



Principals' Motivational Strategies and Teachers Job Satisfaction in Public Senior Secondary Schools in Rivers State

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Abstract

The study viewed at the relationship between principals' motivational strategies and teachers job satisfaction in public senior secondary schools in Rivers State. The population of the study comprised 267 principals and entire teachers of public senior secondary schools in Rivers State with a total number of 7425. A sample of 107 out of 267 principals was drawn while a sample of 372 teachers was drawn from the population of teachers in 30 selected public senior secondary schools under 10 Local Government Area in Rivers State. Four research questions and four null hypotheses guided the study. Data collected was analyzed using SPSS version 23. Cronbach Alpha reliability analysis was used to measures the reliability of the instruments at 0.79 and 0.74 respectively. 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. It was also found out that teachers' involvement in decision making correlates positively with job satisfaction of teachers in public senior secondary schools in Rivers State; whereas school management support, positive reinforcement and job design showed no significant relationship with teachers' job satisfaction. Based on the findings, it was therefore recommended among other things that principals should always involve their teachers in decision making processes regardless of their age, gender educational qualification and length of service in order to increase their satisfaction on the job.

Keywords: Result, Strategy, Job satisfaction, Principal, Teacher, Leaders, Methodology, Government, Study, Reinforcement, Significant, Relationship.

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INTRODUCTION

Teachers' motivation and job satisfaction are very critical to any organization that wants to remain in business in this critical time. Rob Wormley in Nwiyi (2019) in People Management says, when it comes to growing your business, you can use all the tools and systems you want: but if your staff aren't motivated to do great work, you're not going to get very far.

Presently there is a shift in organizational setting which focuses on Staff motivation and job satisfaction. Akintoye in Nwni (2019) emphasized that people spend one third to one half of their waking hours at work, for a period of 40 to 45 years, and that this a very long time to be frustrated, dissatisfied and unhappy, especially since these feelings carry over to family and social life, and affect physical and emotional health. The motivated and satisfied staff will show high commitment to the goal and objective of the organization. Job satisfaction is as a result of highly motivated staff by a motivational and visionary leader.

If staff demotivated, he or she will have a bad feelings about the work place. This will greatly affect production output. Many organizations are after draining their staff not minding their hard work. Teachers are paid very poor salary, hard work not recognized, no room for reward/recognition, poor healthcare of staff and family, no job security, poor working condition, over stress just to mention but a few. Due to lack of staff motivation and job satisfaction, many school are collapsing as their key/experience teachers are resigning their appointments and on a mass movement to other companies for greener pastures. It is important to a staff's mental outlook to believe that he/she is valuable to your establishment. Involved them in decision making, pay them good salary/ bonuses and on time.

Celebrate them, give them good hand shake, praise them for exceptional performance, thank them for extra efforts, congratulated them on their talents and reward them with gift cards and other expressions of gratitude. Some will get job satisfy through career development. Leaders in the workplace need to radiate optimism, especially during times of changes or difficult circumstance, so their employees will follow suit. It might take time and repeated encouragement for some staff members to get on board with an "optimism" project, but it is worth the effort. As a leader you study each of them and know what drives them so that they can put in their best for the organization. Make them happy and they will give you what you want. They are the greatest tools you have for your breakthrough in business. Leaders give them challenges such as Leading a work team, designing a project or mastering the new office equipment and software, which can help increase feelings of worth when the challenges are successfully met.

Many school heads are after draining teachers not minding their suffering conditions. Staff are working but not getting job satisfaction because of lack of staff motivation. Teachers are paid poor salary, hard work not recognized, no room for reward/recognition, poor healthcare of staff and family, no job security, poor working condition, no career part/ training, to mention but a few. As at present, children school fees, house rent, transportation and cost of living have skyrocketed. Hence, many children have been sent back home from schools, land lords parking staff property out of their rented houses. Staff and their families are living like rats in one hole. When the wellbeing of staff is in good shape: physically and physiologically, then the organization is sure to make profits. Any organization that wants to survive in this challenging business time must as a matter of urgency consider teacher's motivation and job satisfaction are critical to the school. Do not forget, no organization can be in business are critical to the company. Do not forget, no organization can be in business without making staff happy in their work environment. Comparatively, the key aim of any staff is to get job satisfaction and the organization is to make profits. Hence, staff motivation and job satisfaction should not be door carpeted by organization.

Statement of the Problem

In many schools, teachers' moral is demoted and not getting job satisfaction in their work place. This has led to exodus movement of teachers to other greener organizations since they are not able to meet their organizational plans because of bad leadership. Presently, life is unbearable for teachers due to high cost of living including: house rent, children school fees

and transportation have increase more than 150%. Staff can no longer feed their families and pay rents etc. Staff chooses to work in an organization to reduce the effect of his/her suffering to the barest minimum and to make life easy. Teachers' children are sent back from school and their future career in hanging in the air. Where Staff cannot meet up this high cost of living and the basic needs according to Maslow's need hierarchy theory (1970:68) which explains five level of needs, tell me how can he/she be happy and do his/her best? And human beings would hardly perform their duties effectively under very poor working condition. Truancy, idleness, absenteeism, frequent excuse duties and deliberate lateness to work are sings that indicate that staff is not satisfy in his/her daily activities. As they say, "a hungry man is an angry man"; this is the condition of staff due to lack of staff motivations and job satisfaction. In view of lamentable lack of teachers' motivation and job satisfaction, this study plunged into the roots of the above problems and proffers solutions, since this a challenge to solve.

Aim and Objectives of Study

The aim of this study is to determine the relationship between principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Identify the motivational strategies mostly used by principals in the administration of public senior secondary school in Rivers State.
- Determine the relationship between principals' school management support and teachers' job satisfaction in public senior secondary in Rivers State.
- Examine the relationship between principals' positive reinforcement and teachers' job satisfaction in public senior secondary school in Rivers State.
- Access the relationship between principals' involvement of teaches in decision making and teachers' job satisfaction in public senior secondary schools in Rivers State.
- Investigate the relationship between principals' job design and teachers' job satisfaction in public senior secondary school in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

- What are the principals' motivational strategies that influence teachers job satisfaction in public senior secondary schools in Rivers State?
- What is the relationship between principals' support and teachers' job satisfaction in public senior secondary school in Rivers State?
- What is the relationship between principals' positive reinforcement and job satisfaction of teachers in public senior secondary schools in Rivers State?
- What is the relationship between teachers' involvement in decision making and their job satisfaction in public senior secondary schools in Rivers State?
- What is the relationship between principals' job design and job satisfaction of teachers in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study:

- **H0₁:** There is no significant relationship between principals' support and job satisfaction of teachers in public senior secondary schools in Rivers State.
- **H0₂:** There is no significant relationship between principals' positive reinforcement and teachers' job satisfaction in public senior secondary schools Rivers State.
- **H0₃:** There is no significant relationship between teachers' involvement in decision making and their job satisfaction in public senior secondary schools in Rivers State.
- **H0₄:** There is no significant relationship between principals' job design and teachers' job satisfaction in public senior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

The theoretical framework of this study is anchored on Herzberg in Ololube (2019) two factor theory that is heavily based on need fulfillment. The theory reveals how employers should motivate their employees at work and at the same time make them feel satisfied on the job; and this is what the present study tends to investigate. Frederick Herzberg in Ololube (2019) introduced two-factor theory also known as motivation hygiene theory. He developed this theory as a result of his interest towards those things that can cause workers to be satisfied or dissatisfied at the work place. Draft in Ololube (2019) added that the two-factor theory conceptualized two separate dimensions that contribute to worker's behavior at work. The theory claims that worker's satisfaction and dissatisfaction on the job result from different factors which Herzberg named hygiene factors and motivation factors. According to Herzberg, hygiene factors are those factors which are extrinsic to the job. These factors are necessary at work place but not sufficient conditions for the satisfaction of workers. They neither cause satisfaction nor increase worker's performance, on the job and they are part of the context in which the job is performed, as opposed to the job itself.

Hygiene factors includes company policies, supervision, and interpersonal relationship with supervisors, working conditions, salary, safety, and security on the job. They are associated with job content. Agi in Ololube (2019) asserted that these factors remove dissatisfaction from work but do not cause people to get satisfied or motivated at work. For example, imagine a teacher working in an unpleasant work environment; the classroom is not safe and conducive for teaching and learning and he is being harassed or mistreated by the school heads, he would certainly be miserable in such a work environment. However, if these problems were solved (the classroom is safe and conducive with little or no harassment on the job), he would most likely take the situation for granted and perhaps will not still feel satisfied on the job.

Motivational Factors (Motivators): Motivators are factors that drive human behavior which relate to the intrinsic nature of the job. They include achievement, recognition; interesting work, increased responsibilities, advancement, and growth opportunities. According to Herzberg's research, motivators are seen as the conditions that truly encourage and cause employees to work harder. Their presence makes workers highly motivated and satisfied whereas their absence keeps workers indifferent at work. The theory claims that workers' satisfaction depends on motivators, while dissatisfaction is the result of hygiene factors. Two-factor theory relates to this study in that motivation factors present in the school system determines the level of motivation and satisfaction teachers derive on the job; whereas, their absence bring job dissatisfaction. For instance, if there is quality supervision of teachers,

good interpersonal relationship between teachers and the school authority as well as open school climate and good job design, teachers' morale on the job will definitely increase. And if teachers are recognized for their potentials and are given more responsibilities it will encourage positive work attitudes among them.

This theory can be a valuable aid to school heads as it points out that improving the environment in which the job is performed goes a long way in motivating teachers. It equally points out that employee (teachers) who are often given responsibilities and regularly recognized for their achievement tends to show more commitment in their job than those who are not. In other words, school managers need to take cognizance of these factors and equally realize that hygiene factors such as salary, job security, schools' policies, supervision and existing interpersonal relationship do not motivate teachers who desire to be recognized, appreciated or have need for responsibilities and advancement on the job. Hence, teachers who are perceived to show these needs should be identified and treated accordingly.

CONCEPTUAL CLARIFICATION

Concept of Motivation

The term motivation is an incitement or inducement to act or move. Motivation is the process of inducing the staff of an organization to act in a predetermined desired manner so as to achieve organizational goals and objectives. Motivation is the ability of a leader to influence a person or a team to do what he/she could not have done ordinary. The term "motive" which is an inner state that activate people to exhibit positive or active behavior towards personal or group goals. Leadership involves developing and communicating a vision for the future, motivating people and securing engagement (Armstrong, 2012). It refers to conditions that determine why people do or refrain from doing things. In this way, the concept of motive become central, referring to the driving force within a person. Taken together, the process of motivation involves choosing alternative form of action in order to achieve some desired ends or goals. Motivation is the driving force to pursue and satisfy ones needs.

Motivation is the process of stimulating people to action, to achieve desired goals. A leader who lacks motivation cannot be succeed in his/her business. A part from equipment resources, human capital is the greatest resource a leader has for his set goal achievement. Even a mad man can be control if you give him/her what he/she needs (motivation). Lack of motivation is manifested in a worker not showing interest in performing his/her duties, and this leads to: truancy, idleness, absenteeism, frequent excuse duties, conflicts, etc. Motivation is an important stimulation which directs human behavior. No individual has same attitude or behavior, hence in midst of this diversity organization are supposed to frame practices which will be able to satisfy the group and not just and individual.

Types of Motivation

There Are Two Types of Motivation

Intrinsic Motivation: Generally, people can be intrinsically or extrinsically motivated. Intrinsically activated staff derives joy in being part of the organization and enjoying a sense – of accomplishment and achievement as a member of such organization who contributes towards the organizational growth. This type of motivation is "inner satisfaction" one derives in working in the company such as: stimulating work, flexible structures and procedures, and adequate level of autonomy. For instance, the salary might be poor but the staff derives satisfaction in working in the organization because the company has high level of career

development of staff. The staff satisfaction comes as a result his/her brighter future. Futuristic brightness is the course of this staff job satisfaction. The staff has room to grow, hence this type of person will not be satisfied with high salary payment.

Extrinsic Motivation: This is physical needs of an employee such as: financial reward, promotion, staff quarters, car loan, free medical for staff and family etc. this type of staff will not be happy if the salary is not good for him/her. He/she is not interested in what the future has for him/her but now. Extrinsically motivated staff exhibits work behaviours that will attract material and social rewards or to avoid punishment. It is also possible that one can exhibit both intrinsic and extrinsic behavior at work place as a result of some personal factors.

Some Motivational Strategies for Teacher's Motivation and Job Satisfaction

Motivational strategies are methods that encourage the individual's goal-related behavior Dornyei (2001). According to him, they are those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect. In the field of education, they are those actions, strategies or tactics put in place to energize positive and desirable work behavior from teachers and at the same make them have feelings of worth and satisfaction on the joy. Since employees work harder if satisfied in the jobs, knowing the factors related to jobs satisfaction could help prevent staff frustration and low job satisfaction (Beder in Ololube 2019).

Cherrington in Ololube (2019) contended that job satisfaction is determined primarily by the kind of rewards, number of rewards and rewards expectation of employees. According to him several factors contributes to rewarding or non-rewarding nature of job. These factors include; characteristics of the job itself, characteristic of the organization, characteristics of the person i.e age and education. Therefore, in this study, the various factors to be considered are; job design, teacher' involvement in decision making, positive reinforcement and merit-based performance reward system, incentives, working environment, management support and school leadership. Since human behavior is very difficult to understand there should be many different techniques to encourage best and optimal task performance from people especially teachers in secondary educational system. These strategies amongst other things include:

Job Design

The design and management of workloads in school is an important aspect that can make or may the goals of education. This is because where these tasks or duties are not effectively coordinated, expected results will not be achieved. Teachers are motivated when their jobs are properly designed. Higher workload on teachers leads to demonization. The statutory student-teachers ratio requirement in secondary schools in 1:45 as enshrined in the national policy on education (FRN, 2004). But it is unfortunate to see a teacher managing more than sixty students in a classroom and at the same time is expected to deliver more than 6hours lesson in a day, prepare lesson notes and some days administer tests, examination, mark and record the student scores and equally carry out other routine and non-teaching tasks that may assigned to him. In schools where the teachers' strength is not enough or where principals lack proper work coordination and job design, the tasks could be overbearing on these teachers and result to job dissatisfaction.

According to Hackman and Oldham in Ololube (2019) job differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance,

autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) Experienced meaningfulness of work, (2) Experienced responsibility for work outcomes, and (3) Knowledge of the results of work activities. To Hackman and Oldham, when these critical psychological states experienced, work motivation and job satisfaction will be high. Well-designed jobs help in getting interest of employees as people feel boredom when jobs are poorly designed. Hence, principals ought to be proactive on how they design and assigned duties to avoid over utilization of their discourage boredom and unnecessary fatigue. Supporting the above assertion, Fleishman in Ololube (2019) stressed the importance of human relation of the supervisor, the term and management in determining employee's work definition.

Teachers Participation in Decision Making

In the school system the roles of teachers cannot be over-emphasized. They, in fact, are considered to be the most important human resources in the system. It is often believed that the quality of education in any education system depends on the quality of its teachers. Teachers rank next in importance to students in considering decision element. The priority often given to students when making decisions is because of their reactionary and quick temperaments and also because they serve as “raw materials” to the educational system. Understandably, there will no industry if raw materials are unavailable. Obviously, without students no one can talk of an educational system or an educational institution for that matter. Hence the educational manager must usually consider the interests of students and their welfare in making any decisions that are of interest to the school system. Next to be considered are teachers.

In making decision on both resource allocations and utilization as well as other matters of interest it is important for the educational manager to always take into consideration welfare of teachers. Teachers can make or mar the system depending on how they feel the society has treated them. Like other employees generally, teachers come into the organization with certain needs yearning for satisfaction. If these needs are not satisfied as has been the case among teachers in developing countries – then the teacher cannot perform at his best. The ever and rapidly falling standards or quality of education in developing societies are largely attributed to the poor deals that teachers have been exposed to. On how to encourage teachers to be part of the decision-making process of an institution in order to enhance the quality of decisions in the system, Owens in Okoroma (2019) has made the following generalizations on organizational decision-making:

- Effective participation by teachers in meaningful organizational decisions does ‘pay off’
- Teachers do not want or be involved in every decision nor do they expect to be. In fact, teachers have their duties to perform-teaching and research. They do not want the job of the educational administration which is primarily to make decisions on educational resources.
- The roles and functions of teachers in decision-making can be varied according to the nature of the problem.
- Teachers prefer principals or head teacher who involve them in relevant decision-making.
- Participation in decision-making is positively related to the individual teachers’ satisfaction in the profession of teaching. In education as in other organizational set-ups team-work is important. There is always need for co-operation among teachers

and between teachers and institutional heads. The spirit of team-work of co-operation requires collective decision or consultations.

- Both internal and external factors affect the degree of participation in decision-making by teachers.
- It is necessary that the teachers be involved in decisions that affects them. This will encourage them to function at their best.

More on Teachers Participation in Decision-Making

Holy and Miskel (1987) in Okoroma (2019) made the following propositions about teacher participation in decision:

- The opportunity to share in formulating policies is an important factor in the morale of teachers and in their enthusiasm for the school organization.
- Participation in decision-making is positively related to the individual teachers' satisfaction with the profession of teaching.
- Teachers prefer principals who involve them in decision-making (regardless of whether the teachers have high or low dependency needs).
- Teachers neither expect nor want to involve in every decision; in fact, too much involvement can be detrimental as too little.
- Participation in decision-making has consequences that vary from situation to situation.
- The roles and functions of both teachers and administrators in decision-making need to be varied according to the nature of the problem.
- Both internal and external factors affect the degree of participation in decision making by teachers.

Positive Reinforcement and use of Merit-Based Performance Reward System

Positive reinforcement is the practice of rewarding desirable behavior of employees in organization in order to strengthen that behavior. It is a motivational technique meant to elicit and to strengthen new behaviors by adding rewards and incentives instead of eliminating benefit (Catania, 2001). Terpstra in Ololube (2019) asserted that positive reinforcement will cause a behavior to be repeated while negative reinforcement will cause the avoidance of bad behavior not to be repeated. Whereas, merit-based performance reward is a compensation such as awards, monetary reward, gifts, bonuses and letter of commendation given to staff for an outstanding performance or contribution made in the work place based on measurable criteria which are determined by the school.

These two forms of reward are given when desirable action or behaviors has occurred. In private owned schools where the pay plan conditions of staff are determined by the principals' merit reward can be in form of non-recurring bonuses, retention of outstanding teachers or increase in their salary base. For instance, if a teacher makes an outstanding contribution and he/she is recommended for higher position or given an award, this reward motivates him to continue the good work. It is an innovative compensation strategy that has the potential to cause teachers to put forth greater efforts in their job. Recognizing, praising, and rewarding teachers who made an outstanding performance is an effective motivational technique principals should not take for granted. There is no doubt that some teachers perform more duties in schools than others. Hence, every principal needs to recognize and encourage those teachers that perform extra duties.

Praises and recognition help to build confidence, which is required for repetition of previous action. Forums for recognition and praise of exceptional teachers may be during they may be. Apart from praising teacher during official gathering, letter of commendation can be given to such teachers for documentation. Giving cash rewards, prizes and other gifts to teachers can also motivate them towards improving on their performances. Andrew (2004) in Ololube (2019) held the view that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource while Carraher et al. (2006) advocated that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. Similarly, Bohlander et al. (2001) in Ololube (2019) in addition stressed that compensation packages should be the most important consideration for the managers and administrators of educational institutions in motivating teachers.

Provision of Incentives

Part of the reward system capable of boosting teachers' morale is incentive. According to Arkes and Garske (2001), in Ololube (2019) incentives are referred to as objects, events or condition that incites a person to action. They are expressions of a person's need which are external to him. Incentives are those things a person perceives in his environment as being helpful to the achievement of his goals. Thus, to satisfy a person, incentives must be present in his environment that will serve as a satisfier. Incentives could be positive for example prize, praise etc., and negative for example threats punishment etc. Abah in Ololube (2019), opined that 'Man finds work distasteful and that, he is naturally lazy, and only motivated to work by fear or greed'. He is thus motivated to work through incentive (increased wages and allowances or punishment and sanctions). Often, he calculates the satisfaction he would get from the smallest amount of effort he makes. Hilgard and Atkinson in Ololube (2019) in line with the above opined that an organism will approach positive incentive and will avoid negative incentives and that both the positive and negative, incentives should be judiciously applied.

Good Work Environment

Teachers' work environment is the school. It constitutes important factor in teacher motivation and job satisfaction. In Nigeria, the teacher's working environment has been described as the most impoverished of all sectors of the labor force (Nigeria Primary Education Commission 1998 in Ololube, 2019). Public secondary schools in Rivers State are not exception as the condition of most of these schools especially those in rural parts of the state are quite pitiable. Facilities in most of these schools are dilapidated and inadequate and the principals in these schools appear to neither be reluctant over it nor make frantic efforts within their scope of employment as school managers to remedy the situation. Kareem in Ololube (2019) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

Luthans (1998) argued that if people work in a clean and friendly environment, they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Similarly, Chandrasekar in Ololube (2019) posits that school environment can affect productivity, motivation and wellbeing. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviors of teacher towards their work. Several studies show that the environment is related to teacher's job satisfaction and

improvement on it has positive effect on both teachers and learners. Thus, it is important for administrator to create enabling working environment.

School (Principal) Management Support

School management support through encouragement and attention to the personal and on the job needs of workers constitute important factor in employee motivation. In Nigeria, teachers are facing many personal and on the job problems, which are undermining their effectiveness in schools. There are those that are financially impoverished, to the extent of not being able to afford the basic needs such as food, clothes, shelter, and money. Some are having pressing needs to fulfill. There are also some who might be having unsettled homes due to conflict and this makes them to be emotionally distracted from work. Some are suffering from ailment(s), which might be undermining their effectiveness and regularity in schools and classes.

A teacher can be having an axe to grind with one or more teachers in school while some can be feeling inferior to their colleagues due to low qualifications. In case of those teachers having marital conflicts, Head of schools can mediate in such conflict if need be. Those having low qualification among the teachers can be encouraged and assisted in getting approval for in-service education from the appropriate quarters. They can equally assist teachers who have financial needs to access loan from banks or give loan to such teachers if their financial base to meet such financial demand is adequate. He can equally encourage monthly routine contribution commonly known as “Osusu” in igbo land among his teacher as this can go a long way to help teachers out of their financial predicament. Split et al. (2011) observed that managerial support largely contributes to teachers’ overall wellbeing. Hence, there is need for principals to give priority to it.

Concept of Job Satisfaction

Strictly speaking, a job is a discrete work activity or work schedule for which a reward in form of a pay may be received or not. An occupation on the other hand is profession or a series of related jobs taken in a cluster. A career refers to a life-long endeavour which embraces both vocational activities such as hobbies and non-earning past-times related to one’s occupation on the other hand, and vocational activities for which a monetary reward is normally contracted. Strict adherence to the intricate differences among these terms regarding their meanings is not only undesirable in this context but also a sterile exercise in technical minutia for a wrong audience. Students of guidance and counseling can grapple with these intricacies of vocational semantics, which fall squarely within their professional ambit. The term job in this context means an occupation or profession. Job satisfaction in this context then connotes a feeling of contentment in one’s occupation or profession.

Satisfaction or a feeling of contentment is judged against the needs of the individual. If an occupation meets the needs of an individual, then job satisfaction has been attained. If an individual’s occupation does not meet these needs, then job dissatisfaction has been experienced. There is nothing like perfect job satisfaction since human needs are endless and insatiable. Job satisfaction in school is all about the teacher enjoying his/her job while working. It is an individual’s emotional response to his or her job condition. It describes how contented an individual is with his or her job. Different people have different drives in their place of work. To some good pay packet, job security, good environment, training etc (Nwiyi, 2019).

Human needs have already been discussed by Maslow’s hierarchy of needs was outlined. Briefly, the needs may be stated again as follows:

Physiological Needs or bodily (tissues) needs such as a need for food, water, shelter, elimination of waste, sleep and sexual satisfaction. These needs may not be blocked directly by any occupation. But some occupations may make little provision of physical exercise. Some occupations may be accompanied by noise pollution and thus disturb or irritate the physiological balance of a worker. But when these adverse conditions are kept out entirely or at the barest minimum, a state of physiological satisfaction becomes evident.

Security or Safety Needs: hinge on a desire or want to avoid accidents at the place of work, to forestall some occupational hazards and to be safe from both physical and psychological injury. An occupation should facilitate the provision of protective clothing, warmth and ways of defending self. Work environment should offer a sense of safety and protection of the worker in order for that worker to be satisfied with the security. Security also refers to a form of “insulation” from retrenchment, redundancy and other adverse conditions a worker is likely to face in future.

Belonging and Affection Needs: also count seriously towards job satisfaction. While the physiological needs centre on the person himself, the belonging and love or affection needs involve an interaction between a person and others. Love and affection are transmitted to the workers in the process of interaction. Amicable affiliation between subordinates and the management as well as among staff themselves is a critical social and psychological condition acceptable, to be praised, to relate friendly to others, to co-operate in a cohesive manner. Leadership should create opportunities for people to express affection to others and to receive it.

Esteem Needs: concern a need for self-esteem, recognition as a person of worth, appreciation of the roles a person is playing, acclamation or commendation and attention. References had already been made to the author’s driver whose face always “glowed” with pride whenever the author called him “the mobile engineer” rather than the common name “driver”. All workers want prestige, status and influence. These conditions enhance self-esteem and sense of worth.

Integration or wholeness Needs: refer to a need to avoid inconsistencies in personality so that the internal conflicts going on in an individual can be resolved for that individual to be at peace with the self. As a worker gains experience on the job, interacts with his superiors and receives a form of counseling from the more experienced workers, he learns to make a self-analysis and to settle personal inconsistencies in order to live a realistic life full of achievable goals.

Self-actualization Needs: hinge on the “becoming or growth need” (French, 2008). A worker’s higher order need to fulfill himself, to become the best that can possibly become, to grow and reach the zenith of his potential is critical to job satisfaction. The need to get promoted, to advance educationally and to achieve a higher standing is an essential condition for job satisfaction.

A need to know and understand: is partially a self-actualizing need. Jobs that offer opportunities for research, knowledge acquisition and an in-depth understanding of what the job is all about are potentially satisfying. This is the highest order need for which only a few workers strive.

It must be reiterated that these needs are related in a hierarchy of propensity. Once the lower order needs are met the next higher order needs emerge and predominate. It must also be emphasized that job satisfaction is judged against the worker's physiological, social, economic and psychological needs. The worker's motivation is thus based on needs, and once these needs are satisfied, the worker is motivated and happy in his job.

The Bases of Job Satisfaction

From the following discussion, the following based of job satisfaction have emerged:

The Psychological Bases: The psychological factors include the need for love, affection, belongingness, future security of a job, praise, self-esteem, status (may be social too), integration and self-actualization. These needs should be met in order to bring about job satisfaction.

The Social Bases: The needs for social status, influences, interaction, affiliation with others, social approval from colleagues as peer group, and the management. Home stability as a social factor exerts a great influence on job efficiency and inefficiency. A worker who leaves a troubled home is likely to carry over some of his family-generated frustrations to the place of work. An emotionally disturbed worker may damage the organizational machinery and get punished. A worker from a family that make excessive demand on his/her take-home may turn around to make impossible demands of the organization and get frustrated. Such a workers may be pushed by the pressure to defraud the organizations in order to meet the high demands of the family or the society. Such a worker may think more of additional part-time activities than the main job. Furthermore, an individual from a social group or community with strong communal allegiance (spending money on naming ceremonies and different forms of launching ceremonies) may frivolously use the organizational money to satisfy these demands and get punished by the management. The satisfaction of brotherhood ties may cause job dissatisfaction and even occupational instability which may come as a result of an endless search for a satisfying job. Thus, to some people, job satisfaction is defined in terms of opportunities to meet social demands.

Instrumental/Economic Bases: Work is defined by most people as paid activity. For many workers, job satisfaction derives from the size and regularity of monetary income from work. Thus, most workers will derive their contentment from the financial and other instrumental sources offered by their work and so that they can meet their basic and luxury needs as well. Salary income, fringe benefits, retirement benefits, allowances and other incentive fall under instrumental economic bases.

Physiological (Physical) Bases: The Human body needs food, water, shelter, oxygen, rest, exercise and good ventilation. If work deprives people of all these or some of them, there may be dissatisfaction. Facilities for games and other physical exercises should be provided to satisfy this need.

Effective communication as a basic: This flow of information within the organization is a vital basis for job satisfaction. Effective communication is a significant aspect of the organizational climate, which also plays an important part in job satisfaction. The leader should employ both formal and informal means to inform the workers about what is going on in the organization to forestall areas that might breed gossips, bickering and innuendoes.

METHODS

The correlational design was used for this study. The population of this study comprised all principals and teachers in public senior secondary schools in Rivers State. There are 268 senior public secondary schools in Rivers State with a total population of 7425 teachers and 267 principals. The sample for this study is 107 principals which represent 40% of population and 5% of 372 teachers drawn from 30 public senior secondary schools in Rivers State. Simple random sampling technique was used. In collecting the data, two questionnaires titled " principals" Motivational Strategies Questionnaire" (PMSQ) and "Teacher's Job Satisfaction Questionnaire" (TJSQ) were used. The items were rated on 4-point Likert Scale ranging from 1= strongly Agree (SA), 2=Agree (a), 3= Disagree (D) and 4= strongly Disagree (SD). The instruments PMSQ and TJSQ were subjected to face and content validation by the researcher's supervisor and other experts in the Department of Educational Management, Ignatius Ajuru University of Education, Rivers State. To ensure reliability of the instrument Cronbach Alpha reliability test was used and the reliability of the two instruments was established at 0.79 for PMSQ and 0.74 for TJSQ.

A total of 107 and 372 copies of questionnaires were administered to principals and teachers respectively in their various school. 100 out of 107 copies of the questionnaires distributed to principals were properly filled and returned representing 20.9% return rate while 305 out of 372 copies of questionnaires distributed to teachers were properly filled and retrieved representing 63.7% return rate. The ones that were not properly filled by both sets of respondents were expunged. Data collected was analyzed using Mean and standard deviation and Product Moment correlation coefficient were used to analyze research question one while for research question two to five and was equally used to test the null hypotheses at 0.05 of level of significance. The criterion mean of 2.50 was used as decision rule for accepting an item; while any mean value below 2.50 was rejected.

RESULTS

Answer To Research Questions

Research Question 1: What motivational strategies do principals used in administration of public senior secondary schools in Rivers State?

Table 1: Mean ratings of respondents on motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State.

S/N	Variable	M	SD.	Decision
1.	Management Support	2.75	.892	Agreed
2.	Positive reinforcement	2.66	.987	Agreed
3.	Teachers' involvement in decision making	2.96	1.044	Agreed
4.	Job design	2.28	1.05	Disagree
5.	Provision of	2.23	1.038	Disagree
6.	Incentives work environment	2.19	1.014	Disagree

Criterion (\bar{x}) = 2.50

Table 1 shows the mean and standard deviation of motivational strategies utilized by principals in the administration of public senior secondary school in Rivers State. Items 1, 2 and 3 have high means values as 2.75, 2.66 and 2.96 which are above the criterion means of 2.50 and standard deviations .892, .987 and 1.044 respectively. Based on the criterion mean of 2.50, items 1,2 and 3 show that in the opinion of principals, management support, positive

reinforcement and teacher' involvement in decision making serve as motivational strategies to principals. The items are thus accepted. Items 4, 5 and 6 have means below the criterion mean as 2.28, 2.23 and 2.19 respectively and standard deviations as 1.055, 1.038 and 1.014.

Following a rank order statistic, the result in the above table shows that the principal' motivational strategies of teachers' involvement in decision making emerged the highest. This is followed by management support which ranked 2nd and positive reinforcement which ranked 3rd. On the other hand, motivational techniques of job design, provision indicating non-significant results since their mean values are below the criterion mean of 2.50. Based on the analysis, it was found out that teachers' involvement in decision making, management support and positive reinforcement constitute motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State.

Research Question 2: What is the relationship between school management's support and job satisfaction of teachers in public senior secondary school in Rivers State?

Table 2: Pearson Product Moment Correlation for relationship between school management's support and teachers' job satisfaction.

Variable	Mean	SD	N	R cal	Remarks
School Management Support	2.96	.427	305	0.074	No. relationship
Job Satisfaction	2.71	.259			

Table 2 shows the relationship that exist between school managements support and job satisfaction of teachers in public senior secondary school in Rivers State. The value of the calculated correlation coefficient ® is 0.074, thus, implying that there is no relationship between school management support and job satisfaction of teachers in public senior secondary schools in Rivers State.

Research Question 3: What is the relationship between positive reinforcement and job satisfaction of teachers in public senior secondary school in Rivers State?

Table 3: Person Product Moment Correlation for relationship between positive reinforcement and teachers' job satisfaction.

Variable	Mean	SD	N	R cal	Remarks
Positive Reinforcement	3.21	.343	305	0.046	No relationship
Job Satisfaction	2.71	.259			

Table 3 reveals the relationship that exists between positive reinforcement and job satisfaction of teachers in public senior secondary school in Rivers State. The calculated value of the correlation coefficient ® is 0.046, thus indicating that there is relationship between positive reinforcement and job satisfaction of teachers in public senior secondary schools in Rivers State.

Research Question 4: What is the relationship between teachers' involvement in decision making and their job satisfaction in public senior secondary schools in Rivers State?

Table 4: Person Product Moment correlation for relationship between teachers' involvement in decision making and their job satisfaction.

Variable	Mean	SD	N	R cal	Remarks
Teachers involvement in decision Making	3.08	.363	305	0.138**	Very low relationship
Job Satisfaction	2.71	.259			

Table 4 shows the relationship that exist between teachers' involvement decision making and their job satisfaction in public senior secondary schools in Rivers State. The calculated value of correlation coefficient @ is 0.138 implying that there is no relationship between teachers' involvement in decision making and their job satisfaction in public senior secondary schools in Rivers State.

Research Question 5: What is the relationship between job design and job satisfaction of teachers in public senior secondary schools in Rivers State?

Table 5: Pearson Product Moment Correlation for relationship between job design and teachers' job satisfaction.

Variable	Mean	SD	N	R cal	Remarks
Job Design	2.36	.500	305	0.025	Relationship
Job Satisfaction	2.71	.259			

Table 5 shows the relationship that exists between job design and job satisfaction of teachers in public senior secondary schools in Rivers State. The calculate value of correction coefficient @ is 0.025 indicating that relationship exist between job design and job satisfaction of teachers in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: These is no significant relationship between management support and job satisfaction of teachers in public senior secondary schools in Rivers State.

Table 6: Correlation between school management support and teachers' job satisfaction.

Variable	M	SD	r _{cal}	r _{tab}	Df	t _{trans}	T _{tab}	Sig.	Decision
School Management Support	2.9	.42	0.074	0.1	30	1.54	1.96	0.20	Accepted
Job Satisfaction	2.7	.25			9				
	1								

Note: **correlation is significant at 0.05 level (2-tailed); N = 305.

The result of Table 6 shows that there is no significant relationship between school management support and teachers' job satisfaction at calculated value is 0.074, df = 303; p = 0.20; t-transformed is shown as 1.54 while t-critical value is 1.96 at 0.05 level of significance. Since the t- transformation is less than the t- critical value, the null hypothesis is hereby accepted. This implies that there is no significant relationship between school management support and job satisfaction of teachers in public senior secondary schools in Rivers State.

Hypothesis Two: There is no significant relationship between positive reinforcement and job satisfaction of teachers in public senior secondary school in Rivers State.

Table 8: Correlation between teachers involvement in decision making and their job satisfaction.

Variable	M	SD	r _{cal}	r _{tab}	Df	t _{trans}	T _{tab}	Sig.	Decision
Teachers involvement in decision making	3.08	.363	0.138*	0.1	303	12.3	1.9	.016	
Job Satisfaction	2.71	.259							

Note: **correlation is significant at 0.05 level (2-tailed); N = 305

The result of table 8 shows a very low correlation between teachers' involvement in decision making and their job satisfaction at r calculated value = 0.138, df = 303 and p = 0.16. The t-transformation value is shown as 12.35 while the t-critical value, the null hypothesis is significance. Since the t-transformation is greater than the t-critical value, the null hypothesis is hereby rejected; implying that there is significant correlation between teachers' involvement in decision making and their job satisfaction in public senior secondary schools in Rivers State.

Hypothesis Four: There is no significant relationship between job design and job satisfaction of teachers in public senior secondary schools in Rivers State.

Table 9: Correlation between job design and teachers' job satisfaction.

Variable	M	SD	r _{cal}	r _{tab}	Df	t _{trans}	T _{tab}	Sig.	Decision
Job Design	2.36	.500	.025	0.11	303	0.88	1.96	.662	Accepted
Job Satisfaction	2.71	.259							

Table 9 shows r calculated as 0.025, p = 0.662; df = 303 at 0.05 level of significance. The Table further shows the t-transformation value as 0.88 and t-critical value as 1.96 at 0.05 level of satisfied. Since the t-transformation is less than the t-critical value, the null hypothesis is thus accepted. This implies that job design does not significantly correlate with Job Satisfaction of teachers in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The result of the analysis of first research question revealed that teachers' involvement in decision making, school management support and positive reinforcement constitute motivational strategies utilized by principals in the administration of public senior secondary schools in Rivers State. These techniques have high mean values and standard deviation (x=2.96, SD=1.044), (x=2.75, SD=.892) and (x=2.66, SD=.987) respectively. The low standard deviation scores of the respondents for these strategies show that the respondents did not differ widely in their response to the items. Following these strategies on the rank are job design, provision of incentives to teachers and work environment which had low mean values of 2.28, 2.23 and 2.19 and standard deviations 1.055, 1.038 and 1.014 respectively. The low mean values of these techniques is an indication that principals in public senior secondary schools in Rivers State do not give much regards in using them in their administration. On the other hand, their preference towards involvement of teachers in decision making, giving teachers supports and reinforcing their works positively over other strategies show that these techniques are useful in motivating teachers to work.

Result of analysis of the first hypothesis revealed that there is no significant relationship between school management support and job satisfaction of teachers in terms of making materials available for teachers, offering of financial assistance to them, giving

suggesting, as well as providing supportive environment that will encourage teachers to remain in the job. This implies that principals use of supports as a strategy to motivate their teachers does not make teachers feel satisfied on the job. Possible reason to this could be because in some cases teachers are not motivated by extrinsic factors.

There are some who are motivated by intrinsic factors or as a result of their psychological status on the job such as achievements made on the job, the love they have for the job and the feeling of worth they derive on the job. Studies by Sergiovanni and Wangai in Ololube (2019) supported this view when it noted that, teachers obtain greatest satisfaction through a sense of achievement in teaching and affecting student, experiencing recognition and feeling responsible. Similarly, Pastor and Erlandson and Wangai in Ololube (2019) noted that higher internal motivation, work satisfaction and higher quality performance depend on teachers' critical psychological status, experience, meaningfulness, responsibility for outcome and knowledge of result. However, the result contradicts some empirical results which showed that teachers' job satisfaction is significantly related to management support. Such studies like Split, Koomen and Thijs, (2011), who in their findings posited that managerial support largely contributes to teachers' overall well-being.

In the same vein, Skolverket, in Ololube (2019) argued that when facing organizational and social pressures, workload or discipline issues, teachers need social support to stay motivated and relaxed. Whereas teachers feel unmotivated and insecure (unsatisfied) if the management ignores their problems and needs (Leithwood, 2006). However, it is necessary principals find out their teachers' need and preferred supports and thus employ appropriate strategies that will help meet those needs so that the teachers can feel satisfied on the job. The result of the second hypothesis indicated that there is no significant relationship between positive reinforcement and job satisfaction of teachers in public senior secondary schools in Rivers State. This indicated that this strategy probably is not appropriately utilized by principals or that the timing and context unto which it is applied fail below teachers' needs and expectations.

This view is in line with Porter and Lawer in Ololube (2019), who noted that the intensity of job satisfaction depends on the discrepancy of expectations of a person, what he or she wants and what he or she gains. This in other words implies that teachers' expectation for recognition and commendation account for their satisfaction when they march the expectations of teachers; but when the reverse is the case, such recognition or commendation will definitely make less or not meaning to them. The result of the third hypothesis indicated that there is a significant relationship between teachers' involvement in decision making and job satisfaction of teachers. The findings is in line with the view of Wilkinson in Ololube (2019), which saw involvement of teachers in decision making as empowerment that could lead to job satisfaction and better quality decisions. He further assumed that participative decision making is likely to lead to job satisfaction and better-quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction).

Similarly, Udo and Akpan in Ololube (2019) held the view that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Ibukun in Ololube (2019) buttressed this fact that teachers in Nigeria expressed a desire for more involvement in decision making process irrespective of age, experience and qualification. And when given this opportunity, it will definitely increase their satisfaction on the job. This result can be confirmed through positive response of teachers towards their likeness of being involved in decision making, being part of the management team and having increased satisfaction when they are involved in making decision that affect them and the school. That is to say that the principals' use of teachers'

involvement decision making as a motivation strategy in day-to-day internal school administration increases teachers' commitment and job satisfaction.

However, Waqas et al. in Ololube (2019) hold a contrary view when they saw employees' participation in the decision-making process as not having significant relationship with job satisfaction. The result of the fourth hypothesis revealed that there is no significant relationship between job design and job satisfaction of teachers in public senior secondary schools in Rivers State. The result of this finding is an indication that job related activities principals assigned to their teachers are probably not properly planned or they involved much workloads that teachers posited that job design does not affect or influence job satisfaction because actually, poor job design will undoubtedly bring about dissatisfaction.

CONCLUSION

Leaders of an organization should try their best to see that staff mindset is satisfaction in his/her job. This is achievable if the staff is highly motivated in his/her sacrificial work. If the staff is satisfied, he/she is willing to work towards the fulfillment of organization's goals and objective, eventually assuring profits and increase in revenues. Unsatisfied staff will look for the ways to bring the school down; if he/she is not carefully checked. Staff who is satisfied with their jobs stick resulting to organizational achievement. The manager of material and human resource must be aware that human capital remains an integral part of any organization; especially staff would hardly perform their functions correctly under very poor working condition. Job satisfaction and staff and staff motivation will make staff sacrifice their life for the company. Value each of them since they are the greatest asset you have.

Recommendations

- School principals should as a matter of urgency go, no matter the cost for highly motivational leaders who would be able to pilot the organizational policies, staff motivation and job satisfaction to implementation, thereby achieving goals and objectives of the company in a shortest possible time.
- Staff motivation and job satisfaction should be one of the core values of the organization
- Know your staff differently and what drives/motivates them. Also, value them since each staff has different methods of motivation.
- Principals should learn how to celebrate their teachers. Learn to praise them openly, take them out for a good time and host them.
- Principals should work in the teacher weakness – easily forgive them when they make mistake.
- Head of schools should not overlord their teachers – A leader should know their attitude and do not overstress them.

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