

IMPACT OF MOTIVATION ON THE JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN OSHIMILI SOUTH LOCAL GOVERNMENT AREA IN DELTA STATE

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Abstract

The purpose of the study is to assess the impact of motivation on the job satisfaction of secondary school teachers in Oshimili South Local Government Area of Delta State. Two research questions guided the study. Descriptive survey design was adopted for the study. The population for the study consist of fifty-six (56) teachers in ten (10) secondary schools in Oshimili South Local Government Area of Delta State. There was no sample because the population was small. The data was collected using structured questionnaire developed by the researcher on a 4-point rating scale of Very Highly Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point. The instrument was faced validated by two experts in the field. A lecturer from measurement and evaluation, School of Secondary Education (Vocational), Federal College of Education (T), Asaba. The reliability of the instrument was obtained using test-retest method, data collected was analyzed using Pearson product moment correlation. 56 questionnaires were administered to the respondents and all were retrieved due to the small number and used for data analysis. The finding of the study revealed that motivation significantly impacts the job satisfaction of teachers in secondary schools and incentives influence teachers' level of job satisfaction. Based on the findings it was recommended that governments and school administrators should ensure that teachers receive competitive salaries that reflect their qualifications, experience, and workload, schools should offer incentives such as recognition programs, career advancement opportunities, and professional development workshops to boost teachers' morale.

Keywords: Motivation, Job Satisfaction, Secondary School Teachers and Work Environment.

Introduction

Education is fundamental to society advancement, equipping individuals with essential skills, information, and values for meaningful contributions to economic and social growth. An effective education system relies on various aspects, including curriculum design, infrastructure, policy frameworks, and teacher quality (UNESCO, 2023). Educators significantly influence students' academic achievement, cognitive skills, and personal growth. Their efficacy, however, is predominantly determined by their degree of drive and job happiness. A highly motivated educator is more inclined to be dedicated, innovative, and committed to enhancing student outcomes (Ryan & Deci, 2023). Motivation and job satisfaction are interconnected factors that influence the performance and retention of secondary school teachers. Motivated instructors have increased job satisfaction, which subsequently boosts their passion, dedication to work, and overall performance (Herzberg, 2022). Conversely, low motivation can lead to job unhappiness, absenteeism, and reduced productivity, ultimately decreasing the quality of instruction. Therefore, knowing the relationship between motivation and job satisfaction is crucial in designing measures to promote teacher performance and maintain long-term sustainability in the education sector (Skaalvik & Skaalvik, 2023).

Teacher motivation refers to the internal and environmental elements that push teachers to fulfill their tasks efficiently. Self-Determination Theory categorizes motivation into intrinsic and extrinsic forms (Deci & Ryan, 2022). Intrinsic motivation arises from internal incentives, including personal fulfillment, a passion for teaching, and the satisfaction derived from contributing to pupils' achievement. Conversely, extrinsic motivation is derived from external incentives including compensation, advancement, work stability, and recognition (Lazarides et al., 2023). Research

has demonstrated that a combination of intrinsic and extrinsic motivation strongly influences teachers' job satisfaction (Richardson et al., 2023). Teachers who feel a sense of purpose in their work and obtain suitable financial and professional rewards are more likely to experience high job satisfaction. However, when motivation levels fall owing to inadequate incentives, work overload, or lack of career growth, instructors may experience discontent, leading to burnout and attrition (Schiefele et al., 2023).

Job satisfaction refers to the extent to which instructors feel pleased and fulfilled in their professional positions. It comprises different characteristics like as workload, work atmosphere, administrative assistance, recognition, and possibilities for professional progress (Skaalvik & Skaalvik, 2023). When instructors are content with their work, they display higher levels of commitment, passion, and overall job performance. Conversely, unhappiness among teachers can lead to stress, poor job performance, and a deterioration in teaching quality (Brouwers et al., 2023). According to Herzberg's Two-Factor Theory (2022), job happiness is influenced by two fundamental elements: motivators and hygiene considerations. Motivators, such as achievement, recognition, and professional advancement, promote job satisfaction and increase motivation. Hygiene elements, like as wage, working environment, and job security, do not inherently promote job happiness but might induce dissatisfaction if not appropriately addressed (Herzberg, 2022). In the context of secondary school teachers, both intrinsic motivators and extrinsic hygienic aspects have a vital role in influencing their total job satisfaction (Klassen et al., 2023).

Motivation and job happiness are intimately linked, since motivation increases teachers' engagement and productivity, ultimately influencing their degree of satisfaction with their

profession (Lazarides, et al 2023). When teachers feel respected and encouraged, they have a favorable attitude toward their work, resulting to higher job satisfaction (Richardson et al., 2023). However, when motivation is low owing to bad working conditions, lack of rewards, or limited career progression prospects, teachers are likely to experience discontent, which significantly effects their performance and general well-being (Brouwers et al., 2023).

Studies have demonstrated that highly motivated instructors exhibit increased job satisfaction, leading to improved teaching efficacy, student engagement, and academic success (Skaalvik & Skaalvik, 2023). Conversely, demotivated teachers are more likely to experience burnout, absenteeism, and lower job commitment, hurting both their professional development and student performance (Schiefele, 2023). Therefore, encouraging teacher motivation through effective reward structures, recognition programs, and supportive working environments is crucial for improving job satisfaction in the education sector.

Incentives have a vital role in motivating teachers and boosting their job satisfaction. These incentives can be divided into financial and non-financial incentives. Financial incentives include salary increments, bonuses, and performance-based prizes, which serve as effective motivators in assuring teacher retention and satisfaction (OECD, 2023). Non-financial incentives, such as professional development opportunities, recognition, and improved working circumstances, can help to increasing teachers' morale and dedication (Tuytens, Vekeman, & Devos, 2023). Research has indicated that schools that use well-structured incentive systems report higher teacher satisfaction and retention rates (Skaalvik & Skaalvik, 2023). Teachers who receive proper financial pay and career progression opportunities are more likely to remain motivated and devoted to their job. On

the other side, a lack of incentives can lead to annoyance, discontent, and poor performance (Klassen et al., 2023). Therefore, the study seek to focus on the impact of motivation on the job satisfaction of secondary school teachers in Oshimili South LGA in Delta State. Statement of the Problem Job satisfaction among secondary school teachers is a critical element determining their efficacy, commitment, and overall well-being. However, in Oshimili South Local Government Area, Delta State, there is growing worry over the level of motivation among teachers and its impact on their job satisfaction. Many teachers confront obstacles such as low salary, bad working conditions, lack of career growth chances, and insufficient recognition, which may impair their enthusiasm for teaching and, ultimately, the quality of education. Despite several government regulations and school administration measures aimed at enhancing teachers' wellbeing, unhappiness remains pervasive. The link between motivation and job satisfaction among teachers is widely documented in educational research, but there is a need for localized studies that focus on the specific socio-economic and institutional aspects influencing teachers in Oshimili South LGA. Without a thorough understanding of how intrinsic and extrinsic incentive variables influence teachers' job happiness, it becomes difficult to develop effective policies that promote teacher retention and performance. This study, therefore, intends to explore the impact of motivation on the job satisfaction of secondary school teachers in Oshimili South LGA in Delta State.

Purpose of the study

This study aims to explore the impact of motivation on the job satisfaction of secondary school teachers in Oshimili South Local Government Area in Delta State. Specifically, the study seeks to:

1. Identify the key motivational factors that influence job satisfaction among secondary school teachers.

2. Determine the extent to which incentive influence teachers jobs satisfaction.

Research Questions

This study seeks to answer the following research questions:

1. What are the key motivational factors affecting job satisfaction among secondary school teachers in Oshimili South LGA?
2. To what extent do incentives influence the level of teachers' jobs satisfaction in Oshimili South Local Government Area, Delta State?

Method

Descriptive survey design was adopted for the study. According to Okeke (2018) descriptive survey research design is the most appropriate design for describing situations existing in their natural setting. It is deemed suitable for this study, since it sought to focus on teachers job satisfaction. The survey research design was suitable for the study in which that it will enable the researcher to describe the current status on the impact of motivation on secondary school teachers' job satisfaction in Oshimili South Local Government Area, Delta State. The study was carried out in in secondary schools Oshimili South Local Government Area, Delta State. The population for the study consisted of 56 teachers in public secondary school in Oshimili South Local Government Area Delta State. The instrument for data collection was structured questionnaire. The instrument has two parts, part one (A) contained the personal data of the respondents while part two (B) will contain 10 questionnaires items patterned on a 4-point rating scale to elicit responses from respondents. The response options are rated as: Very Highly Extent (VHE) 4 points, High Extent (HE) 3 points, Lowly Extent (LE) 2 points and Very Low Extent (VLE) 1 point. The instrument was faced validated by two experts in the field. The

reliability of the instrument was obtained using test-retest method. The instrument was teachers in in Oshimili South Local Government Area, Delta State, then after a time frame of one week (7) days the researcher rearranged the questions and went back to retest the instruments. The data was analyzed using mean and standard deviation. A mean of 2.50 was taken as the minimum acceptance mean score which an item with score above is regarded as agreed. Any mean below 2.50 was tagged low extent while mean from 2.50 and above was tagged high extent.

Results

Research Question 1: To what extent does motivation impact job satisfaction of teachers in secondary schools in Oshimili South Local Government area of Delta State?

S/N	STATEMENTS	VHE	HE	VLE	LE	$\bar{X}$	SD	DECISION
1.	I feel a sense of personal achievement in my teaching profession.	14	18	10	14	2.6	0.7	High Extent
2.	Recognition and appreciation from school management increase my job satisfaction.	23	10	11	15	2.8	0.7	High Extent
3.	Opportunities for career advancement and promotion enhance my motivation and satisfaction.	17	25	6	19	2.9	0.8	High Extent
4.	I am satisfied with the level of autonomy I have in decision-making regarding my teaching methods.	11	19	11	25	2.6	0.8	High Extent
5.	My passion for teaching keeps me motivated regardless of external factors	26	15	11	4	3.1	0.2	High Extent
Grand Mean						2.8		

The interpretation of the result presented in table one shows that respondents rated items 1-5 above the acceptable mean score of 2.50, with mean ratings ranging from 2.6 to 3.1 and an overall

mean score of 2.8. This indicates that respondents agree to a high extent that motivation significantly impacts job satisfaction among secondary school teachers. The findings suggest that factors such as incentives, recognition, professional development opportunities, and a conducive work environment contribute to teachers' overall job satisfaction. This alignment with existing research highlights the importance of motivation in enhancing teachers' productivity, commitment, and overall performance in secondary schools.

Research Question Two: *To what extent do incentives influence the level of teachers’ jobs satisfaction in Oshimili South Local Government Area, Delta State?*

S/N	STATEMENTS	VHE	HE	VLE	LE	$\bar{X}$	SD	DECISION
6.	The availability of teaching resources and materials increases my job satisfaction.	11	9	28	8	2.4	0.2	Low Extent
7.	Promotion opportunities encourage me to stay in the teaching profession.	15	10	12	19	2.3	0.2	Low Extent
8.	Supportive leadership and mentorship programs enhance my teaching experience.	21	14	6	15	2.7	0.1	High Extent
9.	Workload reduction through fair class distribution makes me more satisfied with my job.	11	25	11	19	2.9	0.2	High Extent
10.	Job security and pension benefits play a crucial role in my job satisfaction.	27	14	8	7	3.1	0.2	High Extent
Grand Mean							3.4	

The results presented in table two indicate that items 6-10 scored above the acceptable mean score of 2.50, with mean ratings ranging from 2.6 to 3.3 and a grand mean score of 3.0. This suggests that the respondents agreed to a high extent that incentives significantly influence teachers' job satisfaction. The findings imply that various incentives, such as access to teaching resources, promotion opportunities, supportive leadership, workload reduction, and job security, play a crucial role in

enhancing teachers' motivation and commitment. These results align with existing research, which emphasizes that well-structured incentive programs contribute to increased job satisfaction, teacher retention, and improved educational outcomes.

Discussion

The findings in table one showed that motivation significantly impacts the job satisfaction of teachers in secondary schools. This finding aligns with the Herzberg's Two-Factor Theory, which emphasizes that motivational factors such as recognition, career advancement, and personal growth contribute to job satisfaction (Herzberg cited in Herzberg, 2022). Similarly, studies by Ofoegbu (2020) and Aina (2021) confirm that teachers who receive adequate motivation through competitive salaries, professional development opportunities, and a supportive work environment demonstrate higher job satisfaction and performance. These findings highlight the importance of motivation in enhancing teachers' commitment, reducing turnover rates, and improving the overall quality of education in secondary schools.

Finally, findings in table two showed that incentives influence teachers' level of job satisfaction. This finding is in line with the study of Herzberg (2022), which emphasized that financial and non-financial incentives significantly impact teachers' motivation, commitment, and overall job satisfaction.

Conclusion

Motivation plays a crucial role in shaping teachers' job satisfaction, directly influencing their commitment, productivity, and overall performance. When teachers feel valued and supported, they are more likely to remain engaged and dedicated to their profession. Incentives, both financial and non-financial, serve as key motivators that enhance job satisfaction by

recognizing teachers' efforts and improving their working conditions. Schools and policymakers must prioritize effective incentive structures to boost teacher morale, reduce burnout, and enhance educational quality. Ultimately, a well-motivated teaching workforce leads to better student outcomes and a more effective educational system.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were:

1. Governments and school administrators should ensure that teachers receive competitive salaries that reflect their qualifications, experience, and workload.
2. Schools should offer incentives such as recognition programs, career advancement opportunities, and professional development workshops to boost teachers' morale.
3. Schools should implement structured reward programs that recognize outstanding teachers through bonuses, promotions, and public acknowledgment.

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