no significant relationship between recognition and teachers' job commitment. The study

also revealed a positive significant relationship between job security and teachers' job commitment. Based on the findings, it was recommended that prompt payment of salaries and allowances as well as all other allowances to teachers be paid as at when due, as this could go a long way to improving teachers' job commitment. It was also recommended that management of universities should put in place favourable conditions of service that will guarantee job security of academic school teacher towards enhancing their job commitment²⁰⁵.

A study was carried out to investigate the influence of welfare package on teachers' performance in private secondary school in Anambra State. Three research questions guided the conduct of the study. Three hypotheses were raised for the study. Descriptive survey research design was adopted for the study. The population of the study consisted of all the two thousand, seven hundred (2,700) teachers in Anambra state secondary schools. The Sample size for this study is fifteen thousand, seven hundred and ninety five (15,795) teachers drawn from one thousand, seven hundred and fifty five (1,755) register private secondary schools in Anambra State. Sample size consisted of seven hundred and ninety (790) teachers drawn from the population of the study. The sample consisted of 5% of the entire population. The instrument for data collection was a structured questionnaire titled "Welfare Package and Teachers' Performance Questionnaire" designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was used to test the hypotheses at 0.05 level of precision. The findings of the study revealed no significant influence of housing allowances influence teachers' performance in private secondary school. Co-operatives and saving facilities had no significant influence on teachers' performance in private secondary school. There was no significant influence of medical care allowances on teachers' performance in private secondary school. It was recommended on the basis of

the findings that teachers housing allowances should be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities of teachers are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate teachers by providing free medical care, which will spur them to enhance their job performance²⁰⁶.

Another very similar study investigated the relationship between the level of welfare packages and teachers' job satisfaction among public senior secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted for guide the study. The population of the study consisted of all the sixteen (16) public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling procedure was employed to sample one principal and nineteen teachers from thirty (30) public secondary schools where a total sample size of six hundred (600) participants comprising thirty (30) principals and five hundred and seventy (570) teachers was used for the study. The instrument for data collection was a researcher-developed questionnaire titled, "Welfare Packages and Job Satisfaction of Teachers Questionnaire" which was validated by experts. It was tested and found reliable at $r=0.987$. The findings of the study showed a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It was also revealed that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction in Ondo state secondary schools. However, there was a significant relationship between external welfare packages and job satisfaction in secondary schools. Following the findings, it was recommended that involvement of teachers in decision making should be a practice of modern day principals. It was also recommended that Government should increase its budgetary allocation to

education and to provide sufficient funds to secondary schools for the provision of necessary materials and equipment²⁰⁷.

A study was carried out to investigate the relationship between occupational incentives and teachers' retention in private secondary schools in Akwa Ibom State, Nigeria. The study formulated four objectives, research questions and hypotheses. The research design was ex-post facto. The population of the study consisted of all the ten thousand, six hundred and fourteen (10,614) teachers and multi-stage sampling method was used to select seven hundred and eighty four (784) teachers as sample. Data were gathered using two instruments titled: "Occupational Incentives Questionnaire" and "Teacher Retention Questionnaire". Pearson product moment correlation statistic was used to analyse data and test the hypotheses while internal consistency was determined using Cronbach's Alpha coefficient which gave reliability of 0.893 and 0.986 respectively. The findings revealed that significant relationship existed between job security, remuneration, promotion, welfare and teacher retention in private secondary schools. It was recommended that private school management in line with the government policy on emoluments should review teachers' salaries, promotion and other fringe benefits²⁰⁸.

2.3.2 Influence of School Factors on Teachers' Job Satisfaction and Commitment

Researchers stated that the school environment and factors within it could contribute to teachers' job satisfaction. The objectives of their study were to analyze teachers' job satisfaction of elementary school on excellence school and low accomplishment school in urban and suburban areas in Banjarmasin; to determine the school environment of elementary school on excellence school and low accomplishment school in urban and suburban in Banjarmasin, and to analyze the relation between school environment and teachers' job satisfaction. The research method was cross-sectional

survey research design and a standardized questionnaire to collect data from participants. The number of participants was two hundred and forty seven (247) teachers. The Teaching Satisfaction Scale was used to measure teachers' job satisfaction. School Level Environment Questionnaire instrument was used to measure the school environment. The ANOVA was used to analyze the relationship between school environment and teachers' satisfaction. The job satisfaction in excellent school was found to be better than low accomplishment school in both urban and suburban areas. The result of stepwise regression analysis showed that the learning environment also contributed to teachers' job satisfaction. This study also found that school climate as a school factor has a strong influence on teachers' job satisfaction²¹.

Another related study was done to determine the school factors influencing teachers' job satisfaction in public secondary schools in Machakos town sub county, Kenya. Three research objectives and three research questions were raised to guide the research. The research objectives sought to ascertain the relationship between job satisfaction and selected variables. The study also looked into the level of job satisfaction among public senior secondary school teachers in Machakos town sub-county. The study was carried out employing descriptive-correlational survey research design and data collection was done using questionnaires (for teachers) and interview schedules (for principals). The study sample consisted of all the two hundred and twenty five (225) teachers from a target population of eight hundred and fifteen (815) public senior secondary school teachers in the sub-county using Random sampling method. Data analysis was done using descriptive and inferential (Pearson product moment correlation) statistical techniques with the aid of the SPSS computer program. The findings were presented in frequency tables, percentages, bar charts and pie charts. Correlation between reward system and teachers' job satisfaction yielded a strong positive coefficient of 0.864.

Relationship between job demands and teachers' job satisfaction revealed a positive relationship between work situational factors and teachers' job satisfaction. Findings on job satisfaction revealed low levels of job satisfaction of teachers. The study concluded that most teachers were not satisfied with the reward system and only loved their job because of the monetary rewards that comes with it. Job demands were found to jointly influence the job satisfaction of teachers. The study concluded that teachers prefer to work in conducive environments. Based on the findings of the study, it was recommended that:

1. The employer of teachers and the government should create measures to improve the job satisfaction of teachers and prevent the loss of teachers to other areas like the private sector;
2. They should also deploy more teachers to the study area to ensure that teachers are not overloaded with work and the many responsibilities and demands of the teaching job and
3. School management should ensure that the school environment be conducive¹²⁶.

A research work was carried out with the aim to establish the institutional factors influencing job satisfaction among teachers in mixed day secondary schools in Imenti South District. The objectives of the study were: to determine the extent to which teachers working conditions, reward strategies, supervision by head teachers and teaching and learning facilities influence teachers' job satisfaction among mixed day secondary schools in Imenti South district. The study employed a descriptive survey research design where thirty six (36) mixed day secondary schools were sampled out of forty three (43) in the district. A total of one hundred and fifteen (115) teachers were randomly drawn. Six schools were randomly drawn from each ward out of the six wards in Imenti South district and a minimum of four teachers were randomly sampled to participate in the study.

A questionnaire was used as instrument for data collection from the teachers. The research used descriptive statistics such as percentages, means and frequencies were employed to analysed data gathered. The results of the data analysis were reported in summary form using frequency tables and pie charts. The study revealed that moderate percentage of the sampled teachers were highly not satisfied with teaching in mixed day secondary school Imenti South district and only very few percentage were highly satisfied. On the institutional factors that were under investigation, moderate percentage of teachers was not satisfied with their school working environment. Below average percentage were hugely not satisfied while average percentage was slightly not satisfied with supervision by head teachers. Above average percentage were not satisfied with teaching and learning facilities in their schools while very low percentage was satisfied. Finally, a little below average percentage of teachers indicated that the reward schemes in their schools were inadequate and they also affected their job satisfaction. Based on the findings of the study, it was recommended that:

1. The Government through the Ministry of Education, Science and Technology should increase the budgetary allocations for the mixed day secondary schools so that they can improve the school factors within the school environment.
2. The Government through the Ministry of Education should conduct regular trainings that would constantly improve the principal's supervision roles within the school.
3. The school Board of Management should regularly sensitize parents and all other educational stakeholders of the school on the benefit of well-motivated teachers by ensuring that there are adequate and satisfactory reward practices within their schools²⁰⁹.

Another similar research work investigated the influence of school environmental factors on job commitments. A quantitative descriptive sample survey of ex-post facto type research design was adopted. The population included both male and female senior non-teaching school teacher of Olabisi Onabanjo University, Ogun State. Multi-stage sampling procedure was used in selecting two hundred (200) participants drawn from nine faculties and one college. A structured and close-ended questionnaire titled: 'School Environmental Factors and Job Commitment Questionnaire' with reliability co-efficient of 0.854 obtained through Cronbach's alpha reliability method was used for data collection. About 170 questionnaires were retrieved from a total of 200 instruments that were administered. Data were analysed using descriptive statistics such as frequency count and simple percentage and inferential statistics such as Pearson product moment correlation, and t-test at 0.05 level of precision. The study demonstrated a significant positive influence of school environmental factors on job commitments of school teacher in the university. Useful recommendations were also raised²¹⁰.

Another related research work was carried out to investigate the influence of school characteristics on teachers' work effectiveness in secondary schools in Abi Local Government Area of Cross River State. Specifically, the study was carried out to investigate the influence of school location, school population, and school ownership on secondary school teachers' work effectiveness respectively. Three research questions were raised and three null hypotheses were formulated to guide the study. The design adopted for the study was a descriptive survey research design. A purposive sampling procedure was used to select a sample size of one hundred and fifty six (156) participants out of a population of five hundred and forty nine (549) teachers. A questionnaire titled: "Teachers' Work Effectiveness Questionnaire" was used as an instrument for data collection. Collected data were analysed using descriptive statistics, while the null

hypotheses were all tested at 0.05 level of precision using the independent t-test statistical technique. The results of the analysis revealed that school characteristics such as location, population, and ownership, influenced secondary school teachers' work effectiveness respectively. Based on these findings, it was recommended among others that teachers should be motivated using intrinsic and extrinsic channels such as praises, rewards for outstanding performance, regular payment of salaries, promotion and other incentives such as improved working conditions, good classroom, and office environment for improved work performance²¹¹.

A similar research work was carried out with the aim of examining school based factors influencing the performance of learners at Lower Primary to Upper Primary in Ekerenyo Division Nigeria county, Kenya. The study's objectives were: (i). determine the performance profile of pupils in transition on Ekerenyo Division (ii) determine the teacher relegated factors influencing performance of pupils on transition from lower primary to upper primary in public schools in Ekerenyo Division (iii) find out school-based factors influenceing performance of pupils on transition from lower to upper primary in public schools in Ekerenyo Division. The study adopted the use of survey design. The study targeted all teachers and education officers in Ekerenyo division, which was (640) teachers in (56) public primary schools and four QASOS. Therefore, the study sampled (90) teachers, (15) teachers, one divisional education officer and three zonal education offices. The main research instruments were: questionnaires, interview schedules and observation checklists to collect data. Descriptive statistics were generated from the questionnaires with the assistance of the statistical package for social sciences (SPSS). The data from interviews and observation checklists were analyzed thematically and reported in direct quotes and narratives. The major findings showed that learners perform high in lower class than in upper primary. This implies that as the learners advance, there

are some factors and resources that influence their performance in education; because they are under influence of superior teacher who gives instruction and assist in the handling of resources, skills and knowledge that were good for a start.

Also, another findings from the study showed that teaching and learning strategies in the day-to-day activities is very important however, if such is absent, it will not make teaching and learning activities interesting, motivating and more real and enhance understanding, because the performance of the learners will still be affected. The researcher therefore recommended that teachers should use a variety of strategies in the schools to motivate the learners, more practical-oriented approaches such as field work, observation, attending seminars and workshop should also be introduced. The study also encourage teacher use their academic and professional experience to help learners to improve their performance, government through the ministry of education, should disburse enough funds to schools in order to motivate teachers in their performance. The findings of the study would also add to empirical literature and therefore contribute to knowledge.²¹².

A study sought to establish the influence of physical environment on teachers' satisfaction in public primary schools in Elgeyo Marakwet County, Kenya. The study was guided by four objectives which were to: identify how physical facilities, influence teachers' satisfaction in Elgeyo Marakwet County; ascertain how work environment influence teachers' satisfaction in Elgeyo Marakwet County; establish how the classroom arrangement influence teachers' satisfaction in Elgeyo Marakwet and identify the measures that teachers in Elgeyo Marakwet County use to improve their satisfaction. The two factor theory of Herzberg (1993) guided the study. The study area was chosen owing to the high-stress levels due to workload and other indicators of dissatisfaction experienced by school teachers. Teachers, Head Teachers, Curriculum Support Officers

and Assistant County Directors were targeted as population for the study. The county has 4 sub-counties headed by Sub-County Directors of Education with twenty six (26) educational zones headed by Curriculum Support Officers. The county has three hundred and forty five (345) public primary schools with a population of three thousand, seven hundred and seventy one (3,771) public primary school teachers. The study adopted a stratified, purposive and simple random sampling procedures were used to select participants. A total of one hundred and forty (140) participants – thirty eight (38) males and one hundred and two (102) females from Keiyo North Sub-County having a total population of one thousand, two hundred and ninety five (1,295) primary school teachers – two hundred and twenty one (221) males and one thousand and seventy four (1,074) females were sampled from eleven (11) schools with eleven (11) teachers per school to give one hundred and twenty one (121) teachers – twenty four (24) males and ninety seven (97) females, eleven (11) head teachers – eight (8) males and three (3) females, seven (7) Curriculum Support Officers – five (5) males and two (2) females and one male (1) Sub-County Director. Instruments such as questionnaire, interview schedule and observation were used to collect data. Quantitative data was analyzed by use of both descriptive and inferential statistics where multiple regression was used. The inferential statistics consisted of all the Pearson product moment and multiple regressions. The multiple regression models showed that physical environment account for a high variability in teachers' satisfaction. Physical facilities, classroom arrangement and work environment had significant relationship with teachers' satisfaction. The school physical facilities, work environment, and classroom arrangement positively influenced teachers' satisfaction. It was recommended on the basis of the findings that there is need for school management to ensure that good physical appearance, conducive working environment, adequate facilities such as desks, shelves and classrooms are fully satisfied; adequate

reading and writing materials, reduced workload and proper cooperation by the school management should be addressed and proper demarcation of space, proper arrangement of books as well as adequate space for teacher movement in class should be properly addressed in order to enhance teachers' motivation and satisfaction level²¹³.

The influence of specific indices of school factors - workload and facilities used in this study on teachers' job satisfaction and commitment are examined below:

2.3.2.1 Workload on Teachers' Job Satisfaction and Commitment

A study was aimed at investigating the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. Specifically the study had three objectives and three null hypotheses. Survey research design was used in the study. The population was made of three hundred and seven (307) teachers in public secondary schools in Kaduna metropolis, Nigeria. The sample size of the study stood at one hundred and fifty four (154) teachers drawn from one hundred and thirty one (131) public secondary schools in the nine educational zones in the state. The instruments tagged Job Demand, Workload and Job Satisfaction Questionnaire developed by the researcher was used to elicit data from participants. Four experts validated the instrument. Questionnaire was used for data collection. Data gathered were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, inferential statistics such as Pearson Product Moment Correlation was used at 0.05 level of precision. Results established a significant relationship exist between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria. By implication, since stress is the most hindering factor affecting the job contentment and commitment of teachers, it can be concluded that expectations from teachers in terms of

delivery of quality teaching, quality products, and quality outcomes may be hard due to the high level of stress and reduced level of job satisfaction. It was recommended based on the findings of the study that:

1. State ministry of education and principals should provide welfare facilities and rewards to motivate hardworking teachers more especially those with much workload;
2. Educational management should provide and encourage activities on developing professional identity for teachers;
3. Ministry of Education should enforce certain policies or standards for stress management among teachers¹²⁸.

A study was carried out to investigate the relationship between occupational stress and job satisfaction among teachers in Tanzania public secondary schools. The study adopted a sample size of six hundred and eighteen (618) teachers from fifty one (51) public schools located in Morogoro Municipality. Multiple regression analysis was used which involved stress related to working conditions, stress related to leadership and stress related to workload as independent variables. It was revealed that stress related to working environment, stress related to leadership and stress related to workload have a significant negative relationship with job satisfaction. Based on the findings of the study, it was recommended that provision of managerial training to heads, deputy heads and all people holding leadership positions in public primary schools, employing more teachers in schools, allocation of manageable workloads to teachers and improvement of teachers' working environment to help them increase their job satisfaction²¹⁴.

A research work sought to investigate the levels of job satisfaction and burnout in Teachers and Physical Education Teachers of Minority and Public Sector Schools, as well as their relation to demographic characteristics. The School teacher Satisfaction Inventory

Questionnaire, adapted for the Greek population, was employed to ascertain teachers' job satisfaction. For the measurement of burnout, Maslach Burnout Inventory questionnaire was used, which has also been validated for the Greek population. Questionnaires were picked up by two hundred and ninety seven (297) Primary School Teachers and by one hundred and forty two (142) Physical Education Teachers, who serve at one hundred and eighty six (186) Minority Schools and two hundred and fifty three (253) Public Schools of Thrace. The results of the study revealed a negative relation between job satisfaction and burnout; teachers experience relatively moderate burnout levels, their job satisfaction level is high. The results showed that Physical Education teachers experience higher job satisfaction and lower burnout than Primary school teachers. Finally, concerning school, the type of school affects satisfaction in relation to the factor "job conditions". For the first time, burnout and job satisfaction of teachers in minority schools was studied and the results revealed that when job satisfaction increases, the perceived burnout decreases, whereas job satisfaction and burnout presented medium to high negative correlation²¹⁵.

A study compared public secondary school and professional commitment of teachers in charter schools and traditional public schools and explored how these differences are associated with teachers' characteristics, school contextual factors, and working conditions in the two types of schools. The study utilized quantitative analyses of national data from the 2007–2008 School and School Teacher Survey. Hierarchical linear models were developed to examine whether teacher commitment differs between charter schools and traditional public schools; how teacher characteristics, school contextual factors, and teachers' perceptions of working conditions contribute to the difference; and finally, whether these variables variously influence teacher commitment in charter schools and traditional public schools. On average, teachers in charter schools experienced lower levels of public secondary school commitment than teachers in

traditional public schools, but similar levels of professional commitment. Teacher working conditions explained a large amount of the variance in between-school teacher commitment, suggesting that improving principals' leadership, increasing opportunities for professional development, and alleviating teachers' workload was effective ways to promote teacher commitment in charter schools²¹⁶.

Another similar study was carried out to investigate the influence of work environment on teachers' commitment to duty in selected secondary schools of south eastern Nigeria, with emphasis on Nsukka metropolis. The study adopted a field survey research design. Population of this study was one hundred and fifty six (156) teaching school teacher of the selected secondary schools in Nsukka metropolis. The sample size of the study was one hundred and twelve (112) participants from the selected schools. Primary data were collected through questionnaire from the selected schools. Pearson Product Correlation Co-efficient and Multiple Regression techniques were employed to analyse the collected data. The results revealed that workload determine teachers' commitment level. Based on the findings of the study, it was recommended that to ensure high commitment level of teachers, adequate attention must be paid to the work environment like workload as this factor trigger the commitment level of the teachers and by so doing, the overall public secondary school performance is guaranteed²¹⁷.

Another research work was carried out to investigate the relationship between personal and work-related factors and job satisfaction of teachers of pupils with special needs in special schools in Lagos State, Nigeria. Ninety-three teachers from 8 special or inclusive schools participated in the study. Two research hypotheses were raised for the study. The study adopted a descriptive survey research design, while a structured research instrument titled: "Teachers' job Satisfaction Scale" was used for data collection. The data generated were analyzed using descriptive statistics and inferential statistics of Pearson

Product Moment Correlation and hierarchical multiple regression at 0.05 level of precision. Job satisfaction of teachers of pupils with special needs significantly correlated with workload. It was recommended based on the findings of the study that teachers of pupils with special needs should be motivated to play active roles in special schools. It was also recommended to formulate such policies that will support development and retention of teachers in special schools²¹⁸.

Another research work aimed to investigate the relationship between job security and workload factors influencing teachers' job satisfaction. Structural equation modelling was used to analyse data quantitatively. The study was conducted among two hundred and sixty six (266) teachers. Teachers' job satisfaction was determined by two separate measures namely:- teachers' job security and workload influencing teachers' job satisfaction. This study was done as a result of what teachers in higher education institutions were facing challenges regarding their job security and workload. The outcome exposed an important relationship among teachers' job security, workload, and teacher job satisfaction. The research adds value to knowledge by making universities, institutes and colleges administration to know the causes of teachers' discomfort regarding their job security and workload. Conversely, it is also important for the administration in these institutes to well understand the needs and demands of their teachers and what factors will contribute to their satisfaction²¹⁹.

The purpose of another study was to determine the influence of workload on the job satisfaction of the teachers of State University of Malang and as a cause of job stress. Proportionate stratified random sampling was employed. The research was based on a sample size of one hundred and seventy six (176) people. The result showed that workload does not have a significant influence on the job stress of teachers. There was however a negative significant influence of workload on teachers' job satisfaction. There

was also a negative significant influence of job stress on job satisfaction. Job stress did not mediate between workload and job satisfaction²²⁰.

A similar study aimed to determine and analyze the factors that influence the decrease in the level of job satisfaction at universities in Indonesia. These factors include:- excessive workload and a decrease in the level of compensation. The sample consisted of a total of forty nine (49) teachers obtained from the Yamane calculations that were carried out. Data were collected through the use of a questionnaire which was produced into several copies and filled by the selected sample. Data was analysed using path analysis. Results showed that workload and compensation have a simultaneous influence on decreasing the level of teachers' job satisfaction. Workload and compensation also had a significant partial influence on the level of teachers' job satisfaction. Indirectly, workload and compensation also had a negative influence on decreasing the level of job satisfaction²²¹.

A study was carried out with the purpose to examine the influence of 1) workload, work stress, and emotional intelligence on public secondary school commitment; 2) workload, work stress, and emotional intelligence on teachers' performance; 3) Public secondary school Commitment to Teachers' performance; and 4) workload, work stress, and emotional intelligence on teachers' performance through public secondary school commitment. Descriptive survey research design was adopted. Multi-stage sampling procedure was used to select a sample size of five hundred and seventy six (576) teachers for the study. Data was collected with the use of a questionnaire. Data gathered were subjected to descriptive and inferential statistics. The results showed that: workload, work stress, and emotional intelligence had a significant influence on teachers' public secondary school commitment; workload, work stress, and emotional intelligence have a significant influence on teachers' performance; public secondary school commitment has

a significant influence on teachers' performance; and workload, work stress, and emotional intelligence have a significant influence on teachers' performance through public secondary school commitment. Workload, work stress, and emotional intelligence, both directly and indirectly, influence the work commitment and performance of the teachers. This suggests that a direct effect of work stress on performance is smaller than the indirect effect through public secondary school commitment²²².

Another similar study tested the relationship between job workload and academic performance among university academic school teacher in Malaysia. The paper also attempted to discuss and seek empirical evidence to the two meditational paths (career commitment and job satisfaction) that explain the focal relationship between job workload and academic performance. To test the proposed hypotheses, the study adopted a cross-sectional data gathered from academic school teacher serving in Malaysian Research Universities. The final sample size of one hundred and ninety one (191) valid and complete responses was analysed to test the hypotheses at 0.05 level of precision. Results showed that workload is negatively related to academic school teacher performance. In addition, job satisfaction mediates workload and academic school teacher performance linkage. These findings reinforced the importance of job satisfaction as an influencing factor against the deleterious effect of job workload and academic school teacher performance. The study also showed that career commitment does not mediate the relation between job workload and academic school teacher performance. This study therefore provided new insights into the influence of job workload on the performance of university academic school teacher through moderating variables²²³.

The aim of a study was to explore the level of perceived workload of university professors and to evaluate related psychosocial risks, such as addiction to work, psychological distress, and work–life conflicts. A total of two hundred and fifty two (252)

professors from ten (10) universities across Europe participated in the research. Participants completed the University's Work Environment Survey, the Dutch Workaholism Scale, and The General Health Questionnaire. The results showed that workload, when linked to bureaucratic university practices, is a predisposing factor to a negative perception of work-related well-being among university professors²²⁴.

2.3.2.2 School Facilities on Teachers' Job Satisfaction and Commitment

A research work was done to identify the state of academic facilities and its influence on teachers' job stress in Tamale polytechnic. The study adopted a case study approach because it probes a specific tertiary institution in Ghana. Quantitative research method was adopted. Accidental sampling procedure was used to draw sample from the population. The research used questionnaire as the main instrument for data collection. Cronbach's Alpha was used to test the reliability of the instrument which yielded a correlation coefficient of .755. Data were analyzed using inferential statistics, with Pearson Product Moment Correlation and multiple regression models as analytical tools. Hypothesis was tested at an allowance level of 0.01 and 0.05 level of precision. Results revealed a significant relationship of variable for status of school facilities and teacher academic stress sources. Results of hypothesis tested show that status of school facilities influence teacher job stress significantly. It was concluded that inadequate or complete lack of academic facilities would not only impair academic productivity, but exert undue stress on teachers and available facilities. It was recommended that the development priorities of the institution should be school teacher-learners oriented¹³⁸.

A study was centred on the influence of physical work environment on job satisfaction of secondary school teachers in Awka-Ibom state. One null hypothesis was formed to give focus to the investigation. The study design used was ex-post-facto. A sample size of seven hundred (700) teachers was randomly selected from a population of

five thousand, five hundred and sixty (5,560) public senior secondary school teachers. The instrument for data collection was questionnaire titled: "Work Environment and Job Satisfaction Questionnaire". The questionnaire was validated using face and content validity evidence. Reliability of the instrument was achieved using test-re-test method and a correlation coefficient (r) ranged obtained was 0.744 which shows that the instrument was reliable. The data obtained was subjected to statistical analysis using one way analysis of variance (ANOVA). The result indicated that physical work environment influenced teachers' job satisfaction significantly. Since the results were significant, a post hoc comparison of means (using the Fisher's protected T test analysis) was carried out. Based on the findings, it was recommended that physical facilities such as classrooms, laboratories, computers, sport equipments, and others be provided adequately to enhance job satisfaction of teachers²²⁵.

A research work examined teachers' satisfaction with physical working environment as an imperative for effective service delivery in secondary schools in Akwa Ibom State, Nigeria. Survey research design was utilized in conducting the study. One research question and one hypothesis were evolved for the study. A sample size of five hundred and thirty three (533) participants, derived from a population of five thousand, three hundred and thirty nine (5,339) teachers were involved in the study. Two researcher-developed instruments titled "Physical Working Environment Assessment Questionnaire" and "Teachers' Service Delivery Questionnaire" duly validated by experts in Educational Administration and Planning with reliability index of 0.898 and 0.859 respectively were employed to elicit relevant data for the study. Data gathered were analyzed using descriptive statistics (frequency counts, simple percentages) and inferential statistic (Pearson Product Moment Correlation Analysis). The hypothesis was tested at 0.05 level of precision. Findings indicated that majority of the teachers were not

satisfied with eleven (11) out of fourteen (14) aspects of their schools' physical working environment. The facilities were library books, office accommodation, office chairs and tables, teaching aids, shelves for book storage, office space, toilet facilities, electrical facilities, classroom space, science laboratories and computer facilities. The findings also showed a strong relationship between school physical environment and teachers' service delivery. It was recommended on the basis of the findings that adequate facilities such as laboratories, library books, tables and chairs be provided for teachers' use in order to enhance their service delivery²²⁶.

The purpose of a similar study was to determine the influence of physical facilities on female principals' job satisfaction in Siaya County. Descriptive and correlation design was used for the study. Intact sampling was used to sample fifty five (55) female principals for the study. Questionnaires and interviews were used as instruments for data collection. The findings revealed low female principals' job satisfaction; inadequate physical facilities and moderate negative correlation between physical facilities and job satisfaction. The results also showed that physical facilities accounted for an average change in job satisfaction and had a negative significant influence on job satisfaction. These findings imply that physical facilities are very significant and therefore as physical facilities become more inadequate, female principals become more dissatisfied with their jobs²²⁷.

The main objective of a similar study was to investigate teachers' challenge of physical facilities on curriculum implementation in day secondary schools in Hamisi Sub County, Kenya. The study adopted descriptive research design and the systems theory to guide the study. The study had a sample size of twelve (12) principals and one hundred and eight (108) teachers selected through stratified random sampling and simple random sampling procedures. The instruments used to collect data were questionnaire, interview

and observation guides. The instruments were validated using face and content validity. Test-retest technique enhanced instruments reliability. Descriptive data was analysed in form of frequencies, percentages, mean and standard deviation and presented in pie charts and tables. Inferential statistics such as t-test was used to test relationship of variables at 0.05 level of allowance. The qualitative data was analysed in form of narratives and excerpts form. The findings established that most teachers in day secondary schools in Hamisi Sub County had a challenge of inadequate physical facilities that limited effective curriculum implementation. It was recommended on the basis of the findings that the government should provide adequate physical facilities aimed at improving teachers' efficiency during teaching and learning process²²⁸.

The aim of another related study was to determine the relationship between the physical conditions of school buildings and teachers' public secondary school commitment in public primary schools. The research population consisted of two thousand, four hundred and fifty (2,450) teachers from ninety two (92) primary schools in the central district of Diyarbakir or Turkey in the academic year of 2017-2018. The data collection instrument (questionnaire) was used to collect data from a sample of five hundred and thirty four (534) teachers from twenty seven (27) schools. "School Buildings Scale" and "Public secondary school Commitment Scale" were used as questionnaires in the study. Results revealed a moderate and positive relationship between school building scale and public secondary school commitment scale. This shows that, as physical conditions of school buildings improve, the commitment of the public senior secondary school teachers also increases²²⁹.

Another research work was done to find out the extent to which school physical facilities influences teacher satisfaction in public primary schools in Elgeyo Marakwet County, Kenya. A descriptive survey research design was adopted for the study. A survey

was deemed appropriated because of the nature of the study which was mainly quantitative and thus, an emphasis was put on the description of the responses and the later generation of the results. Elgeyo Marakwet County was chosen for this study owing to the high stress levels due to workload and other indicators of dissatisfaction experienced by school teachers. The county has three hundred and forty five(345) public primary schools with a population of three thousand, seven hundred and seventy one (3,771) public primary school teachers. The study employed stratified, purposive and simple random samplings to select participants. A total of one hundred and forty (140) participants from Keiyo North Sub-County having a total population of one thousand, two hundred and ninety five (1,295) primary school teachers were sampled. The study adopted a triangulation of sampling procedures including stratified sampling for selecting the final subjects proportionally from the various strata, proportionate to ensure that minorities are properly represented in the study and purposive sampling to attain expertise knowledge of the researcher. The sampled strata included teachers, Curriculum Support Officers (CSOs) and Assistant County Directors. Both questionnaire and interview schedule was used to collect information from the sampled participants. Data analysis for quantitative data was both descriptive and inferential where multiple regressions were used. As a result, the study sought to review and gave actual facts using both descriptive and inferential analysis on how school physical facilities influence teacher satisfaction in public primary schools in Elgeyo Marakwet County. The study revealed that uncondusive working facilities, inadequate facilities such as desks, shelves and classrooms were the major physical facilities issues that influenced teachers' satisfaction. Finally, lack of proper demarcation of space, poor arrangement of books as well as inadequate space for teacher movement in class was revealed to be the major issues under the arrangement of the workspace that could influence teacher satisfaction. It was recommended on the basis

of the findings that there is need for school management to ensure that school physical facilities are conducive for teachers to enhance their motivation and satisfaction level²³⁰.

A study was designed to answer the following research questions:

1. To what extent are job attitudes of teachers influenced by the conditions of school facilities in Arkansas?
2. What are the perceptions of teachers in regards to the conditions of the school buildings? and
3. Is there a difference between attitudes of teachers in “newer” facilities versus “older” facilities?

The overall purpose of the study was to determine if there was a significant relationship between age of the school building and the attitudes of the teacher. The instruments used in the research work were "Commonwealth Assessment of Physical Environment" and "My Classroom Assessment Protocol". The schools in this study were chosen to have a contrast between older and newer facilities. Data from the first instrument was used to determine the physical condition of the school buildings while the second instrument was used as an attitudinal assessment for classroom teachers. Data from the superintendents on the first instrument showed that the newer building was looked at more positively while the results of the second instrument showed a more positive result of the attitudes of the teachers in the older facility. These findings concluded that age of facilities did not have a significant impact on teacher job attitudes. However, it was recommended that school facilities be improved as it might improve teachers' attitude²³¹.

A research work investigated the influence of school facilities on teachers' effectiveness in federal college of education Zaria. The objectives of the research were to;

- 1) determine the influence of classrooms in terms of size and conduciveness on teachers'

effectiveness; 2) find out the influence of library materials in terms of quantity and appropriateness on teachers' effectiveness and 3) find out the influence of laboratories in terms of equipment on teachers' effectiveness. Descriptive survey research design was used for the study. The population consisted of the entire teachers of federal college of education Zaria – eight hundred and thirty eight (838). Stratified random sampling procedure was used to draw a sample size of two hundred and sixty eight (268) from the population. A questionnaire was used for data collection. The questionnaire was validated and also found to be reliable using Cronbach's Alpha. Hypotheses were formulated and tested at 0.05 level of allowance. Data were analyzed using Pearson Product Moment Correlation Coefficient. The results of the findings revealed a high positive relationship between classroom size and teachers' effectiveness; moderate positive relationship between library materials and teachers' effectiveness and strong relationship between laboratory equipments and teachers' effectiveness. It was recommended on the basis of the findings that:

1. The management of the college should provide and improve good classroom size so that it is conducive for teaching and learning in the college to take place to strengthen the efforts of teachers in becoming more punctual, committed and deliver their lessons to students effectively;
2. Library materials should be available, adequate and accessible to teachers or teachers in the college so as to improve their commitment and consultations of various instructional materials that enhance teaching and learning more effective in colleges of education and
3. College management should provide adequate laboratory equipments that could bring about good performance and teachers' effectiveness in the college²³².

A study aimed to identify difficulties and aspirations of physical education teachers at public schools in Niterói. An action research containing quantitative and qualitative data was conducted. Thirty-five physical education teachers completed a questionnaire and seven teachers were interviewed. The results established that the major difficulties faced were low wages, precarious infrastructure and lack of materials. Physical education is devalued, the space allocated is inadequate, and it is treated as mere recreation. Teachers criticized the lack of commitment of some colleagues who work without planning. They also complained about undisciplined students and lack of interest from their families. They aspire to self-improvement, infrastructure improvements, and more support from school and families. Teachers who do not educate and lack support from school and government are an unsustainable reality. It was recommended that a synergy of efforts be implemented, based on the findings of the study²³³.

The above empirical studies are related to this finding but gaps were identified in the research variables and their indices, objectives, research questions, population, educational sector and geographical study area.

2.4 Conceptual Model

The conceptual model is often described as a system of concepts, assumptions, expectations, beliefs and theories that support and inform one's research¹⁴¹. It refers to a visual or written product that explains, either geographically or in narrative form, the main things to be studied (that is, the key factors, concepts, or variables) and the presumed relationships among them. It is a framework that is initially used to outline the possible courses of action or to present an idea or thought²³⁴. When a conceptual model is developed in a logical manner, it would provide a rigor to the research process. A conceptual model can guide research by providing a visual representation of theoretical constructs (and variables) of interest²³⁵. The conceptual model for this study shows the

relationship amongst four variables. These variables are two independent variables (motivational strategies and school factors) and two dependent variables (public senior secondary school teachers' job satisfaction and commitment) as depicted in figure 2.3:

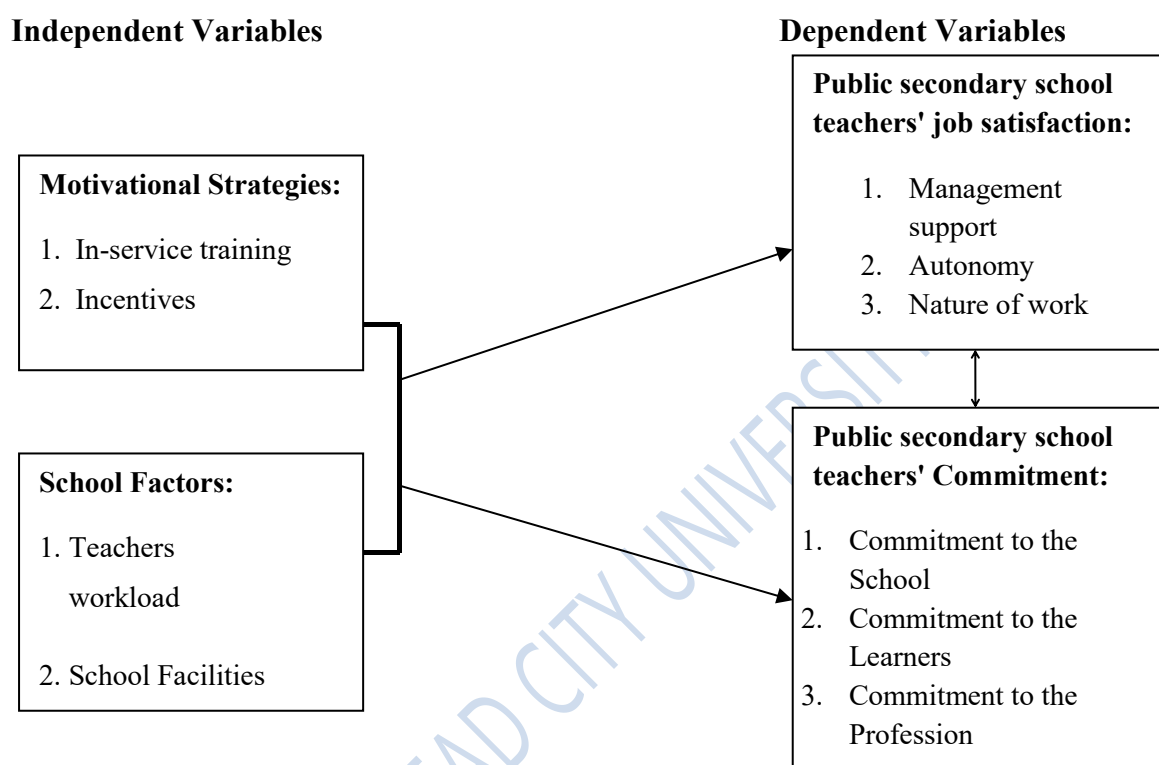


Figure 2.3: Conceptual Model Showing Motivational Strategies and School Factors as Predictors of Teachers' Job Satisfaction and Commitment

Source: J.A. Ogunjide, 2021

The figure above shows the relationship amongst the variables of the study. The first arrow depicted the joint contribution of the two independent variables (motivational strategies and school factors) on job satisfaction which made up the hypotheses one and two of this study. The second arrow depicted the joint contribution of the two independent variables (motivational strategies and school factors) on public senior secondary school teachers' commitment which made up the hypotheses three and four of this study. The first independent variable which was motivational strategies refers to those ways or methods that can be used to energize or drive public senior secondary school teachers to be satisfied and committed. Two motivational strategies examined in

this study were: in-service training and incentives. The second independent variable which was school factors refers to those characteristics or features that pertain to a school that differentiates the school from others. Two school factors examined in this study were: workload and school facilities. The first dependent variable which was public senior secondary school teachers' job satisfaction was treated in three dimensions which were - management support, autonomy and nature of work itself. The second dependent variable for the study which was public senior secondary school teachers' commitment was examined in terms of their commitment to the school, to the students and the teaching profession they belong.

2.5 Summary of Reviewed Literature

This chapter was organised into four major sections - conceptual review, theoretical framework, review of empirical studies and conceptual model. The conceptual review gave better insights into useful concepts of the study such as motivational strategies, school factors, public senior secondary school teachers' job satisfaction and commitment. Motivational strategies are those methods, techniques and factors that can be used to motivate (energize, inspire, drive) public senior secondary school teachers to perform better and possibly be satisfied and committed to their duty. These strategies can be adopted by school leaders and even government as in the case of public schools. The strategies include: incentives, training and development and other forms of fringe benefits. The study however focused on two primary motivational strategies which includes:- incentives and in-service training. Incentives mean additional remuneration or benefit to a public secondary school teacher in recognition of accomplishment or better work. Incentives provide a spur or zeal in the public senior secondary school teachers for better performance. In-service trainings are periodical training carried out to equip public senior secondary school teachers with the right tools, knowledge and expertise that can enable

them perform their duty with minimal supervision. School factors are those features or characteristics that pertain to a school. They include:-public senior secondary school teachers' workload and school facilities.

The second section examined theories related to the study such as Maslow's hierarchical theory of needs, Herzberg two factor theory and Adam's equity theory. These theories depicted the possible influence of motivational strategies and school factors on public senior secondary school teachers' satisfaction and commitment. The literature also looked at some empirical reviews by researchers. The literature reviewed showed scarcity of studies on the joint contribution of motivational strategies and school factors on public senior secondary school teachers' satisfaction and commitment.

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Chapter Three

Methodology

This chapter provided the methods and procedures that were used in this research work. It includes the research design, population of the study, sample and sampling procedures, research instrument, validity of the instrument, reliability of the instrument, method data collection and method of data analysis.

3.1 Research Design

A descriptive survey research design was used for the research work since this work was concerned about collecting data from the respondents and describing the data as it is without any influence from the researcher on any of the predictor variables. Data was therefore obtained for quantitative study on motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in secondary schools in Southwest, Nigeria.

3.2 Population of the Study

The population of the study covered all the school principals and teachers in the public senior secondary schools in the six states in the south-west geo-political zone of Nigeria. These states include: Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo States. The total number of public senior secondary schools in Southwest is 2,262 as at the year 2021. There were also 2,262 senior school principals and 56,827 senior school teachers respectively as obtained from the Teaching Service Commissions (TESCOM) in each of the states. The breakdown is shown in table 3.1

Table 3.1: Population of the Study

S/N	Southwest States	Senatorial Districts	Number of Public Secondary schools	Number of Public Secondary school Principals	Number of Public Secondary schools Teachers		TOTAL
					Male	Female	
1.	Lagos	Lagos Central	74	74	776	804	1,580
		Lagos East	88	88	962	1,376	2,338
		Lagos West	160	160	1,955	2,967	4,922
		Sub-Total	322	322	3,693	5,147	8,840
2.	Ogun	Ogun Central	100	100	1,761	3,403	5,164
		Ogun East	134	134	1,950	2,832	4,782
		Ogun West	108	108	1,409	1,607	3,016
		Sub-Total	342	342	5,120	7,842	12,962
3.	Oyo	Oyo Central	244	244	2,325	3,073	5,398
		Oyo North	171	171	1,819	1,337	3,156
		Oyo South	210	210	2,194	3,760	5,954
		Sub-Total	625	625	6,338	8,170	14,508
4.	Osun	Osun Central	112	112	881	1,525	2,406
		Osun East	159	159	610	883	1,493
		Osun West	123	123	717	722	1,394
		Sub-Total	394	394	2,208	3,130	5,338
5.	Ekiti	Ekiti Central	159	159	884	1,988	2,872
		Ekiti East	57	57	818	1,224	2,042
		Ekiti North	64	64	852	901	1,753
		Sub-Total	280	280	2,554	4,113	6,667
6.	Ondo	Ondo Central	103	103	1,402	3,013	4,415
		Ondo North	89	89	1,102	945	2,047
		Ondo South	107	107	1,321	729	2,050
		Sub-Total	299	299	3,825	4,687	8,512
Grand Total			2,262	2,262	23,738	33,089	56,827

Source: Teaching Service Commissions (TESCOM), 2022¹

3.3 Sample and Sampling Techniques

The multi-stage sampling procedure was used to select the sample size for the study. It is important to note that the above six states are arranged in table 3.1 based on how they are geographically located towards the Southwest starting from Lagos State to Ondo State. At stage one of the multi-stage sampling, three out of a total of six states were selected using simple random sampling procedure. A sampling method known as simple random sampling was used to select three states out of the total of the six states in table 3.1 in accordance to an even number of two that is, for every two alternate states in

close proximity with each other, one state was chosen. For instance, between Lagos and Ogun states, Ogun state is chosen; between Oyo and Osun states, Osun state is chosen and between Ekiti and Ondo states, Ondo state is chosen also, all the states has the same characteristics culturally, common life styles and similar in language. The selected states comprising of the number of schools, principals and teachers are shown in table 3.2:

Table 3.2: Number of States Sampled (n = 3)

S/N	Southwest States	Senatorial Districts	Number of Public Secondary schools	Number of Public Secondary school Principals	Number of Public Secondary schools Teachers		TOTAL
					Male	Female	
1.	Ogun	Ogun Central	100	100	1,761	3,403	5,164
		Ogun East	134	134	1,950	2,832	4,782
		Ogun West	108	108	1,409	1,607	3,016
		Sub-Total	342	342	5,120	7,842	12,962
2.	Osun	Osun Central	112	112	881	1,525	2,406
		Osun East	159	159	610	883	1,493
		Osun West	123	123	717	722	1,394
		Sub-Total	394	394	2,208	3,130	5,338
3.	Ondo	Ondo Central	103	103	1,402	3,013	4,415
		Ondo North	89	89	1,102	945	2,047
		Ondo South	107	107	1,321	729	2,050
		Sub-Total	299	299	3,825	4,687	8,512
Grand Total			1,035	1,035	11,153	15,659	26,812

Source: Stratified sampling procedure used by Researcher

Table 3.2 showed the number of public secondary schools to be 1,035; that of the principals to also be 1,035 while the number of public senior secondary school teachers were 26,812 (consisting of 11,153 males and 15,659 females). The above numbers was however too large to be used as sample for the study. Therefore, at stage two, which involves the selection of schools and principals, the "Yamane Taro Sample size determination formula" was used. This formula was adopted in 1967 by Yamane for sample size determination².

The formula is represented in equation one (1)

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots \text{equation 1}$$

The 'n' is the desired sample size,

'N' is the population size or the population from which a sample is desired or needed while

'e' is the level of significance or the P-value which is 0.05 for this study. In using the Yamane sampling size determination formula, the sample size of public secondary schools and principals was thus shown in table 3.3:

Table 3.3: Sampled Number of Schools and Principals (n=798)

S/N	Southwest States	Senatorial Districts	Number of Public Secondary schools	Sampled Number of Public Secondary schools	Number of Public Secondary school Principals	Sampled Number of Public Secondary school Principals
1	Ogun	Ogun Central	100	80	100	80
		Ogun East	134	100	134	100
		Ogun West	108	85	108	85
		Sub-Total	342	265	342	265
2.	Osun	Osun Central	112	86	112	86
		Osun East	159	114	159	114
		Osun West	123	94	123	94
		Sub-Total	394	294	394	294
3.	Ondo	Ondo Central	103	82	103	82
		Ondo North	89	73	89	73
		Ondo South	107	84	107	84
		Sub-Total	299	239	299	239
Grand Total			1,035	798	1,035	798

Source: Researcher's calculations based on the Yamane sampling procedure

Table 3.3 shows the sampled number of public secondary schools and principals to be 798 each. At stage three, which is the selection of teachers, the proportionate to size sampling procedure was used to select 5% of the public senior secondary school teachers

in the three selected states in the Southwest to make up their sample size for the study.

The sampled number of teachers is shown in table 3.4:

Table 3.4: Sampled Number of Teachers (n =2,681)

S/N	South west States	Senatorial Districts	Number of Public Secondary schools Teachers		Total	Sampled Number of Public Secondary schools Teachers		Total
			Male	Female		Male	Female	
1	Ogun	Ogun Central	1,761	3,403	5,164	176	340	516
		Ogun East	1,950	2,832	4,782	195	283	478
		Ogun West	1,409	1,607	3,016	141	161	302
		Sub-Total	5,120	7,842	12,962	512	784	1,296
2.	Osun	Osun Central	881	1,525	2,406	88	153	241
		Osun East	610	883	1,493	61	88	149
		Osun West	717	722	1,394	72	72	144
		Sub-Total	2,208	3,130	5,338	221	313	534
3.	Ondo	Ondo Central	1,402	3,013	4,415	140	301	441
		Ondo North	1,102	945	2,047	110	95	205
		Ondo South	1,321	729	2,050	132	73	205
		Sub-Total	3,825	4,687	8,512	382	469	851
		Grand Total	11,153	15,659	26,812	1,115	1,566	2,681

Source: Researcher's calculations based on the selected sampling procedure

Table 3.4 showed the sampled number of public senior secondary school teachers to be 2,372.

3.4 Research Instruments

Two questionnaires constructed by the researcher were used to collect data for the study. The title of the first instrument was “Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)”. The title of the second instrument was “Teachers Commitment Questionnaire (TCQ)”.

3.4.1 Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)

This research instrument was answered by the teachers. It was divided into four (4) sections (A, B, C and D) and was made up of structured items.

Section A was designed to contain demographic variables such as age, gender, educational qualifications and years of experience of the teachers.

Section B was designed to examine the motivational strategies used by the management in the in the public senior secondary schools in Southwest, Nigeria. Motivational strategies in this investigation was examined in two dimensions:- in-service training and incentives. It consisted of thirteen (13) structured items of which six (6) items was for the first dimension (in-service training) and seven (7) items was for the second (incentives). The rating technique was as follows: NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4) and A = Always (5).

Section C was designed to examine the level of school factors in public senior secondary schools in Southwest, Nigeria. School factors in this investigation was examined in two dimensions:- teachers' workload and school facilities. It consisted of sixteen (16) structured items of which eight items each was used to measure both workload and school facilities. The rating technique was based according to the four likert scale of "strongly disagree (1) to strongly agree (4)".

Section D was designed to examine the job satisfaction level of the teachers in the public senior secondary schools in Southwest, Nigeria. Teachers' job satisfaction was examined in three dimensions which are their satisfaction level in the area of management support, autonomy and nature of work. This section consisted of twenty two (22) structured items of which eight (8) items each belongs to the first (management support) and second dimension (autonomy) while six (6) items belong to the third dimension (nature of work).

The rating technique is however based on the following: Highly Satisfied (4), Moderately Satisfied (3), Rarely Satisfied (2) and Not Satisfied (1).

3.4.2 Teachers Commitment Questionnaire (TCQ)

The second questionnaire (TCQ) was divided into two (2) sections (A and B) and also consisted of structured items. This instrument was answered by the principals in the selected schools.

Section A was designed to contain demographic variables such as age, gender, educational qualifications and years of experience.

Section B was designed to assess the commitment of teachers in each of the selected schools. Teachers' commitment was assessed based on their commitment to the school they belong; their commitment to the learners they teach and their commitment to the teaching profession they are part of. This section consisted of twenty two (22) items of which eight (8) items represented teachers' commitment to the school, seven (7) items each represented teachers' commitment to the learners and profession respectively. The rating technique was according to the four likert scale of "strongly disagree (1) to strongly agree (4)".

3.5 Validity of the Instrument

Face and content validity of the instrument was ensured. This was done to ensure that the instruments measure what it is supposed to measure³. The copies of the instruments were given to my supervisor and an expert in the department of Educational Management, Lead City University, Ibadan. The items on the two instruments were examined, scrutinized and vetted by these experts and necessary corrections on the instrument were made before administration.

3.6 Reliability of the Instrument

To determine the reliability of the instruments, a pilot study of the instruments was done using few schools, principals and teachers which was excluded from the final study. The reliability of the instruments was done in order to determine the internal consistency of the instrument which means that they give the same results every time⁴. The instruments were administered to 40 senior school teachers and 20 principals. The reliability of the instrument was then assessed using Cronbach's Alpha. The values of 0.800 ("Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)") and 0.871 ("Teachers Commitment Questionnaire (TCQ)") were obtained and interpreted using psychometric testing as consistent and reliable.

3.7 Administration of Research Instruments and Method of Collection

The researcher collected a letter of authority from the school (Lead City University) before administering the instrument(s). The instruments were administered personally by the researcher and with the help of four (4) trained research assistants. These research assistants were trained on how to administer the instruments. 2,681 questionnaires were administered for teachers out of which 2,312 were retrieved while 2,254 were found valid and used for the analysis. 798 questionnaires were also administered for Principal cadre and 709 were retrieved while 697 were found to be valid. The instruments were retrieved from the participants after they were completed by them.

3.8 Method of Data Analysis

After the questionnaires have been retrieved, the items responded to on the instruments was analysed using the two types of statistical methods - descriptive (such as mean, standard deviation, frequency, percentages) and inferential (such as Multiple regression). The section of the instrument consisting of the demographic information of respondents (principals and teachers) was analysed using frequency and percentages. The section that was used for the research questions was answered using frequency counts, percentages, mean and standard deviation while the section for the hypotheses was tested using multiple regression at 5% level of significance ($P < 0.05$).

Endnotes

1. Teaching Service Commissions (TESCOM), 2022
2. T. Yamane: *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.). 1967, 8. ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf.
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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings. Sub-headings in this chapter include:-Questionnaire Response Rate, presentation of data (demographic characteristics of respondents, research questions and hypotheses) and discussion of findings.

4.1 Questionnaire Response Rate

Table 4.1: Questionnaire Response Rate

No.	Name of Questionnaire	Number distributed	Number returned	Number of valid copies	Response Rate
1	Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)	2,681	2,312	2,254	84.07%
2	Teachers' Commitment Questionnaire (TCQ)	798	709	697	87.34%

Source: Fieldwork, 2021

Table 4.1 shows the number of questionnaires that were distributed, returned and validated for the study. The questionnaires were self-constructed titled: "Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)" and "Teachers' Commitment Questionnaire (TCQ)". 2,681 "Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)" were produced and distributed to public senior secondary school teachers in the three selected states (Ogun, Osun and Ondo) in Southwest, Nigeria. 2,312 were retrieved while 2,254 were found valid. This resulted to a response rate of 84.07% which is very high. 798 "Teachers' Commitment Questionnaire (TCQ)" were produced and distributed to the principals in the study area. 709 were retrieved while 697 were found to be valid. This resulted to a response rate of 87.34% which is also very high.

4.2 Presentation of Data

4.2.1 Demographic Data Analysis

Table 4.2: Frequency Distribution of Teachers' Demographic Variables (2,254)

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	1,184	52.5
	40-58 years	945	42.0
	59 years and above	125	5.5
	Total	2,254	100
Gender	Male	997	44.2
	Female	1,257	55.8
	Total	2,254	100
Highest educational qualifications	NCE	465	20.6
	Bachelor's degree	1,109	49.2
	PGDE	389	17.3
	Master's degree	291	12.9
	Total	2,254	100
Years of teaching experience	1-7 years	553	24.5
	8-14 years	1096	48.6
	15-21 years	412	18.3
	22-28 years	137	6.1
	28 years and above	56	2.5
	Total	2,254	100

Source: Fieldwork, 2021

Table 4.2 shows the frequency distribution of teachers' demographic variables in public secondary schools in southwest states, Nigeria (Ogun, Osun and Ondo). Analysis of teachers' demographic variable reveal that 1184 (52.5%) are within 21-39 years of age, 945 (42.0%) are within 40-58 years while the remaining 125 (5.5%) are above 59 years of age. This goes to show that most teachers in southwest are young and within their mid-ages. There are more female to male teachers as the table shows that 997 (44.2%) are males and 1,257 (55.8%) are females. This could probably be as a result of the fact that females seem more interested in teaching profession to their male counterparts. With regards to teachers' educational qualifications, 465 (20.6%) still possess NCE, 1109 (49.2%) have Bachelor's degree, 389 (17.3%) have PGDE while 291 (12.9%) have Master's degree. This goes to show that majority of the teachers have university degree

even post graduate degrees with few having NCE. Lastly, 553(24.5%) have within 1-7 years of teaching experience, 1096 (48.6%) have within 8-14 years of experience, 412 (18.3%) have 15-21 years of experience, 137 (6.1%) have 22-28 years of experience while 56 (2.5%) have above 28 years of teaching experience. This implies that most of the teachers have 8 and above years of educational experience which is good for the educational sector.

Table 4.3: Frequency Distribution of Principals' Demographic Variables (697)

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	99	14.2
	40-58 years	459	65.9
	59 years and above	139	19.9
	Total	697	100
Gender	Male	296	42.5
	Female	401	57.5
	Total	697	100
Highest educational qualifications	NCE	98	14.1
	Bachelor's degree	272	39.0
	PGDE	119	17.1
	Master's degree	124	17.8
	PhD	84	12.0
	Total	697	100
Years of teaching experience	1-7 years	20	2.9
	8-14 years	89	12.8
	15-21 years	198	28.4
	22-28 years	256	36.7
	28 years and above	134	19.2
	Total	697	100

Source: Fieldwork, 2021

Table 4.3 shows the frequency distribution of principals' demographic variables in public secondary schools in southwest states, Nigeria (Ogun, Osun and Ondo). Analysis of principals' demographic variable reveal that 99 (14.2%) are within 21-39 years of age, 459 (65.9%) are within 40-58 years while the remaining 139 (19.9%) are above 59 years of age. This goes to show that most principals in southwest are very advanced in age. There are more female to male principals as the table shows that 296 (42.5%) are males and 401 (57.5%) are females. This could probably be as a result of the fact that females

seem more interested in teaching profession to their male counterparts. With regards to principals' educational qualifications, 98 (14.1%) still possess NCE, 272 (39.0%) have Bachelor's degree, 119 (17.1%) have PGDE, 124 (17.8%) have Master's degree while 84 (12.0%) have PhD. This goes to show that majority of the principals have university degree even post graduate degrees with few having NCE. Lastly, 20 (2.9%) have within 1-7 years of teaching experience, 89 (12.8%) have within 8-14 years of experience, 198 (28.4%) have 15-21 years of experience, 256 (36.7%) have 22-28 years of experience while 134 (19.2%) have above 28 years of teaching experience. This implies that most of the principals have above 15 years of educational experience which means they are well experienced.

4.2.2 Answer to Research Questions

Research Question One: What are the motivational strategies (in-service training and incentives) that can enhance teachers' work in public secondary schools in Southwest, Nigeria?

Table 4.4: 'In-Service Training' Motivational Strategy (n = 2,254)

S/N	Items	NAA	R	S	F	A	Mean ($\bar{x}$)	S.D	Decision
1	Training and retraining of teachers is carried out in my school	231 (10.2%)	1251 (55.5%)	432 (19.2%)	167 (7.4%)	173 (7.7%)	2.381	0.74	Poor
2	I am made to participate in seminars and workshops that enhances my pedagogical knowledge at my school	221 (9.8%)	1102 (48.9%)	576 (25.6%)	199 (8.8%)	156 (6.9%)	2.372	0.73	Poor
3	The content of the training course is relevant to my teaching activity	69 (3.1%)	771 (34.2%)	998 (44.3%)	321 (14.2%)	95 (4.2%)	2.563	0.66	Fair
4	I am encouraged to think critically about my experiences in light of the new knowledge gained via training programs	174 (7.7%)	790 (35.0%)	901 (40.0%)	289 (12.9%)	100 (4.4%)	2.521	0.61	Fair
5	I am equipped with variety of instructional strategies to promote student engagement via training	216 (9.6%)	1221 (54.1%)	443 (19.7%)	229 (10.2%)	145 (6.4%)	2.444	0.59	Poor
6	The course of training programs is motivating and interesting	343 (15.2%)	1198 (53.2%)	499 (22.1%)	113 (5.0%)	101 (4.5%)	2.431	0.61	Poor
Weighted Mean = 2.452 (SD = 0.66); General Decision = Poor (Rarely)									

Source: Fieldwork, 2021

Rating Scale used: NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4) and A = Always (5)

Mean Threshold Remark: If the mean is 0.000-1.999 = Very Poor (Not At All); 2.000-2.499 = Poor (Rarely); 2.500-3.499 = Fair (Sometimes); 3.500 to 4.499 = Good (Frequently) and 4.500-5.000 = Very Good (Always)

Table 4.4 shows "in-service training motivational strategy as perceived by teachers in public secondary schools in Southwest, Nigeria. The Thurstone equal appearing scale of Not At All (1) to Always (5) was employed as the rating scale. Six (6) items were used to determine in-service training motivational strategy that can enhance teachers' work. Four of the items were rated poor (means within 2.000-2.499) while two items were rated fair (means within 2.500-3.499). The overall mean (SD) of 2.452 (0.66) generally reveals that in-service training as a motivational strategy for teachers is poor in

public secondary schools in Southwest, Nigeria. Poor in-service training may therefore not enhance teachers' work in the study area.

Table 4.5: 'Incentive' Motivational Strategy (n = 2,254)

S/N	Items	NAA	R	S	F	A	Mean ($\bar{x}$)	S.D	Decision
1	I am given extra pay in addition to my wages	1109 (49.2%)	432 (19.2%)	331 (14.7%)	212 (9.4%)	170 (7.5%)	1.981	0.64	Very Poor
2	Allowances are given to me in my school	1210 (53.7%)	442 (19.6%)	254 (11.3%)	234 (10.4%)	114 (5.0%)	1.972	0.58	Very Poor
3	Reward programs is done in my school	1199 (53.2%)	421 (18.7%)	239 (10.6%)	291 (12.9%)	104 (4.6%)	1.985	0.59	Very Poor
4	My school promotes teachers as at when due	1208 (53.6%)	409 (18.2%)	321 (14.2%)	196 (8.7%)	120 (5.3%)	1.998	0.56	Very Poor
5	My work is valued and well remunerated	1398 (62.0%)	391 (17.4%)	212 (9.4%)	137 (6.1%)	116 (5.1%)	1.765	0.60	Very Poor
6	Employees' benefits are given in my school	455 (20.2%)	1121 (49.7%)	248 (11.0%)	231 (10.3%)	199 (8.8%)	2.110	0.64	Poor
7	I am compensated base on the effort I put into my job	1001 (44.4%)	400 (17.7%)	387 (17.2%)	299 (13.3%)	167 (7.4%)	1.919	0.67	Very Poor
Weighted Mean = 1.961 (SD = 0.61); General Decision = Very Poor (Not At All)									

Source: Fieldwork, 2021

Rating Scale used: NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4) and A = Always (5)

Mean Threshold Remark: If the mean is 0.000-1.999 = Very Poor (Not At All); 2.000-2.499 = Poor (Rarely); 2.500-3.499 = Fair (Sometimes); 3.500 to 4.499 = Good (Frequently) and 4.500-5.000 = Very Good (Always)

Table 4.5 Shows "incentive motivational strategy as perceived by teachers in public secondary schools in Southwest, Nigeria. The Thurstone equal appearing scale of Not At All (1) to Always (5) was employed as the rating scale. Seven (7) items were used to determine incentive motivational strategy that can enhance teachers' work. Six of the items were rated very poor (means within 0.000-1.999) while two items were rated poor (means within 2.000-2.499). The overall mean (SD) of 1.961 (0.61) generally shows that incentive as a motivational strategy for teachers is very poor in public secondary schools in Southwest, Nigeria. Very poor incentive motivational strategy may therefore not enhance teachers' work in the study area. In answer to research question one, in-service

training and incentive as motivational strategies to enhance teachers' work are generally poor and very poor respectively in public secondary schools in Southwest, Nigeria.

Research Question Two: What are the school factors (teachers' workload and school facilities) that are on ground in public secondary schools in Southwest, Nigeria?

Table 4.6: Teachers' Workload (n =2,254)

S/N	Items	SD	D	A	SA	Mean (x̄)	S.D	Decision
1	I teach more students than am suppose to	172 (7.7%)	219 (9.7%)	1542 (68.4%)	321 (14.2%)	3.184	0.76	Bad
2	My working hours is overstretched	405 (18.0%)	411 (18.2%)	1007 (44.7%)	431 (19.1%)	2.711	0.75	Bad
3	I am made to teach extra classes and extra-mural lessons	130 (5.8%)	164 (7.3%)	1662 (73.7%)	298 (13.2%)	3.212	0.89	Bad
4	The classes I teach are large	225 (10.0%)	322 (14.3%)	1210 (53.7%)	497 (22.0%)	2.981	0.81	Bad
5	I often carry undone tasks to the next day	218 (9.7%)	297 (13.2%)	1199 (53.2%)	540 (23.9%)	2.909	0.87	Bad
6	I teach more classes than my capacity	46 (2.0%)	177 (7.9%)	1601 (71.0%)	430 (19.1%)	3.216	0.91	Bad
7	I do some of my official work at home	298 (13.3%)	341 (15.1%)	1231 (54.6%)	384 (17.0%)	2.881	0.80	Bad
8	I teach more subjects than I should	323 (14.3%)	399 (17.7%)	1129 (50.1%)	403 (17.9%)	2.790	0.71	Bad

Weighted Mean = 2.986 (SD = 0.81); General Decision = Bad (Agree)

Source: Fieldwork, 2021

Rating Scale used: SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3) and SA = Strongly Agree (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Very Good (Strongly Disagree); 1.500-2.499 = Good (Disagree); 2.500-3.499 = Bad (Agree) and 3.500 to 4.449 = Very Bad (Strongly Agree)

Table 4.6 shows "teachers' workload" as a school factor in public secondary schools in Southwest, Nigeria. The four likert scale of Strongly Disagree (1) to Strongly Agree (4) was employed as the rating scale. Eight (8) items were used to determine the workload of teachers in the study area. All the items were rated bad (means within 2.500-3.499) as most of the teachers agreed to the items. The overall mean (SD) of 2.986 (0.81) generally shows that teachers' workload is bad (poor) in public secondary schools in Southwest, Nigeria. This implies that the teachers in Southwest public secondary schools are overloaded with work beyond their capacity.

Table 4.7: School Facilities (n= 2,254)

S/N	Items	SD	D	A	SA	Mean ($\bar{x}$)	S.D	Deci sion
1	Library resources are up to date in my school	1007 (44.7%)	490 (21.7%)	370 (16.4%)	387 (17.2%)	1.421	0.54	Very Bad
2	There are adequate instructional materials to aid teaching and learning in my school	401 (17.8%)	1309 (58.1%)	343 (15.2%)	201 (8.9%)	1.541	0.43	Bad
3	There are clean convenience facilities for teachers in my school	1402 (62.2%)	395 (17.5%)	296 (13.2%)	161 (7.1%)	1.372	0.51	Very Bad
4	Teachers' staffrooms are clean and comfortable	1399 (62.1%)	380 (16.9%)	278 (12.3%)	197 (8.7%)	1.444	0.54	Very Bad
5	School laboratories are well equipped for practical teaching	1310 (58.2%)	420 (18.6%)	305 (13.5%)	219 (9.7%)	1.321	0.49	Very Bad
6	My school environment is neat and serene for teaching and learning	1229 (54.5%)	439 (19.5%)	321 (14.2%)	265 (11.8%)	1.478	0.50	Very Bad
7	Safety and security facilities are available in my school	299 (13.3%)	1646 (73. %)	169 (7.5%)	140 (6.2%)	1.871	0.65	Bad
8	Classes are large enough to aid teaching process	175 (7.8%)	1332 (59.1%)	453 (20.1%)	294 (13.0%)	1.590	0.55	Bad
Weighted Mean = 2.986 (SD = 0.81); General Decision = Bad (Agree)								

Source: Fieldwork, 2021

Rating Scale used: SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3) and SA = Strongly Agree (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Very Good (Strongly Disagree); 1.500-2.499 = Good (Disagree); 2.500-3.499 = Bad (Agree) and 3.500 to 4.449 = Very Bad (Strongly Agree)

Table 4.7 shows "school facilities" as a school factor in public secondary schools in Southwest, Nigeria. The four likert scale of Strongly Disagree (1) to Strongly Agree (4) was employed as the rating scale. Eight (8) items were used to determine the school facilities in the study area. Five of the items were rated very bad (means within 0.000-1.499) as most of the teachers strongly disagreed to the items. However, three of the items were rated bad (means within 1.500-2.499) as most of the teachers disagreed to the items. The overall mean (SD) of 1.505 (0.53) generally shows that school facilities on ground is bad (poor) in public secondary schools in Southwest, Nigeria. In answer to research

question two, the school factors on ground in terms of teachers' workload and school facilities are bad (poor) in the study area.

Research Question Three: What is the level of job satisfaction of teachers (management support, autonomy and nature of work) in public secondary schools in Southwest, Nigeria?

Table 4.8: Level of 'Management Support' Dimension of Teachers' Job Satisfaction (n = 2,254)

S/N	Items ("I am satisfied with the")	NS	RS	MS	HS	Mean (x̄)	S.D	Decision
1	recognition of my work	312 (13.8%)	1399 (62.1%)	289 (12.8%)	254 (11.3%)	1.981	0.41	Rarely Satisfied
2	suggestions offered to improve the quality of my work	399 (17.7%)	1101 (48.8%)	387 (17.2%)	367 (16.3%)	2.142	0.53	Rarely Satisfied
3	way at which my principal makes me feel contented working under his or her supervision	349 (15.5%)	998 (44.3%)	706 (31.3%)	201 (8.9%)	2.411	0.55	Rarely Satisfied
4	manner at which my principal provides me with continuous feedback to help me achieve the goals	204 (9.1%)	1198 (53.1%)	654 (29.0%)	198 (8.8%)	2.312	0.50	Rarely Satisfied
5	standards used to evaluate my job	243 (10.8%)	1212 (53.8%)	599 (26.5%)	200 (8.9%)	1.891	0.43	Rarely Satisfied
6	manner at which my welfare is cared for in my school	410 (18.2%)	1299 (57.6%)	341 (15.1%)	204 (9.1%)	1.561	0.64	Rarely Satisfied
7	with the kind of support I get in my school	497 (22.0%)	1002 (44.5%)	410 (18.2%)	345 (15.3%)	1.763	0.55	Rarely Satisfied
8	training offered to improve my work productivity	612 (27.2%)	950 (42.1%)	388 (17.2%)	304 (13.5%)	2.011	0.59	Rarely Satisfied
Weighted Mean = 2.009 (SD = 0.53); General Decision = Rarely Satisfied								

Source: Fieldwork, 2021

Rating Scale used: Not Satisfied (1), RS = Rarely Satisfied (2), MS = Moderately Satisfied (3) and HS = Highly Satisfied (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not Satisfied; 1.500-2.499 = Rarely Satisfied; 2.500-3.499 = Moderately Satisfied and 3.500 to 4.449 = Highly Satisfied

Table 4.8 shows the level of "management support" dimension of teachers' job satisfaction in public secondary schools in Southwest, Nigeria. The scale of Not At All (1) to Highly Satisfied (4) was employed as the rating scale. Eight (8) items were used to determine the level of job satisfaction of teachers with respect to management support in the study area. All the items were rated as 'rarely satisfied' (means within 1.500-2.499) as

most of the teachers responded that they are rarely satisfied with management support in their school. This could imply that there is either no support from management or the kind of support given does not go down well with the teachers. The overall mean (SD) of 2.009 (0.53) generally shows that teachers are rarely satisfied with the management support dimension of job satisfaction in public secondary schools in Southwest, Nigeria.

Table 4.9: Level of 'Autonomy' Dimension of Teachers' Job Satisfaction (n = 2,254)

S/N	Items ("I am satisfied with the")	NS	RS	MS	HS	Mea n ($\bar{x}$)	S.D	Decision
1	manner at which my current job gives me an opportunity to use my skills and abilities the way I desire	532 (23.6%)	802 (35.6%)	589 (26.1%)	331 (14.7%)	2.451	0.55	Rarely Satisfied
2	control I have over the scheduling of my work.	458 (20.3%)	520 (23.1%)	1007 (44.7%)	269 (11.9%)	2.562	0.61	Moderately Satisfied
3	manner am allowed to decide how to go about getting my job done (the methods I use)	482 (21.4%)	999 (44.4%)	409 (18.1%)	364 (16.1%)	1.906	0.54	Rarely Satisfied
4	control I have over the sequencing of my work activities (when I do what)	498 (22.1%)	975 (43.2%)	394 (17.5%)	387 (17.2%)	1.955	0.53	Rarely Satisfied
5	way am able to modify what my job objectives are (what I am supposed to accomplish)	234 (10.4%)	411 (18.2%)	1129 (50.1%)	480 (21.3%)	2.671	0.67	Moderately Satisfied
6	freedom to chose the method(s) to use in carrying out my work	398 (17.7%)	1009 (44.7%)	512 (22.7%)	335 (14.9%)	2.512	0.71	Moderately Satisfied
7	freedom to decide when to do particular work activities	479 (21.3%)	906 (40.2%)	454 (20.1%)	415 (18.4%)	2.116	0.69	Rarely Satisfied
8	way I am able to choose the way to go about my job (the procedures to utilize).	542 (24.0%)	987 (43.8%)	403 (17.9%)	322 (14.3%)	2.157	0.63	Rarely Satisfied
Weighted Mean = 2.291 (SD = 0.62); General Decision = Rarely Satisfied								

Source: Fieldwork, 2021

Rating Scale used: Not Satisfied (1), RS = Rarely Satisfied (2), MS = Moderately Satisfied (3) and HS = Highly Satisfied (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not Satisfied; 1.500-2.499 = Rarely Satisfied; 2.500-3.499 = Moderately Satisfied and 3.500 to 4.449 = Highly Satisfied

Table 4.9 shows the level of "autonomy" dimension of teachers' job satisfaction in public secondary schools in Southwest, Nigeria. The scale of Not At All (1) to Highly Satisfied (4) was employed as the rating scale. Eight (8) items were used to determine the level of job satisfaction of teachers with respect to autonomy dimension in the study area.

Five of the items were rated as 'rarely satisfied' (means within 1.500-2.499) while three of the items were rated as "moderately satisfied" (means within 2.500-3.499). The overall mean (SD) of 2.291 (0.62) generally shows that teachers are rarely satisfied with autonomy dimension of job satisfaction in public secondary schools in Southwest, Nigeria. This implies that teachers may not be satisfied with the freedom they are given to do their job.

Table 4.10: Level of 'Nature of Work' Dimension of Teachers' Job Satisfaction

S/N	Items ("I am satisfied with the")	NS	RS	MS	HS	Mean ($\bar{x}$)	S.D	Decision
1	the instructional part of my job	650 (28.8%)	995 (44.2%)	387 (17.2%)	222 (9.8%)	2.333	0.43	Rarely Satisfied
2	the administrative part of my job	698 (31.0%)	909 (40.3%)	342 (15.2%)	305 (13.5%)	2.412	0.51	Rarely Satisfied
3	the workload of teaching	392 (17.4%)	1365 (60.6%)	279 (12.3%)	218 (9.7%)	1.321	0.46	Not Satisfied
4	having to control students daily	476 (21.1%)	1399 (62.1%)	212 (9.4%)	167 (7.4%)	1.230	0.33	Not Satisfied
5	the time my job takes	449 (19.9%)	1301 (57.7%)	309 (13.7%)	195 (8.7%)	1.346	0.39	Not Satisfied
6	the overall responsibilities of my job	591 (26.2%)	1128 (50.1%)	399 (17.7%)	136 (6.0%)	1.411	0.49	Not Satisfied
Weighted Mean = 1.676 (SD = 0.44); General Decision = Not Satisfied								

Source: Fieldwork, 2021

Rating Scale used: Not Satisfied (1), RS = Rarely Satisfied (2), MS = Moderately Satisfied (3) and HS = Highly Satisfied (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not Satisfied; 1.500-2.499 = Rarely Satisfied; 2.500-3.499 = Moderately Satisfied and 3.500 to 4.449 = Highly Satisfied

Table 4.10 shows the level of "nature of work" dimension of teachers' job satisfaction in public secondary schools in Southwest, Nigeria. The scale of Not At All (1) to Highly Satisfied (4) was employed as the rating scale. Six (6) items were used to determine the level of job satisfaction of teachers with respect to nature of work dimension in the study area. Four of the items were rated as 'rarely satisfied' (means within 1.500-2.499) while two of the items were rated as "not satisfied" (means within 0.000-1.499). The overall mean (SD) of 1.676 (0.44) generally shows that teachers are

rarely satisfied with nature of work dimension of job satisfaction in public secondary schools in Southwest, Nigeria. This implies that teachers are not happy with nature of their work. In answer to research question three, teachers are rarely satisfied with job satisfaction dimensions of management support and autonomy. However, they are not satisfied with the dimension of 'nature of work'.

Research Question Four: What is the level of teachers' commitment (commitment to the school, students and teaching profession) in public secondary schools in Southwest, Nigeria?

Table 4.11: Level of Teachers' Commitment to the School (n = 697)

S/N	Items ("My teachers")	NAA	LL	ML	HL	Mean ($\bar{x}$)	S.D	Decision
1	are actively involved in school activities	129 (18.5%)	299 (42.9%)	223 (32.0%)	46 (6.6%)	2.458	0.55	Low Level
2	consciously promotes the image of the school	135 (19.4%)	310 (43.2%)	149 (21.4%)	112 (16.1%)	2.399	0.56	Low Level
3	willingly accepts and obeys the values and goals of the school	200 (28.7%)	256 (36.7%)	207 (29.7%)	34 (4.9%)	2.549	0.61	Moderate Level
4	are always willing to contribute when and where necessary to curricula and extra-curricular activities, all in the bid to move the school forward	131 (18.8%)	244 (35.0%)	209 (30.0%)	113 (16.2%)	2.551	0.60	Moderate Level
5	have unquestionable loyalty to the school	155 (22.3%)	267 (38.3%)	187 (26.8%)	88 (12.6%)	2.498	0.49	Low Level
6	find it easy to cope with school's policies and laws	151 (21.7%)	264 (37.9%)	189 (27.1%)	93 (13.3%)	2.429	0.51	Low Level
7	are less likely to be absent from school	95 (13.6%)	136 (19.5%)	278 (39.9%)	188 (27.0%)	2.594	0.64	Moderate Level
8	see the school problem as theirs	165 (23.7%)	241 (34.6%)	201 (28.8%)	90 (12.9%)	2.051	0.49	Low Level
Weighted Mean = 2.441 (SD = 0.56); General Decision = Low Level								

Source: Fieldwork, 2021

Rating Scale used: NAA = Not At All (1), LL = Low Level (2), ML = Moderate Level (3) and HL = High Level (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level

Table 4.11 shows the level of "teachers' commitment to the school" in Southwest, Nigeria. The scale of Not At All (1) to High Level (4) was employed as the rating scale. Eight (8) items were used to determine the level of teachers' commitment to the school in the study area. Five of the items were rated 'low level' (means within 1.500-2.499) while three of the items were rated "moderate level" (means within 2.500-3.499). However, the overall mean (SD) of 2.441 (0.56) generally shows that teachers have low level of commitment to the school in public secondary schools in Southwest, Nigeria. This implies that most teachers have poor or low level of commitment to their school as perceived by their principals (school heads).

Table 4.12: Level of Teachers' Commitment to the Students (n=697)

S/N	Items ("My teachers")	NAA	LL	ML	HL	Mean ($\bar{x}$)	S.D	Decision
1	treat each students equally in order to ensure their academic growth	131 (18.8%)	159 (22.8%)	267 (38.3%)	140 (20.1%)	2.671	0.72	Moderate Level
2	are more likely to work with students in both curricular and extra-curricular activities with the aim to help them connect to the academic activities in the school	126 (18.1%)	168 (24.1%)	259 (37.1%)	144 (20.7%)	2.541	0.69	Moderate Level
3	constantly look for instructional strategies that will help learners understand better	161 (23.1%)	298 (42.8%)	131 (18.8%)	107 (15.3%)	2.134	0.56	Low Level
4	enjoy working with students	109 (15.6%)	300 (43.0%)	199 (28.6%)	89 (12.8%)	2.416	0.65	Low Level
5	recognize that students vary in size, colour, intelligence, background, interest and learning preferences and are always willing to help these students progress through developmental tasks and programmes commensurate with their abilities and interests	111 (15.9%)	321 (46.1%)	159 (22.8%)	106 (15.2%)	2.591	0.71	Moderate Level
6	truly cares for their students	131 (18.8%)	302 (43.3%)	176 (25.3%)	88 (12.6%)	2.481	0.69	Low Level
7	establish meaningful academic relationships with students	149 (21.4%)	289 (41.4%)	177 (25.4%)	82 (11.8%)	2.315	0.58	Low Level
Weighted Mean = 2.450 (SD = 0.66); General Decision = Low Level								

Source: Fieldwork, 2021

Rating Scale used: NAA = Not At All (1), LL = Low Level (2), ML = Moderate Level (3) and HL = High Level (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level

Table 4.12 shows the level of "teachers' commitment to the students" in Southwest, Nigeria. The scale of Not At All (1) to High Level (4) was employed as the rating scale. Seven (7) items were used to determine the level of teachers' commitment to the students in the study area. Three of the items were rated "moderate level" (means within 2.500-

3.499) while three of the items were rated 'low level' (means within 1.500-2.499). However, the overall mean (SD) of 2.450 (0.66) generally shows that teachers have low level of commitment to the students in public secondary schools in Southwest, Nigeria. This implies that most teachers have poor or low level of commitment to their students as perceived by their principals (school heads).

Table 4.13: Level of Teachers' Commitment to the Profession (n = 697)

S/N	Items ("My teachers")	NAA	LL	ML	HL	Mean ($\bar{x}$)	S.D	Decision
1	are active members of local, state, or national professional association body of teachers	90 (12.9%)	232 (33.3%)	199 (28.5%)	176 (25.3%)	2.409	0.41	Low Level
2	are willing to defend the profession at all times	100 (14.3%)	326 (46.8%)	188 (27.0%)	83 (11.9%)	2.556	0.54	Moderate Level
3	are proud of being teachers	167 (23.9%)	319 (45.8%)	156 (22.4%)	55 (7.9%)	1.945	0.40	Low Level
4	are interested in engaging in courses that would help them stay abreast in the profession	132 (18.9%)	246 (35.3%)	201 (28.8%)	118 (17.0%)	2.243	0.47	Low Level
5	are ready to build a career in the teaching profession	139 (19.9%)	243 (34.9%)	189 (27.1%)	126 (18.1%)	2.252	0.49	Low Level
6	teach because of the love for the profession	125 (17.9%)	276 (39.6%)	179 (25.7%)	117 (16.8%)	2.229	0.51	Low Level
7	are willing to remain teachers regardless of other opportunities	280 (40.2%)	199 (28.6%)	153 (21.9%)	65 (9.3%)	1.342	0.43	Not At All
Weighted Mean = 1.821 (SD = 0.46); General Decision = Low Level								

Source: Fieldwork, 2021

Rating Scale used: NAA = Not At All (1), LL = Low Level (2), ML = Moderate Level (3) and HL = High Level (4)

Mean Threshold Remark: If the mean is 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level

Source: Fieldwork, 2021

Table 4.13 shows the level of "teachers' commitment to the profession" in Southwest, Nigeria. The scale of Not At All (1) to High Level (4) was employed as the rating scale. Seven (7) items were used to determine the level of teachers' commitment to the profession in the study area. Five of the items were rated "low level (means within

1.500-2.499)". An item was rated "moderate level" (mean within 2.500-3.499) while another item was rate 'not at all' (mean within 0.000-1.499). However, the overall mean (SD) of 1.821 (0.46) generally shows that teachers have very low level of commitment to the profession in public secondary schools in Southwest, Nigeria. This implies that most teachers have poor or low level of commitment to the teaching profession as perceived by their principals (school heads). In answer to research question four, it could be reported that teachers in public secondary schools in Southwest, Nigeria have low level of commitment to the school, students and profession.

4.2.3 Presentation of Hypotheses

H₀₁: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria

Table 4.14: Model Summary and Coefficients of Multiple Regression Analysis

ANOVA							
Model		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	440.320	7	33.470	3.726	.005	Significant
	Residual	3814.615	2246	14.392			
	Total	4254.935	2253				

Model summary

R = .929

R Square = .863

Adjusted R Square = .821

Standard Error of the Estimate = 0.00078

Dependent Variable: Teachers' job satisfaction

Predictors: (Constant), school facilities, in-service training, teachers' workload, incentives

Source: Fieldwork, 2021

*F-value is significant at 0.05**

Table 4.14 shows a significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of

work)in public secondary schools in Southwest, Nigeria ($F_{7, 2246} = 3.726$, $P < 0.05$). This could mean that the model 1 is a good fit of the data. The above results imply that motivational strategies and school factors jointly predict teachers' job satisfaction. The 'model summary' ($R = .929$; $R^2 = .863$; Adjusted $R^2 = .821$; Standard error of the estimate = .00078) shows that a high variation (variability) of 82.1% (adjusted $R^2 = .821$) in teachers' job satisfaction can be explained by motivational strategies and school factors (independent variables). The remaining 17.9% which could be regarded as insignificant may be due to errors or factors not considered in this study. The model summary also shows a very low standard error of .00078. Since the standard error of the estimates was very low, it therefore implies that the precision of the model was high.

H₀₂: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in the public secondary schools in Southwest, Nigeria.

Table 4.15: Coefficients of Multiple Regression Analysis for the Relative Influence

Table 1: Coefficients of Multiple Regression Analysis for the Relative Influence						
Model		Coefficients		T	Significant value	
		Unstandardized Coefficients				Standardized Coefficients Beta
		B	Standard Error			
1	(Constant)	44.029	6.499		9.407	.000
	In-service training	.245	.041	.186	3.141	.015*
	Incentives	.299	.008	.212	3.217	.009*
	Teachers' workload	.281	.009	.198	3.194	.012*
	School Facilities	.277	.050	.196	3.179	.013*

Dependent Variable: Teachers job satisfaction

Source: Fieldwork, 2021

Beta Coefficients significant at 0.05

Table 4.15 shows the coefficients of multiple regression analysis for the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management

support, autonomy and nature of work) in public secondary schools in Southwest, Nigeria. The table reveals that the beta coefficient (β) and t- values for in-service training ($\beta = .186$; $t = 3.141$; Significant value = .015), incentives ($\beta = .212$; $t = 3.217$; Significant value = .009), teachers' workload ($\beta = .198$; $t = 3.194$; Significant value = .012) and school facilities ($\beta = .196$; $t = 3.179$; Significant value = .013) were all relatively significant at $P < 0.05$. These results mean that in-service training, incentives, teachers' workload and school facilities all have significant individual prediction on teachers' job satisfaction. In this study, in-service training and incentives as motivational strategies were poor. Teachers' workload and school facilities were also bad (poor). Teachers' were dissatisfied in the study area. It could therefore be stated that poor of in-service training, incentives, workload and school facilities are significant contributors to the poor level of satisfaction of teachers in public secondary schools in Southwest, Nigeria. The values of 't' also reveals that incentives ($t = 3.217$) has greater significance on teachers' job satisfaction followed by workload ($t = 3.141$), school facilities ($t = 3.179$) and in-service training ($t = 3.194$).

H₀₃: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria

Table 4.16: Model Summary and Coefficients of Multiple Regression Analysis

		ANOVA					
Model		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	206.913	6	21.739	3.101	.010	Significant
	Residual	2742.391	690	9.810			
	Total	2949.304	696				

Model summary

R = .834

R Square = .696

Adjusted R Square = .682

Standard Error of the Estimate = 0.00312

Dependent Variable: Teachers' commitment

Predictors: (Constant), school facilities, in-service training, teachers' workload, incentives

Source: Fieldwork, 2021*F-value is significant at 0.05**

Table 4.16 shows a significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria ($F_{6, 690} = 3.101, P < 0.05$). This could mean that the model was good and fit of the data. The above results imply that motivational strategies and school factors jointly predict teachers' commitment. The 'model summary' ($R = .834$; $R^2 = .696$; Adjusted $R^2 = .682$; Standard error of the estimate = .00312) shows that a high variation (variability) of 68.2% (adjusted $R^2 = .682$) in teachers' commitment can be explained by motivational strategies and school factors (independent variables). The remaining 31.8% may be due to errors or factors not considered in this study. The model summary also showed a very low standard error of .00312. Since the standard error of the estimates was very low, it therefore implies that the precision of the model was high.

H₀₄: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Table 4.17: Coefficients of Multiple Regression Analysis for the Relative Influence

Model	Coefficients			T	Significant value
	Unstandardized Coefficients		Standardized Coefficients		
	B	Standard Error	Beta		
1 (Constant)	24.756	4.120		7.109	.000
In-service training	.135	.013	.109	2.102	.040*
Incentives	.275	.007	.199	2.979	.020*
Teachers' workload	.241	.028	.173	2.798	.024*
School Facilities	.228	.019	.164	2.505	.029*

Dependent Variable: Teachers' commitment

Source: Fieldwork, 2021

Beta Coefficients significant at 0.05

Table 4.17 shows the coefficients of multiple regression analysis for the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria. The table showed that the beta coefficient (β) and t- values for in-service training ($\beta = .109$; $t = 2.102$; Significant value = .040), incentives ($\beta = .199$; $t = 2.979$; Significant value = .020), teachers' workload ($\beta = .173$; $t = 2.798$; Significant value = .024) and school facilities ($\beta = .164$; $t = 2.505$; Significant value = .029) were all relatively significant at $P < 0.05$. These results showed that in-service training, incentives, teachers' workload and school facilities all have significant individual prediction on teachers' commitment. In this study, in-service training and incentives as motivational strategies were poor. Teachers' workload and school facilities were also bad (poor). Teachers' also had low level of commitment to

the school, students and profession in the study area. It could therefore be stated that poor in-service training, incentives, workload and school facilities were significant contributors to the low level of commitment of teachers in public secondary schools in Southwest, Nigeria. The values of 't' also reveals that incentives ($t = 2.979$) has greater significance on teachers' commitment followed by teachers' workload ($t = 2.798$), school facilities ($t = 2.505$) and in-service training ($t = 2.102$).

4.3 Discussion of Findings

This study was carried out to examine motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in public secondary schools in southwest, Nigeria. Demographic analysis of the teachers revealed that a major fraction of the teachers were females, within 21-39 years of age, having Bachelor's degree as current level of academic qualification and within 8-14 years of teaching experience. This finding almost completely disagrees with that of a prior study which reported that most teachers in public secondary schools in Ogun State were females, within 31-40 years of age, have OND or HND as their current academic qualification and less than 5 years of teaching experience¹. The difference in the results could be that this particular study was carried out in the entire southwest unlike the previous study carried out in Ogun State.

Analysis of principals' demographic variables revealed that a major fraction of the principals were females, within 40-58 years of age, having Bachelor's degree as current level of academic qualification and within 22-28 years of educational experience. This finding partially disagreed with a previous study which reported that most principals in secondary schools in Cross River State were males, less than 40 years of age, have Bachelor's degree and above 25 years of educational experience². The difference in the findings could be as a result of the fact that studies were conducted in different geo-

political zones of the nation. Each zone of the country has principals with different personalities and qualifications.

Findings from research question one revealed that motivational strategies such as in-service training and incentives that can enhance teachers' work were poor and very poor respectively in public secondary schools in Southwest, Nigeria. This goes to show that most teachers in public secondary schools hardly receive in-service training and especially incentives to motivate them on their duties. When teachers are not motivated or they feel they are poorly motivated, this will affect their self-image, professional image, and their attitude towards working. Poorly motivated teachers would as a matter of fact, not give their best in terms of commitment and performance. For in-service training to be found low in this study, it connotes that administrators of secondary schools in Oyo State still need to level up in the training and re-training of teachers to standards. Incentive that boosts teachers' job interest and elevates their level of task performance is found to be very poor in this study spells bad for issues regarding job satisfaction and productivity. This finding partially disagreed with the report of a study which noted that provision of incentives in Oyo State was quite fair³. The difference observed in the study could be as a result of the fact that the previous study was conducted in only Oyo State, whereas this study was done in the entire southwest part of Nigeria. The result almost completely agrees with a study that reported that invariably several studies have also revealed that low compensation and rewards (Monetary or Non-monetary) are the most common reasons⁴. This study was supported by a previous study which reported low level of in-service training for teachers in Ogun State secondary schools⁵.

Findings from research question two revealed that school factors such as teachers' workload and school facilities were bad (poor) in public secondary schools in Southwest, Nigeria. This could mean that the teachers perceive that workload was too much for them

and school facilities were bad or inadequate in the study area. Perception of workload may differ from teacher to teacher, but from observation, teachers in public secondary school have many students to teach, the class sizes are always large. The implication of large class sizes is that it tasks the classroom management competencies of a teacher and increases the workload in terms of marking test and examination scripts. In terms of critical school infrastructure, more still needs to be done by the government. This finding agreed with that of a research work which reported poor school physical facilities in secondary schools in Southwest, Nigeria⁶. Another study reported high (poor) workload of teachers in Ogun State secondary schools⁷. These results were quite similar since all the studies were carried out in the Southwest part of Nigeria.

Findings from research question three revealed that teachers were rarely satisfied with management support and autonomy dimensions of job satisfaction. However, teachers were not satisfied with nature of work dimension of job satisfaction in public secondary schools in Southwest, Nigeria. With this finding, it is clearly indicated that teachers love their job-teaching, but school leadership with its dynamics and styles affect their level of job satisfaction. This could mean that the principals in public secondary schools in Southwest need to give more support to teachers and identify with teachers in times of need and challenges. Teaching, no doubt requires a great deal of intellectual functioning, and thus, trained teachers more often than not want to display their academic prowess and take certain decisions concerning their lessons and classroom interaction with students. These teachers can be allowed to be independent and use their personal discretion so far it does not do any harm to policies, programmes and rules in the school system. The results agreed with a prior study which noted poor job satisfaction of teachers in terms of autonomy and nature of work in secondary schools in Ondo State⁸. Another previous study also reported that teachers were rarely satisfied with the

dimension of management support in their school in Enugu State⁹. Teachers tend to face similar situations in all geo-political zones of the country.

Findings from research question four showed that teachers have low level of commitment to the school, students and profession in public secondary schools in Southwest, Nigeria. There could be several reasons the level of commitment of public secondary school teachers is low. The probable reasons for this finding could be the poor state of in-service training for teachers, poor incentives, lack of management support, lack of autonomy and academic freedom. Similarly, teachers who are not satisfied would record low level of commitment at work. This low commitment may go a long way in adversely affecting job performance and productivity of teachers, with the resultant effect on students' academic performance. The finding of low commitment among teachers could also be due to turnover tendency when teachers have the intention of moving to other careers. This particular finding completely agreed with a previous study which reported that teachers' job commitment to the school, students and teaching profession was low in public secondary schools in Osun State¹⁰. The similarities observed in both studies could be due to the fact that both studies were carried out in Southwest, Nigeria.

Findings from hypothesis one showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in public secondary schools in Southwest, Nigeria. A study reported significant influence of motivational strategies on science teachers' job satisfaction in secondary schools in Ibadan Metropolis, Oyo State¹¹. Another study noted that principals' motivational strategies have a significant relationship with teachers' instructional performance in Ondo State¹². A previous study also reported that factors

within the school physical working environment significantly influence teachers' satisfaction in secondary schools in Akwa-Ibom State, Nigeria¹³.

Findings from hypothesis two revealed that in-service training, incentives, teachers' workload and school facilities all have significant relative influence on teachers' job satisfaction in public secondary schools in Southwest, Nigeria. Similarly, a previous study showed a relative significant influence of in-service training on science teachers' job satisfaction in Ibadan Metropolis, Oyo State¹¹. Another previous study reported that training and incentives or welfare significantly influenced teachers' job performance in secondary schools in Kogi State¹⁴. In line with the result of this study, a previous research work reported that factors within the school environment such as workload and facilities significantly influenced teachers' job satisfaction in Akwa-Ibom State secondary schools¹³.

Findings from hypothesis three showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria. A similar study reported significant influence of motivational strategies on science teachers' job satisfaction in secondary schools in Ibadan Metropolis, Oyo State¹¹. Another previous study also reported that factors within the school working environment significantly influence teachers' satisfaction in secondary schools in Akwa-Ibom State, Nigeria¹³. It has been reported that most teachers in Nigeria tend to face similar situations in their working environment hence the similarities in the results of the study.

Findings from hypothesis four revealed that in-service training, incentives, teachers' workload and school facilities all have significant relative influence on teachers' commitment in public secondary schools in Southwest, Nigeria. A previous study reported that training and incentives or welfare significantly influenced teachers' job

performance in secondary schools in Kogi State¹⁴. Another previous research work reported that factors within the school environment such as workload and facilities significantly influenced teachers' job satisfaction in Akwa-Ibom State secondary schools¹³. The results may be similar because it has been observed that most teachers in Nigeria tend to face similar situations and complain about similar conditions in their working environment.

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Endnotes

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Chapter Five

Conclusion

This chapter presents the summary of findings; conclusion and recommendations based on the findings, contribution to knowledge and suggested area for further research.

5.1 Summary of the Findings

This research examined motivational strategies and school factors as predictors of teachers' job satisfaction and commitment in public secondary schools in southwest, Nigeria. Analysis of teachers' demographic variables revealed that a major fraction of the teachers were within 21-39 years of age, 1184 (52.5%), were females, 1257 (55.8%), have Bachelor's degree as current level of academic qualification, 1109 (49.2%) and 8-14 years of teaching experience, 1096 (48.6%). It further showed that a major portion of the principals were within 40-58 years of age, 459 (65.9%), were females, 401 (57.5%), have Bachelor's degree as current level of academic qualification, 272 (39.0%) and 22-28 years of educational experience, 256 (36.7%). Findings from research question one revealed that motivational strategies such as in-service training ($\bar{x}=2.452$) and incentives ($\bar{x}=1.961$) that can enhance teachers' work were poor and very poor respectively in public secondary schools in Southwest, Nigeria.

Findings from research question two revealed that school factors such as teachers' workload ($\bar{x}=2.986$) and school facilities ($\bar{x}=1.505$) were bad (poor) in public secondary schools in Southwest, Nigeria. Findings from research question three showed that teachers were rarely satisfied with management support ($\bar{x}=2.009$) and autonomy ($\bar{x}=2.291$) dimensions of job satisfaction. However, teachers were not satisfied ($\bar{x}=1.676$) with nature of work dimension of job satisfaction in public secondary schools in Southwest, Nigeria. Findings from research question four revealed that teachers have low

level of commitment to the school ($\bar{x}=2.441$), students ($\bar{x}=2.450$) and profession ($\bar{x}=1.821$) in public secondary schools in Southwest, Nigeria.

Findings from hypothesis one showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' job satisfaction (management support, autonomy and nature of work) in public secondary schools in Southwest, Nigeria ($F_{7, 2246} = 3.726$, $P < 0.05$). Findings from hypothesis two revealed that the beta coefficient (β) and t- values for in-service training ($\beta = .186$; $t = 3.141$; Significant value = .015), incentives ($\beta = .212$; $t = 3.217$; Significant value = .009), teachers' workload ($\beta = .198$; $t = 3.194$; Significant value = .012) and school facilities ($\beta = .196$; $t = 3.179$; Significant value = .013) were all relatively significant at $P < 0.05$ in public secondary schools in Southwest, Nigeria.

Findings from hypothesis one showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria ($F_{6, 690} = 3.101$, $P < 0.05$). Findings from hypothesis three revealed that the beta coefficient (β) and t- values for in-service training ($\beta = .109$; $t = 2.102$; Significant value = .040), incentives ($\beta = .199$; $t = 2.979$; Significant value = .020), teachers' workload ($\beta = .173$; $t = 2.798$; Significant value = .024) and school facilities ($\beta = .164$; $t = 2.505$; Significant value = .029) were all relatively significant at $P < 0.05$ in public secondary schools in Southwest, Nigeria.

5.2 Conclusion

The findings of the study revealed that the use of motivational strategies such as in-service training and incentives to enhance public senior secondary school teachers' work in Southwest, Nigeria is still very poor as they were rarely done or provided.

The findings further revealed that teachers perceive that their workload and school facilities were poor or bad. Workload is beyond their capacity and school facilities were either lacking or inadequate.

Furthermore, it was shown that the teachers were rarely satisfied with management support and autonomy dimensions of job satisfaction but were not satisfied with the nature of their work. This clearly concludes that teachers were dissatisfied with their job. It was also shown that the teachers have low level of commitment to the school, students and profession. This suggests that the teachers teach for the sake of teaching probably because there were no better alternatives available.

Lastly, motivational strategies and school factors was shown to jointly predict teachers' job satisfaction and commitment. All the indices of motivational strategies and school factors such as in-service training, incentives, workload and school facilities all had relative significant influence on teachers' job satisfaction and commitment. On the basis of the above findings, it can therefore be concluded that the poor level of motivational strategies (in-service training and incentives) and school factors (workload and school facilities) negatively influence the level of satisfaction and commitment of teachers in public secondary schools in Southwest, Nigeria.

5.3 Recommendations

On the basis of the findings of this study, the following recommendations were made:

- i. In-service training suitable to the teachers' educational needs should be regularly organised in a bid to improving their satisfaction and commitment.
- ii. Incentives such as promotion, welfare, rewards, recognition and some forms of employee benefits should be given to teachers as at when due so as to enhance their satisfaction and commitment to work.

- iii. Teachers' workload should be normal or done in such a way that it is compatible with their capacity. Teachers should not be given too much work beyond what they can handle per time.
- iv. Government, ministry of education and other educational stakeholders should do all they can towards ensuring that school facilities were available, adequate, conducive and up to date as this could enhance teachers' satisfaction and commitment to teaching in the school.
- v. School management should also do all they can towards ensuring that teachers were supported, given autonomy (freedom) in their teaching and nature of work compatible with their capacity and interest.

5.4 Contributions to Knowledge

This study has contributed to knowledge conceptually by providing a better explanation to concepts (in-service training, incentives, workload, school facilities, management support, autonomy, nature of work) that were used in the study beyond that used in previous studies. Three theories were used in this study. They are:-Maslow's Hierarchy of Needs, Herzberg Two factor Hygiene Theory of Motivation and Adam's Equity theory. This study contributed theoretically by providing other useful and relevant application of the above theories to this study than that used in previous studies. Lastly, the study has contributed to knowledge empirically by revealing a significant influence of independent variables (such as motivational strategies and school factors) on dependent variables (such as teachers' job satisfaction and commitment).

5.5 Suggested Areas of Further Studies

In subsequent studies, a different research approach like qualitative or mixed approach could be used in further studies to validate the findings of this study. These approaches would involve the use of other forms of instrumentation such as focus group discussion, interviews etcetera apart from questionnaire. Different research designs apart from descriptive designs that are suitable to the research topic should be used in further studies. In this study, demographic variables of the teachers were not used as influencing or intervening variables. The age, gender, qualifications and experience of teachers could therefore be used as moderating variables in further studies as they can interfere with the results or outcomes of the study. This study can also be carried out in primary schools (headmasters or mistress and their teachers) and tertiary institutions (Heads of department and their lecturers). Other forms of indices of motivational strategies, school factors, teachers' job satisfaction and commitment can be employed in further studies.

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Appendices

Appendix I (Research Instrument)

Research Questionnaire I

**Lead City University, Education Management Department, School of Postgraduate
Studies, Ibadan, Oyo State**

Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFTJSQ)

Dear Respondent,

I am Doctoral student of the above named university. I am carrying out an investigation with the sole intention of examining the motivational strategies and school factors as predictors of teachers' commitment and job satisfaction in public in secondary schools in Southwest, Nigeria. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Thank you.

Section A: Demographic Information: Tick (✓) in the box appropriate to your response
(to be answered by teachers)

1. **Age:** 21 – 39 years [] 40 – 58 years [] 59 years and above []
2. **Gender:** Male [] Female []
3. **Highest Educational Qualification:** NCE [] OND [] HND [] Bachelor's degree [] Master's degree [] MPhil [] PhD []
4. **Years of teaching experience:** 1-7 years [] 8– 14 years [] 15 – 21 years [] 22-28 years [] 28 years and above []

Section B: Motivational Strategies

Please tick (✓) the appropriate box in front of the statements that describe your opinion
(Tick (✓) NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4)
and A = Always (5)

		NAA	R	S	F	A
S/N	Items	1	2	3	4	5
1	Training and retraining of teachers is carried out in my school					
2	I am made to participate in seminars and workshops that enhances my pedagogical knowledge at my school					
3	The content of the training course is relevant to my teaching activity					
4	I am encouraged to think critically about my experiences in light of the new knowledge gained via training programs					
5	I am equipped with variety of instructional strategies to promote student engagement via training					
6	The course of training programs is motivating and interesting					
7	I am given extra pay in addition to my wages					
8	Allowances are given to me in my school					
9	Reward programs is done in my school					
10	My school promotes teachers as at when due					
11	My work is valued and well remunerated					
12	Employees' benefits are given in my school					
13	I am compensated base on the effort I put into my job					

Section C: School Factors

Please tick (✓) the appropriate box in front of the statements that describe your opinion
(Tick (✓) SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD=Strongly Disagree (1))

		SA	A	D	SD
S/N	Items	4	3	2	1
Teachers' Workload					
1	I teach more students than am suppose to				
2	My working hours is overstretched				
3	I am made to teach extra classes and extra-mural lessons				
4	The classes I teach are large				
5	I often carry undone tasks to the next day				
6	I teach more classes than my capacity				
7	I do some of my official work at home				
8	I teach more subjects than I should				
School Facilities					
1	Library resources are up to date in my school				
2	There are adequate instructional materials to aid teaching and learning in my school				
3	There are clean convenience facilities for teachers in my school				
4	Teachers' staffrooms are clean and comfortable				
5	School laboratories are well equipped for practical teaching				
6	My school environment is neat and serene for teaching and learning				
7	Safety and security facilities are available in my school				
8	Classes are large enough to aid teaching process				

Section D: Level of Job Satisfaction of Teachers (to be answered by teachers)

Please tick (✓) the appropriate box in front of the statements that describe your opinion
(Tick (✓) NS = Not Satisfied (1), RS = Rarely Satisfied (2), MS = Moderately Satisfied (3)
and HS =Highly Satisfied (4)

		NS	RS	MS	HS
S/N	Items	1	2	3	4
Management support ("I am satisfied with the")					
1	Recognition of my work				
2	Suggestions offered to improve the quality of my work				
3	Way at which my principal makes me feel contented working under his or her supervision				
4	Manner at which my principal provides me with continuous feedback to help me achieve the goals				
5	Standards used to evaluate my job				
6	Manner at which my welfare is cared for in my school				
7	With the kind of support I get in my school				
8	Training offered to improve my work productivity				
Autonomy ("I am satisfied with the")					
9	Manner at which my current job gives me an opportunity to use my skills and abilities the way I desire				
10	Control I have over the scheduling of my work				
11	Manner am allowed to decide how to go about getting my job done (the methods I use)				
12	Control I have over the sequencing of my work activities (when I do what)				
13	Way am able to modify what my job objectives are (what I am supposed to accomplish)				
14	Freedom to chose the method(s) to use in carrying out my work				
15	Freedom to decide when to do particular work activities				
16	Way I am able to choose the way to go about my job (the procedures to utilize)				

Nature of Work ("I am satisfied with")					
17	The instructional part of my job				
18	The administrative part of my job				
19	The workload of teaching				
20	Having to control students daily				
21	The time my job takes				
22	The overall responsibilities of my job				

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Research Questionnaire II

Lead City University, Education Management Department, School of Postgraduate
Studies, Ibadan, Oyo State

Teachers' Commitment Questionnaire (TCQ)

Dear Respondent,

I am Doctoral student of the above named university. I am carrying out an investigation with the sole intention of examining the motivational strategies and school factors as predictors of teachers' commitment and job satisfaction in public in secondary schools in Southwest, Nigeria. Please take a few minutes of your time to answer the following questions. Your voluntary assistance will be highly appreciated. Thank you.

Section A: Demographic Information: Tick (✓) in the box appropriate to your response (to be answered by principals)

1. **Age:** 21 – 39 years [] 40 – 58 years [] 59 years and above []
2. **Gender:** Male [] Female []
3. **Highest level of education:** NCE [] OND [] HND [] Bachelor's degree []
Master's degree [] MPhil [] PhD []
4. **Years of teaching experience:** 1-7 years [] 8– 14 years [] 15 – 21 years [] 22-
28 years [] 28 years and above []

Section B: Level of Teachers' Commitment

Please tick (✓) the appropriate box in front of the statements that describe your opinion
(Tick (✓) HL = High Level (4), ML=Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1))

		HL	ML	LL	NAA
S/N	Items (My teachers)	4	3	2	1
1	Are actively involved in school activities				
2	Consciously promotes the image of the school				
3	Willingly accepts and obeys the values and goals of the school				
4	Are always willing to contribute when and where necessary to curricula and extra-curricular activities, all in the bid to move the school forward				
5	Have unquestionable loyalty to the school				
6	Find it easy to cope with school's policies and laws				
7	Are less likely to be absent from school				
8	See the school problem as theirs				
9	Treat each students equally in order to ensure their academic growth				
10	Are more likely to work with students in both curricular and extra-curricular activities with the aim to help them connect to the academic activities in the school				
11	Constantly look for instructional strategies that will help learners understand better				
12	Enjoy working with students				
13	Recognize that students vary in size, colour, intelligence, background, interest and learning preferences and are always willing to help these students progress through developmental tasks and programmes commensurate with their abilities and interests				
14	Truly cares for their students				
15	Establish meaningful academic relationships with students				

16	Are active members of local, state, or national professional association body of teachers				
17	Are willing to defend the profession at all times				
18	Are proud of being teachers				
19	Are interested in engaging in courses that would help them stay abreast in the profession				
20	Are ready to build a career in the teaching profession				
21	Teach because of the love for the profession				
22	Are willing to remain teachers regardless of other opportunities				

Appendix II

(Raw Computation Data form Statistical Package of Social Science, IBM version 26.0)

Teachers' Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-39 years	1,184	52.5	52.5	52.5
	40-58 years	945	42.0	42.0	94.5
	59 years and above	125	5.5	5.5	100.0
Total		2254	100.0	100.0	

Teachers' Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	997	44.2	44.2	44.2
	Female	1,257	55.8	55.8	100.0
	Total	2254	100.0	100.0	

Teachers' Highest Academic Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	465	20.6	20.6	20.6
	Bachelor's degree	1,109	49.2	49.2	69.8
	PGDE	389	17.3	17.3	87.1
	Master's degree	291	12.9	12.9	100.0
	Total	2254	100.0	100.0	

Teachers' Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-7 years	553	24.5	24.5	24.5
	8-14 years	1096	48.6	48.6	73.1
	15-21 years	412	18.3	18.3	91.4
	22-28 years	137	6.1	6.1	97.5
	28 years and above	56	2.5	2.5	100.0
	Total	2254	100.0	100.0	

Principals' Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-39 years	99	14.2	14.2	14.2
	40-58 years	459	65.9	65.9	80.1
	59 years and above	139	19.9	19.9	100.0
	Total	697	100.0	100.0	

Principals' Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	296	42.5	42.5	42.5
	Female	401	57.5	57.5	100.0
	Total	697	100.0	100.0	

Principals' Highest Academic Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	98	14.1	14.1	14.1
	Bachelor's degree	272	39.0	39.0	53.1
	PGDE	119	17.1	17.1	70.2
	Master's degree	124	17.8	17.8	88.0
	PhD	84	12.0	12.0	100.0
	Total	697	100.0	100.0	

Principals' Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-7 years	20	2.9	2.9	2.9
	8-14 years	89	12.8	12.8	15.7
	15-21 years	198	28.4	28.4	44.1
	22-28 years	256	36.7	36.7	80.8
	28 years and above	134	19.2	19.2	100.0
	Total	697	100.0	100.0	

Training and Retraining of Teachers is carried out in my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	231	10.2	10.2	10.2
	Rarely	1251	55.5	55.5	65.7
	Sometimes	432	19.2	19.2	84.9
	Frequently	167	7.4	7.4	92.3
	Always	173	7.7	7.7	100.0
	Total	2254	100.0	100.0	

I am made to Participate in Seminars and Workshops that Enhances my Pedagogical Knowledge at my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	221	9.8	9.8	9.8
	Rarely	1102	48.9	48.9	58.7
	Sometimes	576	25.6	25.6	84.3
	Frequently	199	8.8	8.8	93.1
	Always	156	6.9	6.9	100.0
	Total	2254	100.0	100.0	

The content of the Training course is Relevant to my Teaching Activity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	69	3.1	3.1	3.1
	Rarely	771	34.2	34.2	37.3
	Sometimes	998	44.3	44.3	81.6
	Frequently	321	14.2	14.2	95.8
	Always	95	4.2	4.2	100.0
	Total	2254	100.0	100.0	

I am encouraged to think Critically about My Experiences in light of the new Knowledge gained via Training Programs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	174	7.7	7.7	7.7
	Rarely	790	35.0	35.0	42.7
	Sometimes	901	40.0	40.0	82.7
	Frequently	289	12.9	12.9	95.6
	Always	100	4.4	4.4	100.0
	Total	2254	100.0	100.0	

I am equipped with variety of Instructional Strategies to Promote Student Engagement via Training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	216	9.6	9.6	9.6
	Rarely	1221	54.1	54.1	63.7
	Sometimes	443	19.7	19.7	83.4
	Frequently	229	10.2	10.2	93.6
	Always	145	6.4	6.4	100.0
	Total	2254	100.0	100.0	

The course of Training Programs is Motivating and Interesting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	343	15.2	15.2	15.2
	Rarely	1198	53.2	53.2	68.4
	Sometimes	499	22.1	22.1	90.5
	Frequently	113	5.0	5.0	95.5
	Always	101	4.5	4.5	100.0
	Total	2254	100.0	100.0	

I am given Extra pay in addition to My Wages					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1109	49.2	49.2	49.2
	Rarely	432	19.2	19.2	68.4
	Sometimes	331	14.7	14.7	83.1
	Frequently	212	9.4	9.4	92.5
	Always	170	7.5	7.5	100.0
	Total	2254	100.0	100.0	

Allowances are given to me in My School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1210	53.7	53.7	53.7
	Rarely	442	19.6	19.6	73.3
	Sometimes	254	11.3	11.3	84.6
	Frequently	234	10.4	10.4	95.0
	Always	114	5.0	5.0	100.0
	Total	2254	100.0	100.0	

Reward Programs is done in My School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1199	53.2	53.2	53.2
	Rarely	421	18.7	18.7	71.9
	Sometimes	239	10.6	10.6	82.5
	Frequently	291	12.9	12.9	95.4
	Always	104	4.6	4.6	100.0
	Total	2254	100.0	100.0	

My School Promotes Teachers as at when due					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1208	53.6	53.6	53.6
	Rarely	409	18.2	18.2	71.8
	Sometimes	321	14.2	14.2	86.0
	Frequently	196	8.7	8.7	94.7
	Always	120	5.3	5.3	100.0
	Total	2254	100.0	100.0	

My Work is valued and well Remunerated					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1398	62.0	62.0	62.0
	Rarely	391	17.4	17.4	79.4
	Sometimes	212	9.4	9.4	88.8
	Frequently	137	6.1	6.1	94.9
	Always	116	5.1	5.1	100.0
	Total	2254	100.0	100.0	

Employees' Benefits are given in My School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	455	20.2	20.2	20.2
	Rarely	1121	49.7	49.7	69.9
	Sometimes	248	11.0	11.0	80.9
	Frequently	231	10.3	10.3	91.2
	Always	199	8.8	8.8	100.0
	Total	2254	100.0	100.0	

I am compensated base on the effort I put into my job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1001	44.4	44.4	44.4
	Rarely	400	17.7	17.7	62.1
	Sometimes	387	17.2	17.2	79.3
	Frequently	299	13.3	13.3	92.6
	Always	167	7.4	7.4	100.0
	Total	2254	100.0	100.0	

I teach more Students than am Suppose to					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	172	7.7	7.7	7.7
	Disagree	219	9.7	9.7	17.4
	Agree	1542	68.4	68.4	85.8
	Strongly Agree	321	14.2	14.2	100.0
	Total	2254	100.0	100.0	

My Working Hours is Overstretched					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	405	18.0	18.0	18.0
	Disagree	411	18.2	18.2	36.2
	Agree	1007	44.7	44.7	80.9
	Strongly Agree	431	19.1	19.1	100.0
	Total	2254	100.0	100.0	

I am Made to teach extra classes and extra-mural Lessons					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	130	5.8	5.8	5.8
	Disagree	164	7.3	7.3	13.1
	Agree	1662	73.7	73.7	86.8
	Strongly Agree	298	13.2	13.2	100.0
	Total	2254	100.0	100.0	

The classes I Teach are large					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	225	10.0	10.0	10.0
	Disagree	322	14.3	14.3	24.3
	Agree	1210	53.7	53.7	78.0
	Strongly Agree	497	22.0	22.0	100.0
	Total	2254	100.0	100.0	

I often carry undone Tasks to the next day					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	218	9.7	9.7	9.7
	Disagree	297	13.2	13.2	22.9
	Agree	1199	53.2	53.2	76.1
	Strongly Agree	540	23.9	23.9	100.0
	Total	2254	100.0	100.0	

I teach more Classes than My Capacity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	2.0	2.0	2.0
	Disagree	177	7.9	7.9	9.9
	Disagree				
	Agree	1601	71.0	71.0	80.9
	Strongly Agree	430	19.1	19.1	100.0
	Total	2254	100.0	100.0	

I do some of my official Work at Home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	298	13.3	13.3	13.3
	Disagree	341	15.1	15.1	28.4
	Disagree				
	Agree	1231	54.6	54.6	83.0
	Strongly Agree	384	17.0	17.0	100.0
	Total	2254	100.0	100.0	

I teach more subjects than I should					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	323	14.3	14.3	14.3
	Disagree	399	17.7	17.7	32.0
	Disagree				
	Agree	1129	50.1	50.1	82.1
	Strongly Agree	403	17.9	17.9	100.0
	Total	2254	100.0	100.0	

Library Resources are up to date in My School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	1007	44.7	44.7	44.7
	Disagree	490	21.7	21.7	66.4
	Disagree				
	Agree	370	16.4	16.4	82.8
	Strongly Agree	387	17.2	17.2	100.0
	Total	2254	100.0	100.0	

There are Adequate Instructional Materials to aid Teaching and Learning in My School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	401	17.8	17.8	17.8
	Disagree	1309	58.1	58.1	75.9
	Disagree				
	Agree	343	15.2	15.2	91.1
	Strongly Agree	201	8.9	8.9	100.0
	Total	2254	100.0	100.0	

There are Clean Convenience Facilities for Teachers in my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	1402	62.2	62.2	62.2
	Disagree	395	17.5	17.5	79.7
	Disagree				
	Agree	296	13.2	13.2	92.9
	Strongly Agree	161	7.1	7.1	100.0
	Total	2254	100.0	100.0	

Teachers' Staffrooms are Clean and Comfortable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	1399	62.1	62.1	62.1
	Disagree	380	16.9	16.9	79.0
	Disagree				
	Agree	278	12.3	12.3	91.3
	Strongly Agree	197	8.7	8.7	100.0
	Total	2254	100.0	100.0	

School Laboratories are well Equipped for Practical Teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	1310	58.2	58.2	58.2
	Disagree	420	18.6	18.6	76.8
	Disagree				
	Agree	305	13.5	13.5	90.3
	Strongly Agree	219	9.7	9.7	100.0
	Total	2254	100.0	100.0	

My School Environment is neat and serene for Teaching and Learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	1229	54.5	54.5	54.5
	Disagree	439	19.5	19.5	74.0
	Disagree				
	Agree	321	14.2	14.2	88.2
	Strongly Agree	265	11.8	11.8	100.0
	Total	2254	100.0	100.0	

Safety and Security Facilities are Available in my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	299	13.3	13.3	13.3
	Disagree	1646	73.0	73.0	86.3
	Disagree				
	Agree	169	7.5	7.5	93.8
	Strongly Agree	140	6.2	6.2	100.0
	Total	2254	100.0	100.0	

Classes are Large Enough to aid Teaching Process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	175	7.8	7.8	7.8
	Disagree	1332	59.1	59.1	66.9
	Disagree				
	Agree	453	20.1	20.1	87.0
	Strongly Agree	294	13.0	13.0	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Recognition of my Work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	312	13.8	13.8	13.8
	Rarely Satisfied	1399	62.1	62.1	75.9
	Moderately Satisfied	289	12.8	12.8	88.7
	Highly Satisfied	254	11.3	11.3	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the suggestions offered to improve the Quality of my work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	399	17.7	17.7	17.7
	Rarely Satisfied	1101	48.8	48.8	66.5
	Moderately Satisfied	387	17.2	17.2	83.7
	Highly Satisfied	367	16.3	16.3	100.0
	Total	2254	100.0	100.0	

I am satisfied with the way at which my Principal makes me feel contented working under his/her Supervision					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	349	15.5	15.5	15.5
	Rarely Satisfied	998	44.3	44.3	59.8
	Moderately Satisfied	706	31.3	31.3	91.1
	Highly Satisfied	201	8.9	8.9	100.0
	Total	2254	100.0	100.0	

I am satisfied with the manner at which my Principal provides me with continuous feedback to help me achieve the goals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	204	9.1	9.1	9.1
	Rarely Satisfied	1198	53.1	53.1	62.2
	Moderately Satisfied	654	29.0	29.0	91.2
	Highly Satisfied	198	8.8	8.8	100.0
	Total	2254	100.0	100.0	

I am satisfied with the Standards used to Evaluate my Job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	243	10.8	10.8	10.8
	Rarely Satisfied	1212	53.8	53.8	64.6
	Moderately Satisfied	599	26.5	26.5	91.1
	Highly Satisfied	200	8.9	8.9	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the manner at which my Welfare is cared for in my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	410	18.2	18.2	18.2
	Rarely Satisfied	1299	57.6	57.6	75.8
	Moderately Satisfied	341	15.1	15.1	90.9
	Highly Satisfied	204	9.1	9.1	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the with the Kind of Support I get in my School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	497	22.0	22.0	22.0
	Rarely	1002	44.5	44.5	66.5
	Moderately	410	18.2	18.2	84.7
	Highly	345	15.3	15.3	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Training offered to improve my Work Productivity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	612	27.2	27.2	27.2
	Rarely	950	42.1	42.1	69.3
	Moderately	388	17.2	17.2	86.5
	Highly	304	13.5	13.5	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the manner at which my Current Job gives me an opportunity to use my Skills and Abilities the way I desire					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	532	23.6	23.6	23.6
	Rarely Satisfied	802	35.6	35.6	59.2
	Moderately Satisfied	589	26.1	26.1	85.3
	Highly Satisfied	331	14.7	14.7	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the control I have over the Scheduling of my Work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	458	20.3	20.3	20.3
	Rarely Satisfied	520	23.1	23.1	43.4
	Moderately Satisfied	1007	44.7	44.7	88.1
	Highly Satisfied	269	11.9	11.9	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Manner am Allowed to Decide how to go About getting my Job done (the methods I use)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	482	21.4	21.4	21.4
	Rarely Satisfied	999	44.4	44.4	65.8
	Moderately Satisfied	409	18.1	18.1	83.9
	Highly Satisfied	364	16.1	16.1	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the control I have over the Sequencing of my Work Activities (when I do what)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	498	22.1	22.1	22.1
	Rarely Satisfied	975	43.2	43.2	65.3
	Moderately Satisfied	394	17.5	17.5	82.8
	Highly Satisfied	387	17.2	17.2	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the way am able to Modify what my Job objectives are (what I am Supposed to Accomplish)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	234	10.4	10.4	10.4
	Rarely Satisfied	411	18.2	18.2	28.6
	Moderately Satisfied	1129	50.1	50.1	78.7
	Highly Satisfied	480	21.3	21.3	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Freedom to chose the method(s) to use in Carrying out my Work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	398	17.7	17.7	17.7
	Rarely Satisfied	1009	44.7	44.7	62.4
	Moderately Satisfied	512	22.7	22.7	85.1
	Highly Satisfied	335	14.9	14.9	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Freedom to Decide when to do Particular Work Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	479	21.3	21.3	21.3
	Rarely Satisfied	906	40.2	40.2	61.5
	Moderately Satisfied	454	20.1	20.1	81.6
	Highly Satisfied	415	18.4	18.4	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the way I am able to Choose the Way to go about my Job (the Procedures to Utilize)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	542	24.0	24.0	24.0
	Rarely Satisfied	987	43.8	43.8	67.8
	Moderately Satisfied	403	17.9	17.9	85.7
	Highly Satisfied	322	14.3	14.3	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Instructional part of my Job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	650	28.8	28.8	28.8
	Rarely Satisfied	995	44.2	44.2	73.0
	Moderately Satisfied	387	17.2	17.2	90.2
	Highly Satisfied	222	9.8	9.8	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the Administrative Part of my Job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	698	31.0	31.0	31.0
	Rarely Satisfied	909	40.3	40.3	71.3
	Moderately Satisfied	342	15.2	15.2	86.5
	Highly Satisfied	305	13.5	13.5	100.0
	Total	2254	100.0	100.0	

I am Satisfied With the Workload of Teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	392	17.4	17.4	17.4
	Rarely Satisfied	1365	60.6	60.6	78.0
	Moderately Satisfied	279	12.3	12.3	90.3
	Highly Satisfied	218	9.7	9.7	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the having to Control Students Daily					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	476	21.1	21.1	21.1
	Rarely Satisfied	1399	62.1	62.1	83.2
	Moderately Satisfied	212	9.4	9.4	92.6
	Highly Satisfied	167	7.4	7.4	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the time my job takes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	449	19.9	19.9	19.9
	Rarely Satisfied	1301	57.7	57.7	77.6
	Moderately Satisfied	309	13.7	13.7	91.3
	Highly Satisfied	195	8.7	8.7	100.0
	Total	2254	100.0	100.0	

I am Satisfied with the overall Responsibilities of my Job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	591	26.2	26.2	26.2
	Rarely Satisfied	1128	50.1	50.1	76.3
	Moderately Satisfied	399	17.7	17.7	94.0
	Highly Satisfied	136	6.0	6.0	100.0
	Total	2254	100.0	100.0	

My Teachers are actively involved in School Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	129	18.5	18.5	18.5
	Low Level	299	42.9	42.9	61.4
	Moderate Level	223	32.0	32.0	93.4
	High Level	46	6.6	6.6	100.0
	Total	697	100.0	100.0	

My Teachers Consciously Promotes the Image of the School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	135	19.4	19.4	19.4
	Low Level	301	43.2	43.2	62.5
	Moderate Level	149	21.4	21.4	83.9
	High Level	112	16.1	16.1	100.0
	Total	697	100.0	100.0	

My Teachers Willingly Accepts and Obeys the Values and Goals of the School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	200	28.7	28.7	28.7
	Low Level	256	36.7	36.7	65.4
	Moderate Level	207	29.7	29.7	95.1
	High Level	34	4.9	4.9	100.0
	Total	697	100.0	100.0	

My Teachers are Always Willing to Contribute when and where necessary to Curricula and Extra-curricular Activities, all in the bid to Move the School Forward					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	131	18.8	18.8	18.8
	Low Level	244	35.0	35.0	53.8
	Moderate Level	209	30.0	30.0	83.8
	High Level	113	16.2	16.2	100.0
	Total	697	100.0	100.0	

My Teachers have Unquestionable Loyalty to the School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	155	22.3	22.3	22.3
	Low Level	267	38.3	38.3	60.6
	Moderate Level	187	26.8	26.8	87.4
	High Level	88	12.6	12.6	100.0
	Total	697	100.0	100.0	

My Teachers find it easy to cope with School's Policies and Laws					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	151	21.7	21.7	21.7
	Low Level	264	37.9	37.9	59.6
	Moderate Level	189	27.1	27.1	86.7
	High Level	93	13.3	13.3	100.0
	Total	697	100.0	100.0	

My Teachers are less likely to be Absent From School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	95	13.6	13.6	13.6
	Low Level	136	19.5	19.5	33.1
	Moderate Level	278	39.9	39.9	73.0
	High Level	188	27.0	27.0	100.0
	Total	697	100.0	100.0	

My Teachers see the School Problem as Theirs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	165	23.7	23.7	23.7
	Low Level	241	34.6	34.6	58.3
	Moderate Level	201	28.8	28.8	87.1
	High Level	90	12.9	12.9	100.0
	Total	697	100.0	100.0	

My Teachers treat each Students Equally in order to ensure their Academic Growth					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	131	18.8	18.8	18.8
	Low Level	159	22.8	22.8	41.6
	Moderate Level	267	38.3	38.3	79.9
	High Level	140	20.1	20.1	100.0
	Total	697	100.0	100.0	

My Teachers are more likely to Work with Students in both Curricular and Extra-Curricular Activities with the aim to help them Connect to the Academic Activities in the School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	126	18.1	18.1	18.1
	Low Level	168	24.1	24.1	42.2
	Moderate Level	259	37.1	37.1	79.3
	High Level	144	20.7	20.7	100.0
	Total	697	100.0	100.0	

My Teachers Constantly Look for Instructional Strategies That Will Help Learners Understand Better					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	161	23.1	23.1	23.1
	Low Level	298	42.8	42.8	65.9
	Moderate Level	131	18.8	18.8	84.7
	High Level	107	15.3	15.3	100.0
	Total	697	100.0	100.0	

My Teachers Enjoy Working With Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	109	15.6	15.6	15.6
	Low Level	300	43.0	43.0	58.6
	Moderate Level	199	28.6	28.6	87.2
	High Level	89	12.8	12.8	100.0
	Total	697	100.0	100.0	

My Teachers Recognize that Students vary in Size, Colour, Intelligence, Background, Interest and Learning Preferences And Are Always Willing to Help These Students Progress Through Developmental Tasks and Programmes Commensurate With Their Abilities and Interests					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	111	15.9	15.9	15.9
	Low Level	321	46.1	46.1	62.0
	Moderate Level	159	22.8	22.8	84.8
	High Level	106	15.2	15.2	100.0
	Total	697	100.0	100.0	

My Teachers Truly Cares For Their Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	131	18.8	18.8	18.8
	Low Level	302	43.3	43.3	62.1
	Moderate Level	176	25.3	25.3	87.4
	High Level	88	12.6	12.6	100.0
	Total	697	100.0	100.0	

My Teachers Establish Meaningful Academic Relationships With Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	149	21.4	21.4	21.4
	Low Level	289	41.4	41.4	62.8
	Moderate Level	177	25.4	25.4	88.2
	High Level	82	11.8	11.8	100.0
	Total	697	100.0	100.0	

My Teachers are Active Members of Local, State, or National Professional Association Body of Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	90	12.9	12.9	12.9
	Low Level	232	33.3	33.3	46.2
	Moderate Level	199	28.5	28.5	74.7
	High Level	176	25.3	25.3	100.0
	Total	697	100.0	100.0	

My Teachers Are Willing to Defend the Profession at All Times					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	100	14.3	14.3	14.3
	Low Level	326	46.8	46.8	61.1
	Moderate Level	188	27.0	27.0	88.1
	High Level	83	11.9	11.9	100.0
	Total	697	100.0	100.0	

My Teachers are Proud of Being Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	167	23.9	23.9	23.9
	Low Level	319	45.8	45.8	69.7
	Moderate Level	156	22.4	22.4	92.1
	High Level	55	7.9	7.9	100.0
	Total	697	100.0	100.0	

My Teachers are Interested in Engaging in Courses That Would Help Them Stay Abreast in the Profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	132	18.9	18.9	18.9
	Low Level	246	35.3	35.3	54.2
	Moderate Level	201	28.8	28.8	83.0
	High Level	118	17.0	17.0	100.0
	Total	697	100.0	100.0	

My Teachers are Ready to Build a Career in The Teaching Profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	139	19.9	19.9	19.9
	Low Level	243	34.9	34.9	54.8
	Moderate Level	189	27.1	27.1	81.9
	High Level	126	18.1	18.1	100.0
	Total	697	100.0	100.0	

My Teachers Teach Because of The Love For The Profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	125	17.9	17.9	17.9
	Low Level	276	39.6	39.6	57.5
	Moderate Level	179	25.7	25.7	83.2
	High Level	117	16.8	16.8	100.0
	Total	697	100.0	100.0	

My Teachers are Willing to Remain Teachers Regardless of Other Opportunities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	280	40.2	40.2	40.2
	Low Level	199	28.6	28.6	68.8
	Moderate Level	153	21.9	21.9	90.7
	High Level	65	9.3	9.3	100.0
	Total	697	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Training and retraining of teachers is carried out in my school	2254	1.00	5.00	2.381	0.74
I am made to participate in seminars and workshops that enhances my pedagogical knowledge at my school	2254	1.00	5.00	2.372	0.73
The content of the training course is relevant to my teaching activity	2254	1.00	5.00	2.563	0.66
I am encouraged to think critically about my experiences in light of the new knowledge gained via training programs	2254	1.00	5.00	2.521	0.61
I am equipped with variety of instructional strategies to promote student engagement via training	2254	1.00	5.00	2.444	0.59
The course of training programs is motivating and interesting	2254	1.00	5.00	2.431	0.61
I am given extra pay in addition to my wages	2254	1.00	5.00	1.981	0.64
Allowances are given to me in my school	2254	1.00	5.00	1.972	0.58
Reward programs is done in my school	2254	1.00	5.00	1.985	0.59
My school promotes teachers as at when due	2254	1.00	5.00	1.998	0.56
My work is valued and well remunerated	2254	1.00	5.00	1.765	0.60
Employees' benefits are given in my school	2254	1.00	5.00	2.110	0.64
I am compensated base on the effort I put into my job	2254	1.00	5.00	1.919	0.67

I teach more students than am suppose to	2254	1.00	4.00	3.184	0.76
My working hours is overstretched	2254	1.00	4.00	2.711	0.75
I am made to teach extra classes and extra-mural lessons	2254	1.00	4.00	3.212	0.89
The classes I teach are large	2254	1.00	4.00	2.981	0.81
I often carry undone tasks to the next day	2254	1.00	4.00	2.909	0.87
I teach more classes than my capacity	2254	1.00	5.00	3.216	0.91
I do some of my official work at home	2254	1.00	5.00	2.881	0.80
I teach more subjects than I should	2254	1.00	5.00	2.790	0.71
Library resources are up to date in my school	2254	1.00	5.00	1.421	0.54
There are adequate instructional materials to aid teaching and learning in my school	2254	1.00	5.00	1.541	0.43
There are clean convenience facilities for teachers in my school	2254	1.00	5.00	1.372	0.51
Teachers' staffrooms are clean and comfortable	2254	1.00	5.00	1.444	0.54
School laboratories are well equipped for practical teaching	2254	1.00	5.00	1.321	0.49
My school environment is neat and serene for teaching and learning	2254	1.00	5.00	1.478	0.50
Safety and security facilities are available in my school	2254	1.00	5.00	1.871	0.65
Classes are large enough to aid teaching process	2254	1.00	4.00	1.590	0.55

Recognition of my work	2254	1.00	4.00	1.981	0.41
I am satisfied with the suggestions offered to improve the quality of my work	2254	1.00	4.00	2.142	0.53
I am satisfied with the way at which my principal makes me feel contented working under his/her supervision	2254	1.00	4.00	2.411	0.55
I am satisfied with the manner at which my principal provides me with continuous feedback to help me achieve the goals	2254	1.00	4.00	2.312	0.50
I am satisfied with the standards used to evaluate my job	2254	1.00	4.00	1.891	0.43
I am satisfied with the manner at which my welfare is cared for in my school	2254	1.00	4.00	1.561	0.64
I am satisfied with the with the kind of support I get in my school	2254	1.00	4.00	1.763	0.55
I am satisfied with the training offered to improve my work productivity	2254	1.00	4.00	2.011	0.59
I am satisfied with the manner at which my current job gives me an opportunity to use my skills and abilities the way I desire	2254	1.00	4.00	2.451	0.55
I am satisfied with the control I have over the scheduling of my work.	2254	1.00	4.00	2.562	0.61
I am satisfied with the manner am allowed to decide how to go about getting my job done (the methods I use)	2254	1.00	4.00	1.906	0.54
I am satisfied with the control I have	2254	1.00	4.00	1.955	0.53

over the sequencing of my work activities (when I do what)					
I am satisfied with the way am able to modify what my job objectives are (what I am supposed to accomplish)	2254	1.00	4.00	2.671	0.67
I am satisfied with the freedom to chose the method(s) to use in carrying out my work	2254	1.00	4.00	2.512	0.71
I am satisfied with the freedom to decide when to do particular work activities	2254	1.00	4.00	2.116	0.69
I am satisfied with the way I am able to choose the way to go about my job (the procedures to utilize)	2254	1.00	4.00	2.157	0.63
I am satisfied with the instructional part of my job	2254	1.00	4.00	2.333	0.43
I am satisfied with the administrative part of my job	2254	1.00	4.00	2.412	0.51
I am satisfied with the workload of teaching	2254	1.00	4.00	1.321	0.46
I am satisfied with having to control students daily	2254	1.00	4.00	1.230	0.33
I am satisfied with the time my job takes	2254	1.00	4.00	1.346	0.39
I am satisfied with the overall responsibilities of my job	2254	1.00	4.00	1.411	0.49
Valid N (listwise)	2254	1.00	4.00		

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My teachers are actively involved in school activities	697	1.00	4.00	2.458	0.55
My teachers consciously promotes the image of the school	697	1.00	4.00	2.399	0.56
My teachers willingly accepts and obeys the values and goals of the school	697	1.00	4.00	2.549	0.61
My teachers are always willing to contribute when and where necessary to curricula and extra-curricular activities, My teachers all in the bid to move the school forward	697	1.00	4.00	2.551	0.60
My teachers have unquestionable loyalty to the school	697	1.00	4.00	2.498	0.49
My teachers find it easy to cope with school's policies and laws	697	1.00	4.00	2.429	0.51
My teachers are less likely to be absent from school	697	1.00	4.00	2.594	0.64
My teachers see the school problem as theirs	697	1.00	4.00	2.051	0.49
My teachers treat each students equally in order to ensure their academic growth	697	1.00	4.00	2.671	0.72
My teachers are more likely to work with students in both curricular and extra-curricular activities with the aim to help them connect to the academic activities in the school	697	1.00	4.00	2.541	0.69
My teachers constantly look for instructional strategies that will help	697	1.00	4.00	2.134	0.56

learners understand better					
My teachers enjoy working with students	697	1.00	4.00	2.416	0.65
My teachers recognise that students vary in size, colour, intelligence, background, interest and learning preferences and are always willing to help these students progress through developmental tasks and programmes commensurate with their abilities and interests	697	1.00	4.00	2.591	0.71
My teachers truly cares for their students	697	1.00	4.00	2.481	0.69
My teachers establish meaningful academic relationships with students	697	1.00	4.00	2.315	0.58
My teachers are active members of local, state, or national professional association body of teachers	697	1.00	4.00	2.409	0.41
My teachers are willing to defend the profession at all times	697	1.00	4.00	2.556	0.54
My teachers are proud of being teachers	697	1.00	4.00	1.945	0.40
My teachers are interested in engaging in courses that would help them stay abreast in the profession	697	1.00	4.00	2.243	0.47
My teachers are ready to build a career in the teaching profession	697	1.00	4.00	2.252	0.49
My teachers teach because of the love for the profession	697	1.00	4.00	2.229	0.51
My teachers are willing to remain teachers regardless of other opportunities	697	1.00	4.00	1.342	0.43
Valid N (listwise)	697	1.00	4.00		

Variables Entered/Removed ^a			
Mode	Variables Entered	Variables Removed	Method
1			
1	Teachers' workload, in-service training, school facilities, incentives	.	Enter
a. Dependent Variable: Teachers' job satisfaction			
b. All requested variables entered.			

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1				
1	.929 ^a	.863	.821	.00078
a. Predictors: (Constant), Teachers' workload, in-service training, school facilities, incentives				

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	440.320	7	33.470	3.726	.005 ^b
	Residual	3814.615	2246	14.392		
	Total	4254.935	2253			
a. Dependent Variable: Teachers' job satisfaction						
b. Predictors: (Constant), Teachers' workload, in-service training, school facilities, incentives						

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant value
	B	Standard Error	Beta		
1 (Constant)	44.029	6.499		9.407	.000
In-service training	.245	.041	.186	3.141	.015
Incentives	.299	.008	.212	3.217	.009
Teachers' workload	.281	.009	.198	3.194	.012
School Facilities	.277	.050	.196	3.179	.013
Dependent Variable: Teachers' job satisfaction					

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1			
1	Teachers' workload, in-service training, school facilities, incentives	.	Enter
a. Dependent Variable: Teachers' commitment			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834 ^a	.696	.682	.00312
a. Predictors: (Constant), Teachers' workload, in-service training, school facilities, incentives				

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	206.913	6	21.739	3.101	.010 ^b
	Residual	2742.391	690	9.810		
	Total	2949.304	696			

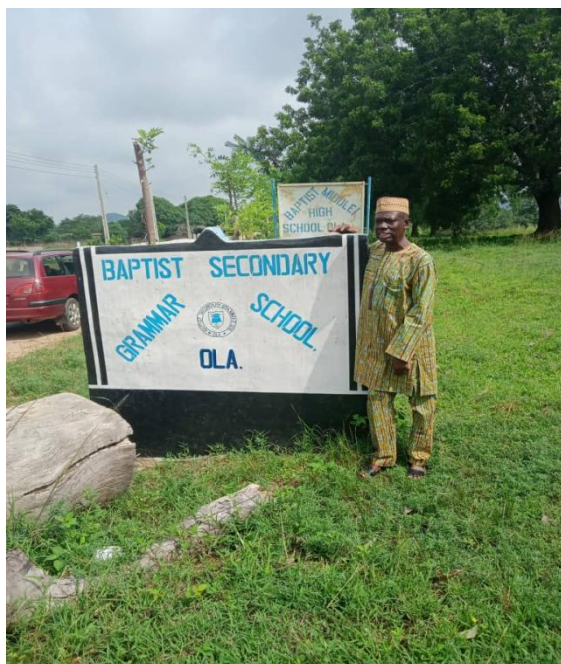
a. Dependent Variable: Teachers' commitment

b. Predictors: (Constant), Teachers' workload, in-service training, school facilities, incentives

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant value
		B	Standard Error	Beta		
1	(Constant)	24.756	4.120		7.109	.000
	In-service training	.135	.013	.109	2.102	.040
	Incentives	.275	.007	.199	2.979	.020
	Teachers' workload	.241	.028	.173	2.798	.024
	School Facilities	.228	.019	.164	2.505	.029
Dependent Variable: Teachers' commitment						

Appendix III

(Pictures of Researcher and His Assistants during Data Collection from the Field)



Researcher at Baptist Grammar School, Ola in Osun State to Administer Questionnaire



Researcher and Assistant Distributing Questionnaire to Participants in Osun State



Teachers Filling Questionnaire in Public Secondary Schools in Osun State



Researcher with a School Principal in Public Secondary School in Osun State



Researcher with Principals at Secondary Schools in Osun State



Researcher Distributing Questionnaire to Teachers at a Muslim Public Secondary School in Osun State



Researcher with Principals at Different Public Secondary Schools in Osun State



Researcher with Teachers at Different Public Secondary Schools in Osun State



Researcher with Another School Principal and Teachers in Public Secondary School in Osun State



Researcher Personally Distributing Questionnaire to Teachers in Osun State while Observing the COVID-19 Protocol



Researcher Distributing Questionnaire to Teachers in Osun State



Research Assistant Distributing Questionnaire to Teachers in Osun State



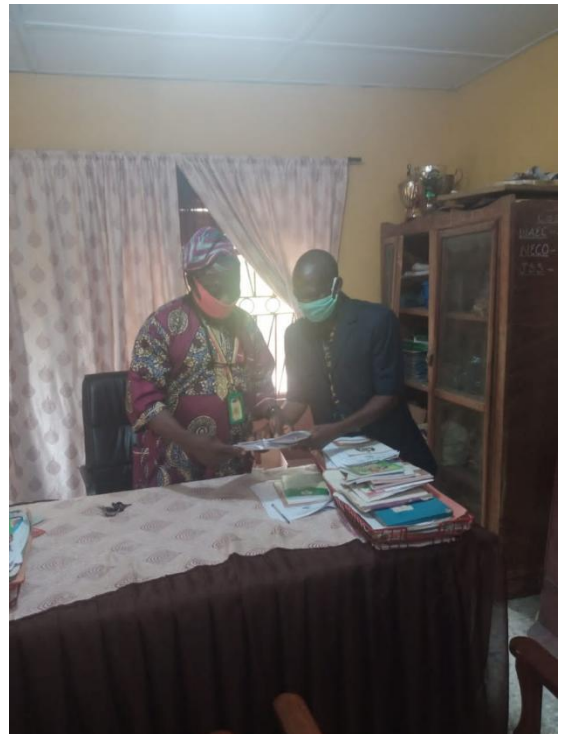
Research Assistant Distributing Questionnaire to Teachers in Ondo State



Researcher at the Field Distributing Questionnaire to Principal and Teacher in a Public Secondary School in Ondo State



Researcher Collecting Questionnaire from Principals and Class Teachers in Ondo State Respectively



Researcher at the Field Distributing Questionnaire to Principals at Another Public Secondary School in Ondo State



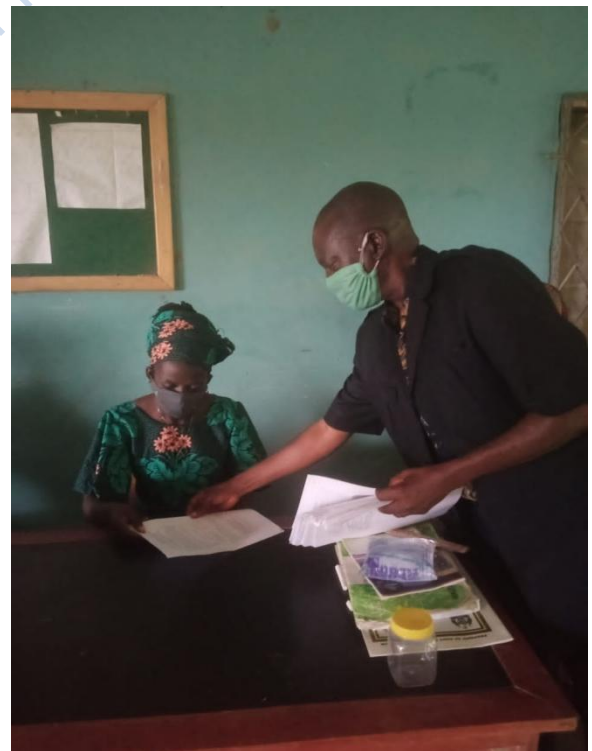
Researcher Administering Questionnaire to Teachers at Public Secondary Schools in Ondo State



Researcher Administering Questionnaire to Principal and Class Teacher at a Public Secondary Schools in Ondo State



Researcher Administering Questionnaire to Teachers at a Public Secondary Schools in Ondo State



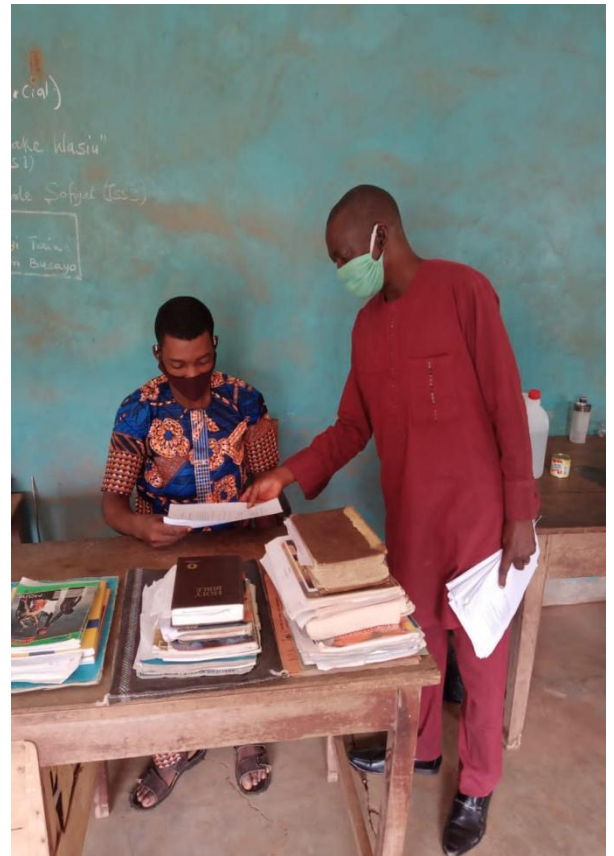
Researcher Administering Questionnaire to Senior Teachers at Another Public Secondary Schools in Ondo State



Researcher Administering Questionnaire to Teachers at Another Public Secondary Schools in Ondo State



Researcher and Assistant in the Field for Questionnaire Collection in Ondo State



Researcher at Another Public Secondary School in Ogun State to Distribute Questionnaire



Researcher at the Field distributing Questionnaire to Teachers at Ogun state



Researcher at the Field Distributing Questionnaire to Senior Teachers at Ogun state



Researcher at the Field Distributing Questionnaire to Principals at Ogun State



Researcher at a Public Secondary School in Ogun State



Researcher at the Field Distributing Questionnaire to Teachers at a Public Secondary School in Ogun State



Research Assistants at the Field Distributing Questionnaire to Class Teachers at a Public Secondary School in Ogun State



Research Assistant at the Field Distributing Questionnaire to Class Teachers at a Public Secondary School in Ogun State

APPENDIX IV

Letters of Introduction and Request for Research Data

 **Lead City University (LCU)**
Motto: *More Knowledge for Success*
Administrative Building, Lagos-Ibadan Expressway, Toll Gate Area, P.O. Box 30678, Secretariat,
Ibadan, Oyo State Nigeria. Tel: 08060162719, Email: ileumaisenimetu@lcu.edu.ng, ileumaesther@gmail.com

Department of Arts & Social Science Education

Ass. Prof. Senimetu Ileuma
B.Ed., M.Ed., Ph.D. Ibadan
Head, Art & Social Science Education

www.lcu.edu.ng

The Principal,

20th January, 2020

LETTER OF INTRODUCTION

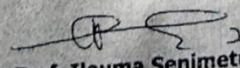
The bearer Ogunjide, Joseph Adebayo (LG/PG/000913) is a bonafide Post Graduate Student of Lead City University, Ibadan, Oyo State, Nigeria. He is currently on his research work. "Motivational Strategies and School Factors as Predictors of Teachers' Job Satisfaction and Commitment in Public Senior Secondary Schools in Southwest, Nigeria" his study covers Ogun State.

In order to enable him to accomplish the above successfully, the University will be even grateful if you will kindly avail him to administer the questionnaire in your school.

Kindly, be assured that any information you may give him will be accorded the highest possible confidentiality.

Please, accept the highest compliment of our University.

Yours faithfully,

 20/01/2020
Prof. Ileuma Senimetu

292a



Lead City University

Administrative Building, Lagos-Ibadan Expressway, Toll Gate Area, P.O. Box 30678, Secretariat,
Ibadan, Oyo State Nigeria. Tel: 08060162719, Email: ileumassenimetu@lcu.edu.ng, ileumuesther@gmail.com

Ass. Prof. Senimetu Ileuma
B.Ed., M.Ed., Ph.D. Ibadan
Head, Art & Social Science Education

Department of Art & Social Science Education

www.lcu.edu.ng

The Principal,

20th January, 2020

LETTER OF INTRODUCTION

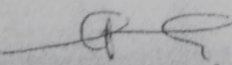
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The Principal,

20th January, 2020

LETTER OF INTRODUCTION

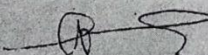
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Ass. Prof. Senimetu Ileuma
B.Ed., M.Ed., Ph.D. Ibadan
Head, Art & Social Science Education

Department of Arts & Social Science Education

www.lcu.edu.ng

18th March, 2022

Office of the Head of Service,
Governor's Office,
Abere Osogbo,
Osun State.

LETTER OF INTRODUCTION & REQUEST FOR RESEARCH DATA

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- (i) List of all the Senior Public Secondary School
- (ii) Number of teachers on gender bases in the three Senatorial Districts (Osun Central, Osun West and Osun East) in Osun State.

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Please, accept the highest compliment of our University.

Yours faithfully,

DEPARTMENT OF EDUCATIONAL
MANAGEMENT
LEAD CITY UNIVERSITY, IBADAN
SIGN: Prof. Senimetu Ileuma
DATE: 18.03.2022



Lead City University (LCU)

Motto: Knowledge for Self-reliance

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The Department of Planning,
Research and Statistics
Ministry of Education, Science and Technology,
New Secretariat, Oke Mosan,
Abeokuta, Ogun State.

18th March, 2022

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Head, Art & Social Science Education

www.lcu.edu.ng

18th March, 2022

Permanent Secretary
Ondo State, Teaching Service Commission,
Akure

LETTER OF INTRODUCTION & REQUEST FOR RESEARCH DATA

The bearer Ogunjide, Joseph Adebayo (LG/PG/000913) is a bonafide post graduate student of Lead City University, Ibadan, Oyo State. He is currently on his research work "Motivational Strategies and School factors as Predictors of Teachers' Job Satisfaction and Commitment in Public Senior Secondary Schools in Southwest, Nigeria"

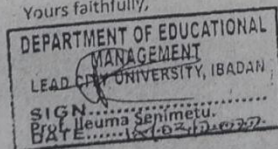
In order to enable him to accomplish the above successfully, the University will be even grateful if you will kindly avail him:

- (i) List of all the Senior Public Secondary School
- (ii) Number of teachers on gender bases in the three Senatorial Districts (Ondo Central, Ondo West and Ondo East) in Ondo State.

Kindly, be assured that any information you may give him will be accorded the highest possible confidentiality.

Please, accept the highest compliment of our University.

Yours faithfully,





Lead City University (LCU)

Motto: Knowledge for Self-reliance

Administrative Building, Lagos-Ibadan Expressway, Toll Gate Area, P.O. Box 30678, Secretariat, Ibadan, Oyo State Nigeria. Tel: 08060162719, Email: ileumassenimetu@lcu.edu.ng, ileumaesther@gmail.com

Ass. Prof. Senimetu Ileuma
B.Ed., M.Ed., Ph.D. Ibadan
Head, Art & Social Science Education

Department of Arts & Social Science Education

www.lcu.edu.ng

5th May, 2022

Permanent Secretary,
Ekiti State Ministry of Education,
Ekiti.

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Permanent Secretary,
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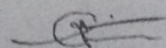
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- (i) List of all the Senior Public Secondary School
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5th May, 2022.

The Chairman,
Oyo State Post Primary Schools Teaching Service Commission,
Ibadan.

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The bearer Ogunjide, Joseph Adebayo (LG/PG/000913) is a bonafide post graduate student of Lead City University, Ibadan, Oyo State. He is currently on his research work "Motivational Strategies and School factors as Predictors of Teachers' Job Satisfaction and Commitment in Public Senior Secondary Schools in Southwest, Nigeria"

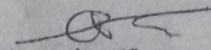
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Yours faithfully,


Prof. Ileuma
Senimetu

Bio-Data of Researcher

Personal Data

- 1). **Full Name:** Joseph Adebayo OGUNJIDE
Home Address: No. 2, Winners Area, Lane 8, Road 2, Ilora Road, Oyo State
E-mail Address: jidejoseph09@gmail.com
- 2). **Date and Place of Birth:** 6th March, 1960 at Awe
- 3). **Nationality:** Nigerian
- 4). **Name and Address of Next of Kin:** Mrs Elizabeth Ayoade Ogunjide at No. 2, Winners Area, Lane 8, Road 2, Ilora Road, Oyo State

Educational Background

Institutions Attended	Qualification Obtained	Date
1) Irepo Grammar School, Igboho	WAEC	1979
2) Iyana-Ofa Teachers' College, Iyana-Ofa	Grade II Teachers' Cert.	1980
3) Emmanuel Alayande College of Education, Oyo	NCE	1988
4) Federal College of Education (Special), Oyo.	Diploma in computer stud.	2005
5) University of Ilorin, Ilorin	B.Ed	1995
6) University of Ilorin, Ilorin	M.Ed	2000
7) Itile Comprehensive High School, Itasa	NECO	2013
8) Lead City University, Oyo State	PhD in View	2021

Working Experience with Dates

Work Place	Position	Date
1) Baptist Grammar School, Out	Class Teacher	1980-1983
2) Methodist Primary School II, Apará, Oyo	Class Teacher	1984-1985
3) St. Mary's Primary School II, Iyalamu, Oyo	Class Teacher	1985-1988
4) Okere Secondary Grammar School, Saki	Class Teacher	1988-1989
5) Durbar Grammar School, Oyo	Class Teacher	1989-1992

- | | | |
|--|---------------|-----------|
| 6) Anglican Sec. Grammar Sch. Ifeodan | Class Teacher | 1992-2000 |
| 7) Federal College of Education (Special), Oyo | Lecturer | 2000-date |

Award and Fellowship:

- Award of Fellow, Strategic Institute for Natural Resources and Human Development. (June, 2012).
- Commendation for Meritorious Service during the 2012 Students' Union Elections, Federal College of Education (Special), Oyo. (July, 2012).
- Award of Excellence, Federal College of Education (Special), Oyo Students Union Government in recognition of Past and Present Impact Towards Human Development and Nation Building. (March, 2013).
- Award of Excellence, Federal College of Education (Special), Oyo Sped Bar Association in Recognition of the Contribution and Commitment Towards the Progress of the Association. (June, 2013).
- Award of Fellow, Institute of Corporate Administration of Nigeria. (September, 2013).
- Award of Excellence, Students Representative Council, Federal College Education (Special), Oyo Study Centre as the Most Committed Dean, Student Affairs (December, 2014).
- Award of Excellence, Patron Man '0' War of Nigeria, Federal College of Education (Special), Oyo. (March, 2015).
- Merit Award, School of Education, FCE (Sp) Oyo to mark 40th year College Anniversary in recognition of the valuable contributions to the development of Education in Nigeria. (May, 2017).
- Award of Excellence, Meritorious Educational Icon, National Association of Mathematical Science Students of Nigeria. (July, 2017).

Membership of Professional Bodies

- **Member**, Nigerian National Association of Educationist for National Development (NAEND) Sped Chapter.
- **Member**, Primary Education Studies Association of Nigeria (PESSAN).
- **Member**, Association for Promoting Quality Education in Nigeria (APQEN).
- **Member**, Teachers' Registration Council of Nigeria (TRCN).

Publications

Books:

- **Ogunjide, J .A.** (2000). *Introduction to school supervision and accreditation*. Oyo: Tobistk Publishing Ventures.
- Quadri, K., **Ogunjide, J.A.**, Ige, N., Oladejo, M.A. and Adesanya, A.Y. (2002). *Introducing educational theory*. Ilorin: Tobitic Publishing Ventures.
- Quadri, K, **Ogunjide, J.A.** and Oladejo, M.A. (2003). *Practicum in classroom management*. Ilorin: Tobistic Publishing Ventures.
- Oke, C.S., **Ogunjide, J.A.** and Oladimeji, M.A. (2008). *An introduction to historical development of education in Nigeria*. Oyo: Folayemi Christlike Printing and Publishing Ventures.
- **Ogunjide, J .A.** and Oladimeji, M.A. (2012). *-An Introduction: to historical development of education in Nigeria* (Revised Edition). Oyo: Folayemi Christlike Printing and Publishing Ventures.

Chapter Contribution in Books:

- **Ogunjide, J .A.** (2002). Sociological foundation of education. In K. Quadri, **J.A. Ogunjide**, N. Ige, M.A. Oladejo and A.Y. Adesanya *Introducing educational theory*. Ilorin: Tobistic Publishing Ventures. 26-36.
- Quadri, K. and **Ogunjide, J.A.** (2002). Educational thoughts of African great thinkers. In K. Quadri, **J.A. Ogunjide**, N. Ige, M.A. Oladejo and A.Y.

Adesanya. *Introducing educational theory*. Ilorin: Tobistic Publishing Ventures. 72-83.

- Quadri K, **Ogunjide, J.A.** and Oladejo, M.A. (2003). School administration. In K. Quadri, **J.A. Ogunjide** & M.A. Oladejo, *School organization and classroom management (theory & practice)*. Ilorin: Tobistic Publishing Ventures. 1-15.
- **Ogunjide, J.A.** (2003). School Public Relations. In K. Quadri, **J.A. Ogunjide** and M.A. Oladejo, *School organization and classroom management (theory and practice)*. Ilorin: Tobistic Publishing Ventures. 32-39.
- **Ogunjide, J.A.** (2003). Basic concepts in school system. In K. Quadri, **J.A. Ogunjide** and M.A. Oladejo, *School organization and classroom management (theory & practice)*. Ilorin: Tobistic Publishing Ventures. 86-99.
- **Ogunjide, J.A.** (2007). General principles of administration In C.S. Oke, A.A. Odetokun, K. Quadri, S.O. Akinpelu, **J.A. Ogunjide**, A.O. Fagunwa, M.A. Oladejo, and M.A. Oladimeji. *Fundamentals of educational management in Nigeria*. Oyo: Fodayemi Christlike Printing and Publishing Ventures. 8-27.
- **Ogunjide, J.A.** (2007). Educational supervision and inspection. In C.S. Oke, A.A. Odetokun, K. Quadri, S.O. Akinpelu, **J.A. Ogunjide**, A.O. Fagunwa, M.A. Oladejo and M.A. Oladimeji. *Fundamentals of educational management in Nigeria*. Oyo: Fodayemi Christlike Printing and Publishing Ventures. 122-137.
- **Ogunjide, J.A.** and Olowo, M.G. (2009). Lesson plan. And presentation. In J.O. Folorunso, A.F. Oyeyinka, K. Quadri, and M.A. Oladejo (eds). *Essentials of school administration and classroom management*. Oyo: Fodayemi Christlike Printing and Publishing Ventures. 152-164. ..
- **Ogunjide, J.A.** (2009) Teachers, students and school characteristics. In J.O. Folorunso, A.F. Oyeyinka, K. Quadri and M.A. Oladejo (eds). *Essentials of*

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- Quadri, K., **Ogunjide, J.A.** and Oladimeji, M.A. (2009). Towards effective funding of universal basic education in Nigeria. In V.I. Aleburu, E.N. Emerole, S.A. Taiwo, and A.O. Busari (eds). *Educational reforms and national development* Ibadan: Glory land Publishing Company. 114 - 118.
- Aikomo, D.O. and **Ogunjide, J.A.** (2009). Impact of millennium development goals (MDG) on Nigerian community, a look at Federal College of Education (Special), Oyo. *special education personnel preparation in Nigeria*. Ibadan: Glory-Land. Publishing Company. 588-597.
- **Ogunjide, J.A.** (2010). Effective classroom management: a panacea to effective learning environment. In B.R. Ismaila and P A. Ojebode (eds). *'The Humanities and contemporary issues in the society'* Oyo: Odumatt Press and Publishers. 376-381.
- **Ogunjide, J.A.** (2010). Managing human resources in the school system: an avenue for sustainable growth and development. In S.A Taiwo and O.K. Omoniyi (eds). *Resource utilization in education in the era of economic meltdown*. Oyo: Folayemi Christlike Printing and Publishing Ventures;. 27 -36.
- **Ogunjide, J.A.** (2011). Introducing special need education in Nigeria. In K. Quadri and M.A Oladejo (eds). *Educating the special target groups: Nigerian perspective*. Oyo: Folayemi Christlike Printing and Publishing Ventures.1-11.
- **Ogunjide, J.A.** and Oluwo, M. K. (2012). Classifications of educational research. In K. Quadri, **J.A. Ogunjide**, M.A. Oladejo, and G.M. Olowo (eds). *Introduction to research methods*. Lagos: FC Ventures. 9 - 19.
- **Ogunjide, J.A.** and Olalekan, A.O. (2012). Research report. In K. Quadri, **J.A. Ogunjide**, M.A. Oladejo, and G.M. Olowo, (eds). *Introduction to research methods*. Lagos: FC Ventures. 110-119.

- **Ogunjide, J. A.** (2012).. Programme planning in schools. In **J.A. Ogunjide, M.A. Oladimeji, and T.R. Odewale, (eds)** *Introduction to educational planning & administration in Nigeria*. Lagos: FC Ventures. 40-47.
- **Ogunjide, J.A.** (2013). Peace as a vehicle of unity and development. In O.O. Isola (ed). *Peace studies and conflict resolutions*. Oyo: Odumatt Press and Publishers. 36 - 39.
- **Ogunjide, J.A., Quadri, K. and Oladimeji, M.A.** (2014). The role of religion in building culture of peace in an era of educational transformation. In E.L. Omolayo and G.M. Olowo (eds). *Educational transformation in Nigeria: Multidisciplinary approach*. Oyo: F.C. Publisher. 342- 348.
- **Ogunjide, J.A.** (2014). Managing higher education system in Nigeria for higher productivity: the need for effective resource management. In P. A. Ojebode and S.A. Olatunji, (eds). *Africa and the challenges of the environment*. Oyo: Omo - Oje Press & Publisher. 107 - 113.
- **Ogunjide, J. A. and Gbadegesin, M.A.** (2015). Indiscipline among NCE undergraduates and the challenges it poses to an administrator with a mission and vision. In Theo Ajobiewe and A. O. Adebimpe (eds). *Contemporary issues in the management and administration of tertiary institutions in Nigeria*. Abeokuta: Pee and Gee Press and Publishers. 202 - 207.
- Adewale T. M and **Ogunjide, J. A.** (2015). Socio-demographic factors affecting family planning adoption in Nigeria: implications for health policy. In R.F. Quadri and J.A. Ojeniyi (eds). *Contemporary issues in management and administration of technical education in Nigeria*. 190-202.
- Afeni, S.W. and **Ogunjide, J.A.** (2015). Sexual behaviour and perception of sex related problems among adolescents. In R.F. Quadri and J.A. Ojeniyi (eds). *Contemporary issues in management and administration of technical education in Nigeria*. 203-209.

Articles in Learned Journals:

- **Ogunjide, J.A.** (2001). .Functional educational system: A task for school administrators. *The Educator*, 2(1), 18-23.
- **Ogunjide, J.A.** (2001). Towards proper implementation of universal basic education programme. *The Moulder*, 5(1), 1-6.
- Olosunde, G.R and **Ogunjide, J.A.** (2004). Ensuring quality control of primary education: issues involved. *Footprints*, 3(1), 37-44.
- **Ogunjide, J.A.** (2005). Facilities planning and management: a panacea to effective learning environment. *The Educator*. 4(1), 75-81.
- **Ogunjide, J.A.** and Oladimeji, M.A. (2008). The place of students with hearing impairment in the UBE and inclusive education programmes. *The Educator*, 5(1), 37 -48.
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- Aikomo, D.O. and **Ogunjide, J.A.** (2009). Teaching the Gifted Children: the role of the teacher. *The Exceptional Child*, 11(1),65-69.
- **Ogunjide, J.A.** (2010). The role of information and communication technology (ICT) in building a sustainable nation. *Education and School Review*, 4 (3), 37-42.
- **Ogunjide, J.A.** (2010). Benefitsof career education to the Nigerian youths. *Journal of Languages, Arts. Education and Social Sciences*, 2 (1), 77- 82.
- **Ogunjide, J.A.** (2010). Building good school community relations: indicator towards an effective and sustainable democracy. *The Educator*, 7 (1), 79- 87.
- **Ogunjide, J .A.** (2010). Improving the quality of secondary education through effective school supervision. *Bayajidda Multidisciplinary*, 1 (1), 63-67.

- **Ogunjide, J.A.** and Oladimeji, M.A. (2011). School violence and conflicts: A threat to peace and academic excellence among students with special needs in higher institutions. *Journal of Issues in Special Education*, 10 (1), 33 - 36.
- **Ogunjide, J.A.** and Ojebisi, A.O. (2013). Electronic applications and records management. A panacea to effective school administration. *Okoku Journal of Library and Information Science*, 3 (1), 31-36. ~
- **Ogunjide, J .A.** (2013). Abuse and neglect of children with special needs: Its educational implication. *Journal of Issues in Special Education*, 12 (1), 1 -4
- **Ogunjide, J.A.** and Afeni, S.W. (2014). Influence of the internet on the sexual health of colleges of education students in Oyo Metropolis. *Nigerian Journal of Educational Productivity and Contemporary Issues*, 7 (2), 100 - 112.
- **Ogunjide, J.A.** (2014). Fostering creativity in early childhood education. *The Educator*, 10 (1), 50 - 53.
- **Ogunjide, J .A.** (2014). Revolutionizing the Nigerian society through citizenship education. *Cochin Journal of Library and information Science*, 7 (1 & 2), 215 - 221.
- Okemakinde T. and. **Ogunjide, J.A.** (2015). Education, national security and peace: The necessary tripod for sustainable national development. *The Pacesetter*, 19 (2), 11 - 21.

Major Conferences & Workshop Attended:

- Olosunde, G.R. and **Ogunjide, J.A.** (2001). Control and supervision of primary school teachers. A paper presented at the 14th Zonal Conference of Nigerian National Association of Educationists for National Development (NAEND) Ogun, Oyo, Osun, Ondo and Ekiti States, held between 6th-9th May.
- **Ogunjide, J.A.** (2002). Hints on effective management of education in Nigeria. A paper presented at the National Conference of Federal College of Education, Obudu, Cross River State, held between 9th-12th July.
- **Ogunjide, J.A.** (2003). Personnel efforts and quality education in the implementation of universal basic education. A paper presented at the 15th Annual Conference of the Association for promoting Quality Education in Nigeria (APQEN) held at Federal College of Education (Special) Oyo, between 16th – 21st November.
- Maduagwu, D.K., **Ogunjide, J.A.** and Theo Ajobiwe (2005). Information and communication technologies (ICTs) in Libraries: An employment avenue for people with special Needs. A paper presented at the 1st National resource Centre for the Disabled (NRCD) Conference held at Federal College of Education (Special), Oyo, between 12th- 15th September.
- Akinsowon, F I. and **Ogunjide, J.A.** - (2006). Language and educational policy: An overview. A paper presented at School of Arts and Social Sciences Conference held at Federal College of Education (Special), Oyo, between 29th May - 2nd June.
- Olatoregun, G.O. and **Ogunjide, J.A.** (2006). An X-ray of effective classroom practices and special education teachers. A paper presented at the 18th Annual National Conference of the Nigerian Association of Special Education Teachers (NASSET) held at Women Development Centre, Abuja, between 30th October - 3rd November.

- **Ogunjide, J.A.** (2010). Information communication technologies (ICTs): a catalyst for rebranding Nigerian society. A paper presented at the 8th National Conference of National Association for the Promotions of Studies in Religious, Education, Languages and General Studies (NAPSRELGS) held at Niger State College of Education, Minna, between 8th - 12th March.
- **Ogunjide, J.A.** (2010). The relevance of communication to socio-economic development in the current globaleconomic realities. A paper presented at the 5th National Conference and Workshop, School of Languages, Adeyemi College of Education, Ondo, at Olusegun-Obasanjo Auditorium, held between 3rd - 7th May.
- **Ogunjide, J.A.** (2010). Improving qualitative secondary education in Nigeria. A paper presented at the 10th Annual Conference of National Association of Educationists for National Development (NAEND) held at Tai Solarin University of Education Ijebu-Ode, between 18th – 21st October.
- **Ogunjide, J .A.** (2011). Social studies education: A veritable tool for peace building in Nigeria. A paper presented at the 7th Annual National Conference of School of Arts and Social Sciences held at Multi-Purpose Hall, Federal College of Education (Special), Oyo, between 11th- 14th July.
- **Ogunjide, J.A.** (2013). An assessment of the activities of non-governmental organization in the integration of disadvantaged groups into the mainstream of education. A paper presented at the 4th Annual Conference of School of Education, held at Adeyemi College of Education Ondo, between 4th- 8th February.
- **Ogunjide, J.A.** (2013). The Role of religion and moral instruction in building security consciousness in Nigerian youths. A paper presented at the Bi-Annual National Conference of School of Education, Federal College of Education (Special); Oyoheld at Multi-Purpose Hall, Federal College of Education (Special), Oyo, between 18th-22nd March.

- **Ogunjide, J .A.** (2013). Efficient and effective teaching of nomadic education: reliable resolution to national security and transformation. A paper presented at the 11th National Conference of School of Languages, Federal College of Education, Osiele - Abeokuta held at Music Recital Hall, between 8th- 12th July.
- **Ogunjide, J.A.** (2013). ICT: vehicles for achieving effective teacher preparation and national development. A paper presented at the 4th National Conference of School of Education, Sa'Adatu Rimi College of Education, Kumbotso, Zaria Road, Kano, held at Kwankwaso Lecture Theatre, between 9th- 13th September.
- **Ogunjide, J.A.** (2013). Integration of information and communication technology (ICT) into the curriculum and teacher preparation in Nigeria. A paper presented at the 5th National Conference of Colleges of Education Academic Staff Union (COEASU) Southwest Zone held at Lecture Theater II, Michael Otedola College of Primary Education (MOCPED). Nofirija, Epe, Lagos State, between 25th - 29th November.
- **Ogunjide, J.A.** (2014). Entrepreneurship education: A means to empower Nigerian Youths. A paper presented at the 3rd National Conference of Emmanuel Alayande College of Education, Oyo, held at Conference Room, Erelu Campus, between 17th - 20th February.
- **Ogunjide, J.A.** (2014). Quality education: A panacea to improve good governance and national security. A paper presented at the 6th National Conference of Colleges of Education Academic Staff Union (COEASU), South - West Zone held at Kwara State College of Education, Ilorin, Kwara State, between 10th- 13th November.

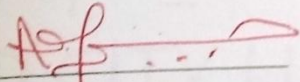
- **Ogunjide, J.A.** (2014). Building a community of learners in teacher education: tripod towards improving the quality of teachers for the implementation of nomadic education. A paper presented at the 2014 Annual National Conference of History of Education Society of Nigeria. (An Affiliate of the International Studying Conference for the History of Education ISCHE), held at Large Lecture Theatre, Faculty of Education, University of Ibadan, between 1st - 5th December.
- **Ogunjide, J .A.** (2015). High quality teacher education: An antidote for standard education in Nigeria. A paper presented at the 2015 International Conference of the Society for Information Technology and Teacher Education held at Las Vegas, NV. United States, between 2nd - 6th March.
- **Ogunjide, J.A.** (2021). Harnessing Digitization for Contemporary Educational Creativity. A paper presented at the 4th Biennial Multidisciplinary International Conference held at International Conference Centre Lead City University, Ibadan between 27th – 28th September.

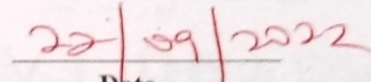
Signature

Date

The University Compliance Certificate

This is to certify that thesis by Joseph Adebayo OGUNJIDE with the Matriculation Number: LCU/PG/00913 in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in compliance with the approved University Format and Style.


Signature


Date