

Influence of Principals' Motivational Techniques on Teachers' Job Satisfaction in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State

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Abstract

This study examined the influence of principals' motivational techniques on teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State. The study was guided by Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs. A descriptive survey research design of the correlational type was adopted. The population consisted of 1,405 teachers across 49 public senior secondary schools, from which 336 were selected through a multi-stage sampling technique. Data was collected using a validated researcher-designed questionnaire titled Principals' Motivational Techniques on Teachers' Job Satisfaction Questionnaire (PMTTJSQ). A pilot test produced a reliability coefficient of 0.73, indicating acceptable reliability. Descriptive statistics of mean and standard deviation were used to answer the research questions, while regression analysis tested the hypotheses at a 0.05 level of significance. Findings revealed that principals' motivational techniques, including promotion, staff professional development, work environment, interpersonal

relationship, and recognition, were generally rated to a high extent. Teachers' overall job satisfaction was also found to be high, with the highest satisfaction derived from work assigned and the lowest from pay. Regression results showed that principals' motivational techniques had a significant influence on teachers' job satisfaction ($R = .661$, $R^2 = .436$, $F = 258.722$, $p < 0.05$). Among the techniques, interpersonal relationships had the strongest influence. The study concluded that effective motivational practices are critical to sustaining teachers' morale and satisfaction in public schools. It was recommended that school principals and policymakers strengthen balanced motivational strategies, particularly in interpersonal relationships and professional development, to improve teachers' job satisfaction.

Introduction

Organizations in both public and private sectors rely heavily on motivated employees to achieve productivity and institutional success. In the education sector, teachers represent the core workforce, and their motivation is a vital determinant of the quality of instruction and student achievement. In public senior secondary schools, particularly those in Ogbomosho Metropolis, Oyo State, the issue of teacher motivation becomes even more critical given persistent challenges such as limited resources, large class sizes, and bureaucratic bottlenecks that often affect teaching and learning outcomes.

In this context, school principals serve as pivotal figures in shaping the culture, motivation, and productivity of teachers. They are regarded as the primary leader of their schools, functioning as planners, organizers, advocates, and implementers of programs. Beyond their administrative duties, principals are accountable for ensuring the effective utilization of both human and material resources to achieve the goals of education. As affirmed by DuFour et al. (2018), effective school leaders collaborate with teachers and stakeholders, encourage evidence-based practices, and create a supportive environment that drives success.

One of the critical ways principals exert this influence is through the application of motivational techniques. Among these, three are particularly impactful in public school settings: staff professional development, promotion, and recognition. Professional development equips teachers with new skills, strengthens competencies, and aligns their practices with modern pedagogical trends. Principals who prioritize professional development demonstrate commitment to staff growth, instil confidence, and improve teaching effectiveness (Ali et al., 2021).

Promotion provides career advancement, recognition of merit, and acknowledgement of dedication. In systems where financial incentives are limited, promotion becomes a symbolic motivator that enhances teacher commitment and reduces attrition (Chien et al., 2020). Recognition, whether through awards, commendations, or public acknowledgment boosts morale and strengthens teachers' sense of belonging and dedication. It fosters retention, increases motivation, and reinforces a culture of appreciation (Akafo and Boateng, 2015). The importance of these motivational techniques can also be explained through Herzberg's Two-Factor Theory, which distinguishes between hygiene factors and motivators. While financial incentives may serve as hygiene factors, true motivation comes from intrinsic drivers such as recognition, growth opportunities, and advancement all of which principals can influence through deliberate strategies. This perspective is supported by the Transformational Leadership

Theory, which suggests that leaders who inspire, support, and recognize their staff foster higher levels of commitment and job satisfaction.

In Ogbomoso Metropolis, where resource limitations intensify the burden on teachers, examining how principals strategically use professional development, promotion, and recognition is essential. Although numerous studies have examined teacher motivation in Nigeria (e.g., Adeyemi, 2020; Umezinwa & Nworgu, 2019), limited empirical evidence exists on how these leadership-centered motivational techniques specifically influence teacher job satisfaction in public senior secondary schools in this region. To address this gap, this study investigates these leadership practices and their impact on teachers' job satisfaction, aiming to provide insights into effective school leadership for improved educational outcomes. The findings are expected to guide principals, policymakers, and education stakeholders in designing contextually relevant strategies that enhance teacher morale, reduce attrition, and strengthen the overall quality of education in Ogbomoso Metropolis.

Statement of the Problem

Teacher attrition caused by poor leadership and inadequate motivation remains one of the most pressing challenges confronting educational institutions. Teachers, who are central to building a knowledge-based economy through the transfer of knowledge, skills, and values, are indispensable to human capital development and national transformation (Badubi, 2017). Yet, many leave the profession in search of jobs that provide greater satisfaction and better working conditions. This rising attrition threatens the sustainability and quality of education in Nigeria, highlighting the urgent need for effective motivational strategies that enhance teacher commitment, job satisfaction, and retention (Ahmad, 2021).

Although studies have examined teacher motivation and the role of principals in influencing job satisfaction, there remains a significant gap in understanding the specific motivational techniques employed in public senior secondary schools in Ogbomoso Metropolis, Oyo State. In particular, little is known about how principals in this context utilize strategies such as professional development, recognition, promotion, improved work environments, and healthy interpersonal relationships to sustain teacher motivation.

Public senior secondary schools in Ogbomoso Metropolis face unique challenges, including limited resources, large student populations, and bureaucratic constraints. These issues directly impact teacher morale and job satisfaction, often leading to disengagement and increased turnover. Addressing this problem requires a clear understanding of the motivational practices that can strengthen teacher performance and ensure educational quality in this locality. This study therefore aims to fill this gap by investigating principals' motivational techniques and their influence on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Research Questions

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

Research Hypotheses

The following research hypotheses were tested in this study:

Main Hypothesis

H₀: There is no significant influence of principals' motivational techniques on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State.

Operational Hypotheses

H₀₁: Principals' motivational techniques do not significantly influence teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis.

H₀₂: The level of teachers' job satisfaction is not significantly related to the motivational techniques employed by principals in public senior secondary schools in Ogbomoso Metropolis.

Methodology

The study adopted a descriptive survey research design of the correlational type, as it sought to determine the influence of principals' motivational techniques on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The population of the study comprised 1,405 teachers across 49 public senior secondary schools in Ogbomoso Metropolis. From this population, a sample of 336 teachers was selected through a multi-stage sampling technique to ensure fair representation of the study area. Data for the study were collected using a researcher-designed instrument titled *Principals' Motivational Techniques on Teachers' Job Satisfaction Questionnaire (PMTTJSQ)*. The instrument was subjected to face, content, and construct validation by three experts: one in Educational Management, one in Test, Measurement and Evaluation, and another in Business Education, all from Kwara State University, Malete. The constructive feedback and recommendations from these experts were incorporated to refine and enhance the final version of the instrument.

To determine the reliability of the instrument, a pilot test was conducted using 30 teachers randomly selected from public senior secondary schools in Oyo town, outside the study area. The reliability of the instrument was determined using Pearson Product Moment Correlation (PPMC), which yielded a coefficient of 0.83, indicating an acceptable level of reliability. The data collected were analyzed using both descriptive and inferential statistics. Frequency counts, mean, and standard deviation were used to answer the research questions, while regression analysis was employed to test the six hypotheses formulated for the study at a 0.05 level of significance. The decision rule for the research questions was based on the following criterion: Strongly Agree (SA) = 3.25–4.00, Agree (A) = 2.50–3.24, Disagree (D) = 1.75–2.49, and

Strongly Disagree (SD) = 1.00–1.74. For hypothesis testing, the null hypothesis was rejected when the observed p-value was less than the fixed significance level of 0.05. Conversely, when the observed p-value was greater than or equal to 0.05, the null hypothesis was not rejected.

Results

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

To answer the research question, the researcher adopted a decision rule for interpretation of the result, which indicates that Mean (\bar{x}) score results that fall between 3.26 and 4.00 represent VHE, 2.51 to 3.25 represent HE, 1.76 to 2.50 represent ME, while 1.00 to 1.75 to represent LE. Therefore, the result is presented.

Table 1

Result of Descriptive Statistics of Principals’ Motivational Techniques adopted in Public Senior Secondary Schools in Ogbomoso Metropolis, Oyo State

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

Table 3 presents the descriptive statistics of principals’ motivational techniques in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The results indicate that staff professional development had a Mean score of $\bar{x} = 3.04$, promotion had $\bar{x} = 3.10$, recognition had $\bar{x} = 2.90$, work environment had $\bar{x} = 3.08$, and interpersonal relationship had $\bar{x} = 2.94$. Based on the decision rule, it can be inferred that all the principals’ motivational techniques were rated to a high extent, with promotion emerging as the dominant and recognition as the least. Hence, principals’ motivational techniques adopted in public senior secondary schools were promotion, work environment, professional development, interpersonal relationship, and recognition.

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

To answer the research question, the researcher adopted a decision rule for interpretation of the result, which indicates that Mean (\bar{x}) score results that fall between 3.26 and 4.00 represent VHE, 2.51 to 3.25 represent HE, 1.76 to 2.50 represent ME, while 1.00 to 1.75 to represent LE. Therefore, the result is presented.

Table 2

Analysis of Descriptive Statistics of Level of Teachers’ Job Satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State

S/N	Level of Teachers’ Job Satisfaction	\bar{x}	std.	Decision
1	Work assign	3.31	0.41	
2	Teachers’ pay	2.69	0.60	
3	Teachers’ promotion opportunities	2.82	0.57	
4	Supervision	3.21	0.43	
5	Work environment	2.88	0.51	
Overall Mean		2.95	0.37	

Source: Field Survey, 2025

Table 2 shows the results of descriptive statistics of level of teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State. The results indicate that work had a mean score of $\bar{x} = 3.31$, teachers’ pay had had $\bar{x} = 2.69$, teaches’ promotion opportunities had $\bar{x} = 2.82$, supervision had $\bar{x} = 3.21$, and work environment had $\bar{x} = 2.88$. Based on the decision rule, it can be inferred that all the teachers’ job satisfaction variables were rated to a high extent, with an overall mean score of $\bar{x} = 2.95$, in which work assigned emerged as having the highest mean score and teachers’ pay having the least. Considering the decision rule, the level of teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State is to a High extent.

Testing of Hypotheses

The following research hypotheses formulated in this study were tested:

H₀: There is no significant influence of principals’ motivational techniques on teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.

Table 3

Multiple Regression Analysis of Influence of Principals’ Motivational Techniques on Teachers’ Job Satisfaction in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.661 ^a	.436	.435	5.50794	258.722	.000 ^b

a. Dependent Variable: Teachers’ Job Satisfaction

b. Predictors: (Constant), Interpersonal relationship, Staff professional development, Recognition, Work environment, Promotion

Table 5 revealed the influence of principals’ motivational techniques on teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State. The multiple regression result yielded a coefficient of $R = .611^a$. This showed that an increase in the independent variable (principals’ motivational techniques) might lead to increase the variation of the dependent variable (teachers’ job satisfaction). The $R\text{ Square} = 0.436$ indicated that

43.6% (Adj. $R^2=.435$) of the variance in teachers’ job satisfaction could be explained by the principals’ motivational techniques. This revealed that the remaining 62.7% of the variance could be due to other factors not included in the model.

Similarly, the ANOVA result revealed that principals’ motivational techniques have significant influence on teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State ($F = 258.722, p = 0.000$). Since the p-value is less than the significance level of 0.05, the model is deemed statistically significant. Consequently, the null hypothesis, which states that there is no significant influence of principals’ motivational techniques on teachers’ job satisfaction, is rejected. This confirms that principals’ motivational techniques significantly influenced teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State.

Table 4

Coefficient Table Showing the Strength of Influence of Principals’ Motivational Techniques on Teachers’ Job Satisfaction in Public Senior Secondary Schools in Ogbomosho Metropolis, Oyo State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.933	2.607		7.646	.000
	Staff Professional development	.320	.165	.296	1.946	.000
	Promotion	.496	.139	.086	3.581	.000
	Recognition	.312	.168	.092	1.860	.000
	Work environment	.571	.146	.200	3.918	.000
	Interpersonal relationship	.921	.127	.340	7.256	.000

a. Dependent Variable: Teachers’ Job Satisfaction

Table 4 presents the relative strength of influence of principals’ motivational techniques on teachers’ job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State. The results showed that staff professional development had ($B = .296, t = 1.946, p = .000$), promotion had ($B = .086, t = 3.581, p = .000$), recognition had ($B = .092, t = 1.860, p = .000$), work environment had ($B = .200, t = 3.918, p = .000$) and interpersonal relationships had ($B = .340, t = 7.256, p = .000$). Based on this analysis, it can be inferred that all the principals’ motivational techniques combined had significant and positive influence on teachers’ job satisfaction, with interpersonal relationships exert greatest influence, followed by staff professional development, work environment, while promotion and recognition showed positive contribution and least on teachers’ job satisfaction.

Discussion

The result revealed that principals’ motivational techniques adopted in public senior secondary schools in Ogbomosho Metropolis, Oyo State were promotion, work environment, professional development, interpersonal relationship, and recognition. The implication of this finding was that principals of public senior secondary schools in Ogbomosho Metropolis recognise the

importance of using motivational techniques to enhance teachers' job performance. The reason for this finding could be linked to the increasing awareness among the principals on government policies on teachers' motivation in achieving success in the school. The finding is in line with the finding of Chukwuemeka et al. (2021) who examined the principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South LGA of Anambra State and found out among other things that principals use provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques to influence teacher job performances in the school.

Also, the finding agrees with the finding of Collins (2021) who carried out a study on principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. The result revealed that teacher's involvement in decision making; school management support and positive reinforcement constitute motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State. However, the finding contradicts the finding of Fareo and Kamkwis (2018) who investigated factors influencing teachers' job satisfaction in public secondary schools in Mubi North Local Government and revealed that the motivational techniques adopted by the school managers in ensuring teachers' job satisfaction were flexible curriculum, interpersonal and intrapersonal relations at school, involvement of teachers in decision making in schools, flexible school timetable, fringe benefits, autonomy to perform own duties with no interference. The result revealed that the level of teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo State was a high extent. The implication of this finding was that teachers in public senior secondary schools in Ogbomosho Metropolis experienced fulfilment in work assigned, supervision, and work environment. The reason for this finding might be attributed to the efforts of the principals in ensuring fairness in work assigned, support during supervision, and conducive work environment. The finding is consistent with the finding of Oduwole and Ekundayo (2022) who examined conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria and found that the level of secondary school teachers' job satisfaction in Ogun State was high, in which adequate and well-maintained infrastructure, including classrooms, libraries, and learning resources, has been shown to positively impact teachers' job satisfaction and performance.

Additionally, the finding is in line with the finding of Adewuyi (2020) who determined the motivational factors associated with business subject teachers' job satisfaction in public secondary schools in Oyo State. The result showed that there was provision for seminars and allowances for Business studies teachers respectively to a high extent. However, this finding is in contrast with the findings of Akinnola and Oredein (2021) who investigated school climate indices as predictors of teacher job satisfaction and performance in Oyo State of Nigeria and revealed that the level of teachers' job satisfaction was lower than their performance. This finding contrasts the finding of Taiwo et al. (2019) who examined job satisfaction as correlate of teacher job's performance in Osun state Nigeria and revealed that the level of job satisfaction of teachers in Osun state public secondary schools was significantly low.

The result revealed that principals' motivational techniques had significant influence on teachers' job satisfaction in public senior secondary schools in Ogbomosho Metropolis, Oyo

State. This finding implies that the way school principals motivate their teachers in schools plays crucial role in shaping teachers' attitudes, morale, and satisfaction with their jobs. The probable cause of this finding may be attributed to the consistent use of positive motivational techniques which makes teachers feel valued in schools. The finding is consistent with the finding of Collins (2021), who carried out a study on principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State and revealed that teachers' involvement in decision making; school management support and positive reinforcement constitute motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State.

Conclusion

This study investigated the influence of principals' motivational techniques on teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. The findings revealed that principals' motivational techniques significantly affect teachers' job satisfaction, thereby leading to the rejection of the null hypotheses. Specifically, strategies such as recognition of teachers' efforts, opportunities for professional development, transparent promotion processes, and the creation of a conducive work environment were found to be strong determinants of teacher satisfaction and commitment. The study concludes that teacher dissatisfaction in Ogbomoso Metropolis is not only a function of limited resources but also closely tied to the leadership practices of principals. Effective motivational techniques by principals are therefore essential in reducing teacher attrition, improving morale, and sustaining the quality of education in public senior secondary schools.

Recommendations

1. Principals should prioritize teacher recognition programs (awards, verbal appreciation, and formal acknowledgments).
2. Government and school authorities should strengthen professional development opportunities, such as workshops and training.
3. Clear and transparent promotion policies should be implemented to enhance teachers' career satisfaction.
4. Principals should improve the school work environment by fostering collaboration, respect, and fairness.
5. Policymakers should provide supportive structures to help principals implement motivational techniques effectively.

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