

**TEACHERS' MOTIVATION AND JOB SATISFACTION IN SENIOR SECONDARY
SCHOOLS IN EHIME-MBANO LOCAL GOVERNMENT AREA OF IMO STATE**

BY

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EDU2001650

DEPARTMENT OF EDUCATIONAL MANAGEMENT

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by OKECHUKWU PRECIOUS CHISOM of the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This work is dedicated to God Almighty, the Beginning and the End. The work is also dedicated to my wonderful parents, Mr. and Mrs. Okechukwu.

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The researcher's deepest gratitude goes to Almighty God for His grace, strength, mercy, love, provision of knowledge, and good health throughout the period of her study and for making this research a great success.

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ABSTRACT

The study investigated teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. To achieve the purpose of the study, four research questions were raised and answered. The population of this study comprised all the 178 teachers in the 12 public senior secondary schools in Ehime-Mbano Local Government Area of Imo State. The sample size for the study was made up of 120 teachers. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted in carrying out the study. An analysis of data was done using mean score and standard deviation.

The findings from the study include that there is high level of motivation and job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State. It was concluded that that there is a significant impact of teachers' motivation on their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

The study recommended among others that school administrators and the government should continue providing incentives such as regular payment of salaries, performance bonuses, and professional development opportunities to maintain the high level of motivation and job satisfaction among teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Motivation is a complex and dynamic force that drives individuals to pursue goals, accomplish tasks, and fulfill needs. It is the psychological catalyst that ignites and sustains one's energy, commitment, and persistence toward achieving specific objectives, whether personal, academic, or professional (Ibrahim, 2022). Motivation can be categorized into intrinsic motivation, which is driven by internal rewards such as personal satisfaction and a sense of accomplishment, and extrinsic motivation, which is fueled by external rewards like money, recognition, or grades. This essential element of human behavior not only influences the direction and intensity of one's efforts but also affects resilience when facing challenges. Motivation, therefore, is not only a key element in shaping personal and professional outcomes but also plays a significant role in the educational setting, where it profoundly impacts teachers' enthusiasm and dedication to their work.

Teachers' motivation refers to the driving force that encourages teachers to fulfill their professional roles effectively, remain engaged in their tasks, and continually improve their teaching practices (Adegoke, 2020). It encompasses various psychological and emotional factors that inspire educators to remain committed to their work and face the daily challenges of teaching. Motivation in this context often stems from intrinsic and

extrinsic sources. Intrinsically motivated teachers find personal fulfillment and purpose in educating students, enjoying the satisfaction of seeing students understand and grow. Extrinsic motivation, on the other hand, involves factors such as salaries, professional development opportunities, positive feedback from colleagues and superiors, as well as incentives like promotions or recognition (Kalu, 2019). In addition, the school environment, administrative support, relationships with colleagues, and resources available for teaching also significantly impact teacher motivation. For instance, teachers who feel supported and valued by school leadership and who work in well-equipped environments are more likely to stay motivated than those who lack these supports.

Motivated teachers are generally more enthusiastic, attentive, and innovative in their teaching approaches, which fosters a productive and engaging classroom environment for students. A well-motivated teacher will likely go beyond the basic requirements, engaging in continuous learning, experimenting with new teaching methods, and paying individual attention to students (Binani, 2021). The significance of teacher motivation extends beyond the classroom, as motivated teachers contribute to a positive school culture, which in turn can enhance the reputation of the institution and attract more students and resources. Recognizing the importance of motivation, educational policymakers and school administrators often implement various programs, such as incentive structures and supportive work environments, to foster high motivation levels among teachers. Consequently, teacher motivation serves as a vital component in improving not only the quality of education but also their job satisfaction.

Job satisfaction refers to the sense of fulfillment and contentment an individual feels regarding their job. It is a complex and multi-dimensional concept that encompasses how people perceive their roles, responsibilities, work environment, and organizational culture. This satisfaction is influenced by various factors, including compensation, career development opportunities, relationships with colleagues, recognition, and the alignment between personal and organizational values. Job satisfaction often emerges when individuals feel valued, experience a sense of achievement, and see their work as meaningful (Ariyo, 2023). For example, teachers in supportive school environments with clear opportunities for career advancement and a fair, respectful school culture often report higher job satisfaction. Thus, the level of motivation perceived by teachers often influences their job satisfaction.

The impact of teachers' motivation on their job satisfaction in secondary schools cannot be overemphasized. The impact of teacher motivation on job satisfaction in secondary schools is profound, as motivated teachers are more likely to experience a higher sense of satisfaction in their professional roles. Motivation serves as a driving force that not only sustains teachers' commitment but also shapes their attitudes toward daily tasks and long-term responsibilities. Teachers who feel motivated by a supportive school environment, opportunities for professional growth, and positive recognition from peers and administrators are more likely to experience job satisfaction (Komonibo, 2021). For example, schools that invest in professional development and offer platforms for teachers to collaborate, innovate, and receive feedback tend to cultivate a workforce that

feels valued and capable. When teachers see their efforts acknowledged, they are more inclined to view their work as rewarding and purposeful, which in turn increases their satisfaction. This is especially important in secondary schools, where teachers face unique challenges related to the adolescent age group, curriculum demands, and often high expectations from parents and administrators.

Moreover, teachers' motivation has a cyclical relationship with job satisfaction, where one reinforces the other, creating a sustainable loop of positive performance and well-being. Motivated teachers are more willing to invest additional time and energy in lesson planning, individualized student support, and extracurricular involvement, knowing that these efforts contribute meaningfully to the school community (Useni, 2023). As they witness the positive impact of their work, their job satisfaction grows, fueling further motivation. Motivated teachers in secondary schools tend to have better relationships with students and colleagues, fostering a positive school environment that benefits the entire educational community. Schools that prioritize teacher motivation by offering competitive salaries, reducing workload stressors, and encouraging work-life balance see notable improvements in job satisfaction levels. This satisfaction is essential, as it directly correlates with lower turnover rates, reduced absenteeism, and improved student performance. Ultimately, when teacher motivation is actively supported, it enhances job satisfaction, benefitting not only teachers themselves but also their students and the broader school environment (Nnamani, 2020).

Statement of the Problem

In recent times, preliminary observation has shown that it appears that there is low level of motivation among secondary school teachers. This problem seems to be a significant issue that pose challenges to teachers' job satisfaction and the overall quality of teaching. It has also revealed that secondary school teachers poor condition of service leave many teachers struggling to meet their basic needs.

Moreover, observation has shown that most teachers seems to teach in very unconducive learning environment which may affect their level of job satisfaction. Common observation has shown that in many secondary schools, there seems to be the problem of overcrowded classrooms, outdated teaching materials, and poorly maintained facilities. Teachers may find themselves unable to deliver quality education under these conditions, which may diminishes their sense of purpose and satisfaction in their work. The researcher is worried by these phenomenon and so wishes to investigate teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

Research Questions

The following questions will guide the study:

1. What is the level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State?

2. What is the level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State?
3. How does the level of motivation among teachers impact their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area?

Purpose of the Study

The main purpose of the study is to investigate teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. The specific objectives of the study are to:

1. Examine the level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State;
2. Determine the level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State;
3. Ascertain how the level of motivation among teachers impact their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area.

Significance of the Study

The study will benefit students, teachers, policy makers, Ministry of Education and prospective researchers. The study will benefit students as it will help them see the impact of motivated teachers on their learning experiences and academic performance. It will help them see that when teachers are satisfied and motivated, they tend to create a

more engaging, supportive, and productive classroom environment, which directly benefits students by fostering their enthusiasm, focus, and academic achievement.

The study will benefit teachers as it will help provides valuable insights into their professional well-being and job performance. This study will help identify areas that need improvement, such as recognition, incentives, and working conditions, which contribute to a positive work environment, reduce burnout, and improve job commitment.

The study will benefit policy makers and the Ministry of Education as it will help them see the correlation between teachers' motivation and job satisfaction in secondary schools. This will put them in a better position to come up with necessary policies which will help improve the level of motivation and job satisfaction among teachers in secondary schools.

For prospective researchers, this study will provide a foundation for further exploration into teacher motivation and satisfaction, particularly in senior secondary schools. It will contributes to the body of literature on educational psychology and human resource management in education, helping future researchers identify gaps and build on existing knowledge to innovate educational practices and policies.

Scope and Delimitation of the Study

The study focuses on teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

The study will be delimited to secondary school teachers in Ehime-Mbano Local Government Area of Imo State.

Definition of Terms

The following terms were defined in the study:

Job Satisfaction: Job satisfaction refers to the sense of fulfillment and contentment an individual feels regarding their job.

Motivation: Motivation is the internal or external drive that stimulates a person to take action or pursue goals. It is the force that initiates, guides, and sustains behaviours toward achieving specific objectives.

Teachers' Motivation: Teacher motivation refers to the driving force that encourages teachers to fulfill their professional roles effectively, remain engaged in their tasks, and continually improve their teaching practices.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the review of related literature is discussed under the following sub-headings:

- Theoretical Framework
- Concept of Teachers' Motivation
- Level of Motivation Among Secondary School Teachers
- Concept of Teachers' Job Satisfaction
- Level of Job Satisfaction Among Secondary School Teachers
- Influence of Motivation on Teachers' Job Performance
- Teachers' Motivation and Job Satisfaction
- Summary of Literature Reviewed

Theoretical Framework

The study is hinged on Herzberg's Two-Factor Theory propounded by Frederick Herzberg in 1958. The theory provides a valuable framework for understanding the dynamics of teachers' motivation and job satisfaction. This theory identifies two categories of factors influencing employees' experiences in the workplace: motivators and hygiene factors. Motivators are intrinsic elements such as achievement, recognition, and opportunities for personal growth and development, which foster job satisfaction

when present. In contrast, hygiene factors are extrinsic elements like salary, working conditions, and administrative policies, which do not necessarily enhance job satisfaction but can lead to dissatisfaction if inadequately addressed. For teachers, both motivators and hygiene factors are critical in shaping their attitudes toward work, influencing their effectiveness in classrooms, and determining their overall well-being.

The theory is based on the notion that motivators play a vital role in fostering a sense of purpose and fulfillment. Teachers often derive satisfaction from intrinsic rewards such as the joy of helping students succeed, the recognition of their efforts by school leaders, and the opportunity to contribute to educational innovation. For example, a teacher who is praised for implementing creative teaching methods or achieving outstanding results with students may feel a heightened sense of achievement, reinforcing their commitment to the profession. Additionally, opportunities for professional development, such as workshops or advanced certifications, serve as motivators by enhancing teachers' skills and allowing them to achieve personal and career goals. These intrinsic factors not only contribute to job satisfaction but also inspire teachers to deliver high-quality education.

The theory also emphasizes that hygiene factors, on the other hand, serve as the foundation for creating a supportive work environment for teachers. While these factors do not directly result in job satisfaction, their absence can lead to significant dissatisfaction and hinder teachers' performance. For instance, inadequate salaries,

overcrowded classrooms, poor infrastructure, and a lack of teaching resources can create frustration among teachers, making it difficult for them to focus on their primary responsibilities. Similarly, unfavorable administrative practices, such as excessive bureaucracy or a lack of clear communication, can undermine teachers' morale. Addressing hygiene factors by ensuring fair compensation, providing necessary teaching materials, and fostering a supportive school culture can help prevent dissatisfaction, allowing teachers to focus on motivators that enhance their sense of fulfillment and engagement.

The theory is relevant to the study as it help offers a comprehensive framework for analyzing and addressing the factors influencing teachers' motivation and job satisfaction. By understanding the interplay between motivators and hygiene factors, school administrators and policymakers can create an environment that not only meets teachers' basic needs but also inspires them to excel in their roles. Focusing on motivators such as recognition and professional growth while minimizing dissatisfaction through improved hygiene factors can significantly enhance teachers' job satisfaction. Ultimately, a motivated and satisfied teaching workforce is essential for fostering high-quality education and achieving educational goals in any society.

Concept of Teachers' Motivation

Teachers' motivation refers to the internal drive and external incentives that inspire educators to perform their professional duties with enthusiasm, commitment, and

efficiency. It embodies the psychological force that pushes teachers to pursue goals, overcome challenges, and sustain their passion for educating students (Yahaya, 2023). In the educational context, teachers' motivation is a critical factor that directly influences their productivity, the quality of their instruction, and students' academic performance. Highly motivated teachers are more likely to innovate in their teaching practices, establish meaningful connections with their students, and contribute positively to their school communities. The ripple effect of motivated educators extends beyond the classroom, fostering an environment conducive to academic and personal growth for students. Conversely, a lack of motivation can result in apathy, reduced teaching effectiveness, and higher rates of teacher absenteeism and turnover. Such outcomes not only compromise the educational experiences of students but also place additional strain on school systems (Tunji, 2020).

Uchendu (2022) opined that teachers' motivation can be classified into two primary categories: intrinsic and extrinsic motivation, both of which play complementary roles in influencing educators' professional behavior. Intrinsic motivation stems from personal satisfaction and a deep passion for teaching. Teachers driven by intrinsic motivation find fulfillment in the intellectual challenge of their work, the joy of witnessing students' growth, and the satisfaction of making a positive impact on society. They are often motivated by a strong sense of purpose, which propels them to go above and beyond their basic responsibilities. In contrast, extrinsic motivation arises from external rewards such as salaries, bonuses, recognition, and opportunities for career

advancement. These tangible incentives provide immediate gratification and encourage teachers to meet institutional expectations. While intrinsic motivation is crucial for long-term commitment to the profession, extrinsic motivators can serve as practical tools for maintaining performance in the short term. Striking a balance between the two forms of motivation ensures that teachers remain inspired and productive, contributing to an enriching educational experience for their students (Kalu, 2019).

A variety of factors influence teachers' motivation, encompassing personal, institutional, and societal dimensions. Personal factors include a teacher's professional goals, self-efficacy, and work-life balance. For instance, teachers who believe in their ability to influence students positively and achieve desired outcomes are more likely to remain motivated. Institutional factors, such as supportive leadership, collaborative work environments, and access to adequate teaching resources, also play a significant role. When teachers feel valued and supported by their schools, they are more likely to stay engaged and committed to their work (Chidalu, 2021). Societal factors, such as public perception of the teaching profession, financial compensation, and professional development opportunities, further shape motivation levels. Teachers who feel underappreciated or inadequately compensated may lose their enthusiasm, leading to a decline in their performance. Conversely, policies and practices that address teachers' financial, professional, and emotional needs can significantly enhance their motivation, fostering a dedicated and resilient teaching workforce capable of delivering high-quality education (Zawadi, 2022).

Anyanwu (2020) opined that teachers' motivation is fundamental to the success of any educational system, as it directly impacts the quality of instruction and students' overall learning outcomes. A motivated teacher is more likely to be proactive, dynamic, and committed to finding innovative solutions to educational challenges. They engage deeply with their students, adapting their teaching styles to meet diverse needs and fostering a classroom environment that promotes active learning. The enthusiasm of a motivated teacher often becomes contagious, inspiring students to work harder, participate actively, and strive for academic excellence. Beyond the classroom, motivated teachers contribute to a positive school culture, collaborating effectively with colleagues and supporting institutional goals. Conversely, unmotivated teachers may struggle to deliver engaging lessons, leading to disengaged students and poor academic performance (Madueke, 2022). Furthermore, a lack of motivation can result in high turnover rates, destabilizing schools and increasing recruitment and training costs. By prioritizing teacher motivation, educational systems can cultivate a workforce that is not only effective but also deeply invested in shaping the future of their students.

Enhancing teachers' motivation requires a comprehensive and multifaceted approach that addresses their intrinsic and extrinsic needs. Professional development programs are particularly effective in fostering intrinsic motivation by allowing teachers to acquire new skills, explore innovative teaching methods, and achieve personal growth (Useni, 2020). Mentorship opportunities and career advancement pathways further support teachers' aspirations, helping them remain committed to their profession.

Extrinsically, providing competitive salaries, performance-based incentives, and public recognition can reinforce teachers' sense of worth and encourage sustained effort. Moreover, creating a supportive work environment is essential. Schools must ensure that teachers have access to adequate resources, manageable workloads, and opportunities for collaboration. Involving teachers in decision-making processes and addressing their concerns promptly can also boost their morale and sense of belonging. Policymakers play a critical role by designing policies that value and reward teachers' contributions while addressing systemic challenges such as overcrowded classrooms and insufficient infrastructure (Nakpodia, 2023). Ultimately, an environment that prioritizes teachers' well-being and professional fulfillment lays the foundation for a motivated, resilient, and effective teaching workforce.

Level of Motivation among Secondary School Teachers

The level of motivation among secondary school teachers in Nigeria varies significantly, influenced by factors such as salary, working conditions, professional development opportunities, and societal recognition of their roles. Many teachers face challenges such as delayed salaries, overcrowded classrooms, and inadequate teaching resources, which can diminish their morale. Despite these setbacks, some teachers remain motivated by their passion for education and the fulfillment of shaping young minds (Yekini, 2020). Initiatives like professional training programs, teacher incentives, and improved welfare packages introduced by governments and private organizations aim to

enhance their motivation. Studies carried out by scholars has shown the level of motivation among secondary school teachers in Nigeria.

Abubakar (2019) investigated the level of motivation among senior secondary school teachers in Kano State. The study involved a population of 2,588 teachers drawn from 50 public secondary schools across the state. Using a simple random sampling technique, 350 teachers were selected from 20 schools to participate in the study. The research adopted a descriptive survey design with three research questions and one null hypothesis. Data were collected using a structured questionnaire on teacher motivation and analyzed using mean and standard deviation for the research questions, while the chi-square test was used to test the null hypothesis at 0.05 significance level. The findings revealed that teachers in Kano State exhibited a high level of motivation, which was attributed to timely payment of salaries, provision of teaching aids, and opportunities for professional development.

Olatunji (2020) examined the level of motivation among senior secondary school teachers in Osun State. The study targeted a population of 1,800 teachers from 40 government-owned schools. A stratified sampling method was employed to select 180 respondents from 15 schools. The study was guided by four research questions and two null hypotheses. The researcher employed a descriptive research design, and data were gathered using a validated questionnaire titled "Teacher Motivation Index." Analysis was carried out using mean and standard deviation for research questions, while an

independent sample t-test was used to test the hypotheses at a 0.05 significance level. Results showed a low level of teacher motivation in Osun State, largely due to irregular salary payments and poor promotion opportunities.

Nwankwo (2022) conducted a study on the level of motivation among senior secondary school teachers in Anambra State. The population of the study comprised 2,200 teachers in 35 public secondary schools across the state. Using purposive sampling, 220 teachers were selected from 12 schools. The study adopted a descriptive survey design with three research questions and one null hypothesis. A structured questionnaire titled "Motivation Level Assessment for Teachers" was utilized for data collection. Data were analyzed using mean and standard deviation to answer research questions, while analysis of variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. The study revealed a high level of motivation among teachers in Anambra State, primarily due to supportive school administration, recognition for excellence, and conducive teaching environments.

Usman (2023) explored the level of motivation among senior secondary school teachers in Gombe State. The study population consisted of 1,500 teachers across 25 secondary schools in the state. Using cluster sampling, a sample of 150 teachers was selected from 10 schools. The study was guided by four research questions and one null hypothesis and employed a descriptive survey design. Data collection was done using a structured questionnaire titled "Teacher Motivation Scale," and the analysis was

performed using mean and standard deviation for research questions, while the t-test was employed for hypothesis testing at 0.05 significance level. Findings indicated a low level of teacher motivation in Gombe State, largely attributed to lack of teaching resources, inadequate staff welfare, and poor school infrastructure.

Concept of Teachers' Job Satisfaction

Teachers' job satisfaction refers to the level of contentment, fulfillment, and positive emotional response that educators experience in relation to their professional roles. It encompasses a range of factors, including the working environment, relationships with colleagues and students, remuneration, recognition, and opportunities for professional growth (Salako, 2023). Job satisfaction is crucial in the teaching profession as it directly impacts teachers' motivation, productivity, and the quality of education they provide. A satisfied teacher is more likely to be dedicated, innovative, and committed to achieving positive student outcomes, while dissatisfaction can lead to burnout, absenteeism, and high turnover rates. Thus, understanding the meaning of job satisfaction within the teaching context is critical for enhancing educational systems globally (Ukeje, 2019).

The concept of teachers' job satisfaction is multifaceted, shaped by intrinsic and extrinsic factors. Intrinsic factors include a teacher's passion for educating, personal achievements in student learning, and a sense of purpose derived from shaping future generations. Extrinsic factors involve tangible aspects such as salaries, working

conditions, availability of teaching resources, and supportive school leadership (Emenike, 2021). For instance, a teacher working in a well-equipped school with collaborative colleagues and adequate resources may report higher satisfaction levels than one in an underfunded school with minimal support. The interplay between these factors defines the extent to which teachers feel valued and empowered in their roles, making the concept of job satisfaction a holistic measure of their professional well-being.

Teachers' job satisfaction holds significant implications for the broader educational ecosystem. When teachers are satisfied, they tend to exhibit higher levels of creativity, patience, and enthusiasm, which contribute to an engaging learning environment for students. Moreover, satisfied teachers are more likely to stay in the profession, reducing turnover rates and ensuring continuity in the learning process (Abayomi, 2020). On the other hand, dissatisfaction can result in a demotivated workforce, negatively affecting student outcomes and school performance. For education stakeholders, including policymakers and administrators, fostering job satisfaction among teachers is not just a moral obligation but a strategic priority for achieving educational excellence (Unukpo, 2019).]

Addressing teachers' job satisfaction requires a multi-dimensional approach involving various stakeholders. Schools can promote satisfaction by providing competitive remuneration, fostering inclusive and supportive work environments, and offering professional development opportunities. Governments and policymakers can

ensure equitable resource distribution, fair workload policies, and recognition of teachers' contributions (Fadeye, 2023). Additionally, involving teachers in decision-making processes can enhance their sense of ownership and commitment. Acknowledging the emotional and intellectual demands of teaching and providing adequate support mechanisms, such as counseling services and peer networks, further contribute to sustained job satisfaction. By adopting these strategies, schools and educational systems can create an environment where teachers feel valued and motivated to deliver their best.

Level of Job Satisfaction among Secondary School Teachers

The level of job satisfaction among secondary school teachers in Nigeria varies significantly, influenced by a range of factors such as remuneration, working conditions, availability of teaching resources, and administrative support. Many teachers report low satisfaction due to challenges like inadequate salaries, delayed payments, overcrowded classrooms, and insufficient teaching aids, which hinder effective instructional delivery (Aggreh, 2022). Additionally, limited opportunities for professional development and career advancement further contribute to their dissatisfaction. However, in schools where teachers receive timely remuneration, enjoy supportive leadership, and have access to professional growth opportunities, job satisfaction tends to be higher. The regional disparity in resource allocation also plays a critical role, with rural schools often facing greater challenges than their urban counterparts. Several studies conducted has shown the level of job satisfaction among secondary school teachers in Nigeria (Tankasi, 2019).

Adekunle (2019) conducted a study to assess the level of job satisfaction among senior secondary school teachers in Ekiti State. The population consisted of 2,500 teachers from 60 public senior secondary schools in the state. Using a stratified random sampling technique, 250 teachers were selected from 20 schools. The study employed a descriptive survey design and was guided by three research questions and one null hypothesis. A structured questionnaire titled "Job Satisfaction Assessment for Teachers" was used for data collection. The data were analyzed using mean and standard deviation to address the research questions, while an independent sample t-test was used to test the hypothesis at a 0.05 significance level. Results revealed a high level of job satisfaction among teachers in Ekiti State, primarily attributed to regular training opportunities, fair workload distribution, and supportive school management.

Bala (2020) explored the level of job satisfaction among senior secondary school teachers in Kaduna State. The study targeted a population of 3,200 teachers from 70 public secondary schools. Using a simple random sampling method, 320 teachers from 15 schools were selected as the sample. The research was guided by four research questions and two null hypotheses. Data were collected through a structured questionnaire titled "Teachers' Job Satisfaction Scale" and analyzed using mean and standard deviation for research questions, while chi-square tests were applied to test the null hypotheses at a 0.05 significance level. The findings indicated a low level of job satisfaction among teachers in Kaduna State, with major concerns including irregular payment of salaries, lack of promotion opportunities, and inadequate teaching facilities.

Nwosu (2021) investigated the level of job satisfaction among senior secondary school teachers in Enugu State. The population comprised 1,800 teachers from 45 public senior secondary schools. A sample of 180 teachers was selected from 10 schools using purposive sampling. The study adopted a descriptive survey design with three research questions and one null hypothesis. Data were gathered using a validated questionnaire titled "Teacher Job Satisfaction Inventory." Analysis involved the use of mean and standard deviation for research questions, while analysis of variance (ANOVA) was used to test the null hypothesis at a 0.05 level of significance. The results showed a moderate level of job satisfaction among teachers in Enugu State, attributed to supportive work environments but hindered by delays in promotions and limited professional growth opportunities.

Lawal (2022) examined the level of job satisfaction among senior secondary school teachers in Oyo State. The study population included 2,700 teachers across 50 government secondary schools. Using a cluster sampling technique, 270 teachers were selected from 15 schools. The study was guided by four research questions and one null hypothesis and employed a descriptive survey design. Data collection was carried out using a structured questionnaire titled "Job Satisfaction Measurement for Teachers." Mean and standard deviation were used to answer the research questions, while a t-test was employed to test the hypothesis at a 0.05 level of significance. Findings revealed a high level of job satisfaction among teachers in Oyo State, largely due to regular workshops, recognition for excellent performance, and timely payment of salaries.

Influence of Motivation on Teachers' Job Performance

Motivation plays a crucial role in influencing the job performance of teachers in secondary schools, acting as a driving force that shapes their attitudes, efforts, and overall effectiveness. In the teaching profession, motivation can be intrinsic, such as the passion for shaping young minds, or extrinsic, such as financial incentives and recognition. Teachers who are motivated tend to be more dedicated, creative, and resilient, which directly impacts their ability to deliver quality education (Dawene, 2022). The role of motivation extends beyond personal satisfaction; it creates a ripple effect that enhances students' academic outcomes and fosters a positive school environment. This makes understanding and addressing motivational factors a key priority for school administrators and policymakers who aim to improve educational standards (Guobadia, 2020).

Intrinsic motivation, which stems from internal satisfaction and personal goals, is pivotal in boosting teachers' job performance. Teachers who are intrinsically motivated are often driven by their love for the profession, a sense of purpose, and the desire to see their students succeed. These teachers exhibit higher levels of engagement, adaptability, and innovation in their teaching methods (Kikelomo, 2023). For instance, they are more likely to adopt student-centered approaches, explore creative teaching aids, and seek professional development opportunities. Moreover, intrinsic motivation encourages persistence, helping teachers remain committed even in the face of challenges such as limited resources or large class sizes. When nurtured, intrinsic motivation fosters a deep

sense of fulfillment, translating to improved teaching quality and better learning experiences for students (Nwaigwe, 2021).

Extrinsic motivators, such as salaries, promotions, recognition, and conducive working conditions, are equally significant in determining teachers' job performance. Inadequate pay or lack of acknowledgment can lead to dissatisfaction, burnout, and reduced productivity, which ultimately hampers the educational process. Conversely, providing competitive salaries, regular promotions, and opportunities for professional growth can energize teachers and enhance their performance (Sanni, 2020). Recognition, whether through awards or public commendations, also boosts morale and reinforces a teacher's sense of value within the educational system. Furthermore, factors such as access to teaching resources, supportive leadership, and a positive school climate act as external motivators that can significantly improve teachers' focus, effectiveness, and retention rates.

Yakubu (2020) opined that in order to effectively leverage motivation for improved job performance, school administrators must adopt comprehensive strategies that address both intrinsic and extrinsic needs. Encouraging professional autonomy by involving teachers in decision-making processes enhances their sense of ownership and commitment. Offering opportunities for career development, such as training programs and workshops, not only sharpens their skills but also reignites their passion for teaching. Additionally, creating a supportive work environment where teachers feel valued and

respected can strengthen their emotional connection to their roles. Extrinsically, schools must ensure timely payment of salaries, implement reward systems, and provide adequate teaching materials. By combining these strategies, schools can build a motivated workforce capable of driving positive educational outcomes and contributing to the overall success of the educational system.

Ogundele (2020) examined the influence of motivation on teachers' job performance in secondary schools in Lagos State. The study targeted a population of 4,000 teachers from 100 public secondary schools across the state. Using a simple random sampling technique, 400 teachers were selected from 25 schools to participate in the study. The research was guided by five research questions and two null hypotheses. Data were collected using a structured questionnaire titled "Teacher Motivation and Job Performance Scale" and analyzed using mean and standard deviation for the research questions. To test the null hypotheses, regression analysis was used at a 0.05 significance level. The findings indicated that motivation significantly influenced teachers' job performance, with factors such as career development opportunities, financial incentives, and recognition for good performance being identified as key motivators that enhanced teachers' productivity and commitment to their work.

Musa (2021) investigated the impact of motivation on teachers' job performance in secondary schools in Ogun State. The study population comprised 3,000 teachers from 60 public secondary schools in the state. A stratified random sampling technique was

employed to select 300 teachers from 20 schools. The study was guided by three research questions and one null hypothesis. Data were collected using a validated questionnaire titled "Teacher Motivation and Performance Index," and data analysis was carried out using mean and standard deviation for the research questions, while Pearson correlation analysis was used to test the hypothesis at a 0.05 level of significance. The results showed a strong positive relationship between motivation and teachers' job performance, with motivational factors such as job security, professional growth opportunities, and teacher autonomy playing a crucial role in improving job performance and satisfaction among secondary school teachers in Ogun State.

Teachers' Motivation and Job Satisfaction

Motivation plays a crucial role in influencing the overall job satisfaction of teachers in secondary schools. When teachers are motivated, they are more likely to feel valued and competent in their roles, which directly impacts their enthusiasm, commitment, and performance in the classroom (Kabir, 2023). Motivation can come from both intrinsic and extrinsic factors. Intrinsic motivation, such as the satisfaction derived from helping students succeed, fosters a sense of personal fulfillment, while extrinsic motivation, such as financial rewards, professional development opportunities, and recognition, contributes to teachers' sense of being appreciated and supported. Teachers who experience high levels of motivation tend to display greater job satisfaction because they feel a stronger alignment between their personal values and the goals of their profession. This alignment encourages them to engage more deeply with their work,

which in turn benefits student outcomes and creates a positive school environment (Arokoyu, 2021).

The nature of the relationship between motivation and job satisfaction is also influenced by the work environment within secondary schools. Supportive leadership, strong peer relationships, and an encouraging school culture can significantly enhance teachers' motivation, leading to higher levels of job satisfaction (Jibrin, 2020). School administrators and policymakers who understand the importance of creating a motivating environment are more likely to provide the necessary resources, such as reduced workload, opportunities for career advancement, and professional growth programs. Teachers who feel supported by their colleagues and administrators are more likely to be motivated to stay in their roles and contribute to a positive school culture. Consequently, a motivating work environment not only fosters teachers' job satisfaction but also reduces turnover rates and absenteeism, ensuring a stable and productive teaching staff (Ibhagui, 2019).

Extrinsic rewards, such as salary increases, bonuses, and career advancement opportunities, are often seen as direct motivators for teachers. When these external incentives are coupled with opportunities for professional development, they can greatly enhance job satisfaction (Fakunmoju, 2021). Teachers who feel that their work is recognized through financial or professional rewards are more likely to be motivated to put in their best effort, knowing that their contributions are valued. Moreover, career

progression prospects can make a significant difference in job satisfaction, as teachers aspire to grow in their careers. While salary alone is not always sufficient to maintain motivation, it certainly plays a role in ensuring that teachers feel adequately compensated for their hard work and dedication. Thus, extrinsic motivation can serve as a foundational support for intrinsic satisfaction, creating a balanced approach to teacher motivation (Salami, 2023).

Hadiza (2019) investigated the impact of motivation on teachers' job satisfaction in secondary schools in Katsina State. The study population consisted of 2,500 teachers from 50 public secondary schools across the state. A simple random sampling technique was employed, selecting 250 teachers from 20 schools to participate in the study. The research was guided by four research questions and one null hypothesis. Data were collected using a structured questionnaire titled "Teacher Job Satisfaction and Motivation Scale," and analysis was performed using mean and standard deviation for the research questions. To test the null hypothesis, a paired sample t-test was used at a 0.05 significance level. The results revealed that motivation had a significant positive impact on teachers' job satisfaction, with salary increments, recognition for performance, and career advancement opportunities being the most influential motivating factors.

Bello (2020) examined how motivation affects job satisfaction among secondary school teachers in Ondo State. The study targeted a population of 3,000 teachers in 60 public secondary schools across the state. Using a stratified random sampling technique,

300 teachers from 15 schools were selected. The research was guided by three research questions and one null hypothesis. Data collection was done using a well-structured questionnaire titled "Motivational Factors and Job Satisfaction Index." The data were analyzed using mean and standard deviation to address the research questions, while a multiple regression analysis was applied to test the null hypothesis at a 0.05 significance level. The findings indicated a moderate but positive impact of motivation on job satisfaction, with financial rewards and professional development opportunities being the key motivators contributing to teachers' overall job satisfaction.

Okoro (2021) explored the impact of motivation on teachers' job satisfaction in secondary schools in Delta State. The study population comprised 4,000 teachers from 80 public secondary schools in the state. A simple random sampling method was employed to select 400 teachers from 30 schools. The study was guided by four research questions and one null hypothesis. Data were collected using a structured questionnaire titled "Teacher Motivation and Job Satisfaction Survey," and analysis was conducted using mean and standard deviation for the research questions. A Pearson correlation analysis was used to test the hypothesis at a 0.05 significance level. The results showed that motivation significantly influenced teachers' job satisfaction, with recognition for hard work, promotion prospects, and supportive leadership being the most significant motivating factors.

Summary of Literature Reviewed

The literature reviewed critically examined the concept of teachers' motivation. According to Madueke (2022), prioritizing teacher motivation, educational systems can cultivate a workforce that is not only effective but also deeply invested in shaping the future of their students. Abubakar (2019) found out a high level of motivation among senior secondary school teachers, while some others (Olatunji, 2020) found a low level of motivation among teachers.

The literature reviewed also examined the concept of teachers' job satisfaction which refers to the level of contentment, fulfillment, and positive emotional response that teachers experience in relation to their professional roles. This was followed by level of job satisfaction among senior secondary school teachers. The reviewed of empirical studies also revealed a mixed results. Adekunle (2019) found out a high level of teachers' job satisfaction; while according to Bala (2020) indicated a low level of teachers' job satisfaction in secondary schools.

The literature reviewed further examined the influence of motivation on teachers' job performance. It could be that motivation plays a crucial role in influencing the job performance of teachers in secondary schools, acting as a driving force that shapes their attitudes, efforts, and overall effectiveness.

The literature reviewed was concluded with an examination on teachers' motivation and job satisfaction. It was revealed that when teachers are motivated, they

are more likely to feel valued and competent in their roles, which directly impacts their enthusiasm, commitment, and performance in the classroom.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods that was used in conducting this research is discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection

- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. Descriptive survey research design is a research method that involves collecting data to describe the current state or characteristics of a specific group or phenomenon. It focused on gathering detailed information through tools such as questionnaires to understand and interpret the behaviors, attitudes, or conditions of the population being studied. The design is considered suitable because it allowed the researcher to effectively probe into teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

Population of Study

The population of this study comprised all the 178 teachers in the 12 public senior secondary schools in Ehime-Mbano Local Government Area of Imo State. (Source: Ministry of Education, Imo State, 2024).

Sample and Sampling Techniques

The sample size for the study was made up of 120 teachers. With the aid of the simple random sampling technique, ten (10) teachers each were selected from each schools in the 12 public senior secondary schools in the local government thus, making a total sample size of 120 respondents. The simple random sampling technique was used to draw out the respondents.

Research Instrument

The instrument used for the data collection is a structured questionnaire titled “Teachers’ Motivation and Job Satisfaction Questionnaire (TMJSQ)”. The questionnaire was divided into two sections, A and B. Section A focused on the demographic or personal data of the respondent while section B contained information which borders on the problem of this research. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD).

Validity of the Instrument

The drafted questionnaire for the study was submitted to the project supervisor for content validity assessment. Corrections suggested by the supervisor was integrated into the final version before it was administered.

Reliability of the Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.84 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

The copies of the questionnaire was distributed by the researcher to the respondents. All the questionnaire that were administered were collected on the spot to ensure high return rate.

Method of Data Analysis

The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis. The scores above mean of 2.50 was considered high, while scores below mean of 2.50 was considered low.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

Research Question 1: What is the level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State?

Table 1: Mean and Standard Deviation Analysis Level of Motivation Among Secondary School Teachers

S/N	Items	Mean	SD	Remarks
1.	Teachers consistently arrive early and attend school regularly	3.43	.606	High

2.	Teachers actively engage students in lessons, using creative and innovative teaching methods	3.51	.481	High
3.	Teachers exhibit enthusiasm and passion for their profession	3.49	.491	High
4.	Teachers eagerly participate in workshops, seminars, and training programmes to enhance their skills and knowledge	3.66	.609	High
5.	Teachers maintain discipline and foster a conducive learning environment	3.73	.644	High
Grand Mean		3.56	.566	High

Source: Researcher's Fieldwork, 2024

Table 1 revealed the responses of the sampled respondents on the level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State. Item 1, with a high mean score of 3.43 (SD = .606), demonstrates that teachers consistently arrive early and attend school regularly, contributing to a dependable academic environment. Item 2 records a mean of 3.51 (SD = .481), reflecting teachers' active engagement with students through creative and innovative teaching methods. Item 3 has a mean of 3.49 (SD = .491), indicating that teachers display enthusiasm and passion for their profession, which likely motivates students. Item 4 achieves the second-highest mean score of 3.66 (SD = .609), emphasizing teachers' willingness to participate in professional development activities to enhance their skills and knowledge. Lastly, Item 5 records the highest mean score of 3.73 (SD = .644), highlighting teachers' commitment to maintaining discipline and fostering a conducive learning environment. The overall grand mean of 3.56 is above the criterion mean score of 2.50 which implies that there is high

level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State.

Research Question 2: What is the level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State?

Table 2: Mean and Standard Deviation Analysis on Level of Job Satisfaction Among Secondary School Teachers

S/N	Items	Mean	SD	Remarks
1.	Teachers maintain cordial and supportive relationships with colleagues, students, and school administrators	3.48	.781	High
2.	Teachers are eager to participate in school committees and extracurricular activities	3.35	.698	High

3.	Teachers display enthusiasm during lessons, showing energy and dedication in their instructional delivery	3.43	.675	High
4.	Teachers willingly stay after school hours to assist students and prepare lessons	3.42	.542	High
5.	Teachers take pride in celebrating their accomplishments and those of their students	3.43	.631	High
Grand Mean		3.42	.665	High

Source: Researcher's Fieldwork, 2024

Table 2 revealed the responses of the sampled respondents on level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State. Item 1 shows a mean of 3.48 (SD = .781), indicating that teachers maintain cordial and supportive relationships with colleagues, students, and school administrators, fostering a harmonious school environment. Item 2, with a mean of 3.35 (SD = .698), reflects teachers' eagerness to participate in school committees and extracurricular activities, enhancing overall school functionality. Item 3 records a mean of 3.43 (SD = .675), showing that teachers demonstrate enthusiasm and energy during lessons, promoting effective instructional delivery. Item 4, with a mean of 3.42 (SD = .542), highlights teachers' willingness to dedicate additional time after school hours to assist students and prepare lessons. Similarly, Item 5 also has a mean of 3.43 (SD = .631), illustrating that teachers take pride in celebrating their achievements and those of their students, which can boost morale and motivation. The overall grand mean of 3.42 is

above the criterion mean score of 2.50 which implies that there is high level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State.

Research Question 3: How does the level of motivation among teachers impact their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area?

Table 3: Mean and Standard Deviation Analysis on Teachers’ Motivation and Job Satisfaction

S/N	Items	Mean	SD	Remarks
1.	Motivated teachers feel fulfilled when their efforts lead to students' success, enhancing their job satisfaction	3.58	.673	Agreed
2.	Motivation fosters a collaborative and supportive atmosphere among teachers	3.38	.421	Agreed

3.	Motivated teachers are more likely to find alignment between their personal goals and the school's mission	3.63	.458	Agreed
4.	Motivation encourages teachers to take initiative and make decisions, leading to greater job satisfaction	3.77	.661	Agreed
5.	Motivated teachers experience pride and satisfaction in maintaining high standards of teaching	3.55	.834	Agreed
	Grand Mean	3.58	.609	Agreed

Source: Researcher's Fieldwork, 2024

Table 3 shows the responses of the sampled respondents on how the level of motivation among teachers impact their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area. Item 1, with a mean score of 3.58 (SD = .673), shows that motivated teachers feel fulfilled when their efforts lead to students' success, significantly enhancing their job satisfaction. Item 2, recording a mean of 3.38 (SD = .421), indicates that motivation fosters a collaborative and supportive atmosphere among teachers, promoting teamwork. Item 3, with a mean of 3.63 (SD = .458), reflects that motivated teachers are more likely to align their personal goals with the school's mission, creating a sense of purpose. Item 4 achieves the highest mean score of 3.77 (SD = .661), emphasizing that motivation drives teachers to take initiative and make decisions, further increasing their job satisfaction. Lastly, Item 5, with a mean of 3.55 (SD = .834), highlights that motivated teachers take pride in maintaining high teaching standards, which enhances their professional fulfillment. The grand mean of 3.58 is above the criterion mean score of 2.50 which implies that there is a significant impact of teachers'

motivation on their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

Discussion of Findings

Findings from the study in research question one shows that there is high level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State. This findings is in line with Nwankwo (2022) who found out in his study that there is high level of motivation among senior secondary school teachers. Also in line with the findings, Yekini (2020) asserted that despite the challenges they are facing, there is high level of motivation among teachers which is often reflected by their passion for education and the fulfillment of shaping young minds.

Findings from the study in research question two reveals that there is high level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State. This findings is in agreement with Adekunle (2019) who found out in his study that there is high level of job satisfaction among secondary school teachers. Similarly, Lawal (2022) found out in his study that there is high extent of teachers' job satisfaction in secondary schools.

Findings from the study in research question three indicted that there is a significant impact of teachers' motivation on their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. In support of the findings, Kabir (2023) asserted that when teachers are motivated, they are more likely to feel

valued and competent in their roles, which directly impacts their enthusiasm, commitment, and performance in the classroom. Also in support of the findings, Arokoyu (2021) opined that teachers who experience high levels of motivation tend to display greater job satisfaction because they feel a stronger alignment between their personal values and the goals of their profession. Similarly, Okoro (2021) found out in his study that there is a significant impact of teachers' motivation on their job satisfaction in senior secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

The study investigated teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. To achieve the purpose of the study, three research questions were raised and answered. The population

of this study comprised all the 178 teachers in the 12 public senior secondary schools in Ehime-Mbano Local Government Area of Imo State. The sample size for this study consisted of 120 teachers randomly selected from the 12 public senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

The instrument that was used for the data collection is a structured questionnaire titled “Teachers’ Motivation and Job Satisfaction Questionnaire (TMJSQ)”. The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis. The scores above mean of 2.50 was considered high, while scores below mean of 2.50 was considered low.

Findings of the research

Findings from the study include:

- That there is high level of motivation among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State.
- That there is high level of job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State.

- That there is a significant impact of teachers' motivation on their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State.

Conclusion

The study investigated teachers' motivation and job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. Based on the findings of the study, the researcher concluded that there is a significant impact of teachers' motivation on their job satisfaction in senior secondary schools in Ehime-Mbano Local Government Area of Imo State. It was also concluded that there is high level of motivation and job satisfaction among senior secondary school teachers in Ehime-Mbano Local Government Area of Imo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. School administrators and the government should continue providing incentives such as regular payment of salaries, performance bonuses, and professional development opportunities to maintain the high level of motivation and job satisfaction among teachers.

2. Schools should establish structured teacher recognition programmes to reward outstanding performance and commitment. Awards such as "Teacher of the Month" or "Best Innovator in Teaching Methods" could foster a sense of appreciation and further boost job satisfaction.
3. The government and school authorities should organize workshops, seminars, and in-service training programmes to help teachers grow professionally. This will enhance their skills, keep them updated with modern teaching methodologies, and further improve job satisfaction.
4. Regular assessments should be conducted to gauge teachers' motivation levels and job satisfaction. Teachers should also be encouraged to provide feedback on existing policies and programmes. This will help identify areas that require improvement and ensure that motivational strategies remain effective and relevant.

Suggestion for Further Studies

The researcher focused on teachers' motivation and job satisfaction in senior secondary schools only in Ehime-Mbano Local Government Area of Imo State. Similar research can be carried out in other Local Government Area of Imo State for a better generalization of the study.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

The questionnaire is for the purpose of investigating “**Teachers’ Motivation and Job Satisfaction in Senior Secondary Schools in Ehime-Mbano Local Government Area of Imo State**”. Kindly fill it as appropriate. Your information will be treated confidentially. Thank you for your time.

Section A: Demographic Data

Sex: Male () Female ()

SECTION B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Level of Motivation Among Secondary School Teachers				
1.	Teachers consistently arrive early and attend school regularly				
2.	Teachers actively engage students in lessons, using creative and innovative teaching methods				
3.	Teachers exhibit enthusiasm and passion for their profession				
4.	Teachers eagerly participate in workshops, seminars, and training programmes to enhance their skills and knowledge				
5.	Teachers maintain discipline and foster a conducive learning environment				
	Level of Job Satisfaction Among Secondary School Teachers				
6.	Teachers maintain cordial and supportive relationships with colleagues, students, and school administrators				
7.	Teachers are eager to participate in school committees and extracurricular activities				
8.	Teachers display enthusiasm during lessons, showing energy and dedication in their instructional delivery				
9.	Teachers willingly stay after school hours to assist students and prepare lessons				
10.	Teachers take pride in celebrating their accomplishments and those of their students				
	Influence of Motivation on Teachers' Job Performance				
11.	Motivated teachers dedicate more time and effort to preparing engaging and effective lesson plans				

12.	High motivation leads to better classroom control and the ability to maintain a positive learning environment				
13.	Motivated teachers are more likely to adopt creative and innovative teaching strategies				
14.	Teachers with high motivation inspire and engage students, improving academic outcomes				
15.	Motivated teachers are more resilient and proactive in addressing teaching challenges and finding solutions				
Teachers' Motivation and Job Satisfaction					
16.	Motivated teachers feel fulfilled when their efforts lead to students' success, enhancing their job satisfaction				
17.	Motivation fosters a collaborative and supportive atmosphere among teachers				
18.	Motivated teachers are more likely to find alignment between their personal goals and the school's mission				
19.	Motivation encourages teachers to take initiative and make decisions, leading to greater job satisfaction				
20.	Motivated teachers experience pride and satisfaction in maintaining high standards of teaching				