Principal's Motivation Techniques, School Climate Teachers and Teachers' Job Satisfaction for Sustainable Development in Public Junior Secondary Schools in Afijio Local Government

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Teacher job satisfaction is imperative for the achievement of educational goalTeacher'sjectives for sustainable development. Hence Teacher's job satisfaction is very germane. This study investigated the influence of motivation techniques, and school climate on teachers' job satisfaction for sustainable development in pub and lic junior secondary schools in Afijio Local Government, Oyo state. Based on the 0bjectives one research was answered and 2 hypotheses were tested at a 0.05 level of significance. The research design adopted was a descriptive survey research design. The population of the study comprises all (401) teachers and (16) principals in junior secondary schools in Afijio Local Government, Oyo state, sample for the study comprised two hundred and forty (240) teachers, and sixteen principals selected through simple random sampling tectechniqueslidatedated instrument titled Principals Motivational Techniques, School Climate and Teachers Job Satisfaction Questionnaire (PMTSCJSQ) with a reliability score of (r=0.76) was used to collect data. Data collected were analyzed using descriptive statistics of mean and standard deviation and inferential statistics of analysis of variance (ANOVA). The findings revealed t t s significant combined influence of principals' motivation techniques on teachers' job satisfaction (t=.000, P≤ 0.05;), There is a significant gender difference in teachers' job satisfaction(t=55.601, P≤ 0.05;), Based on the finding the research concluded for sustainable education, principals motivation techniques, school climate can influence teacher's job satisfaction, The researcher recommended that principals should look for better and unique ways of motivating their teachers and to provide a conducive school climate for them to enhance their job satisfaction.

Keywords: Motivation Techniques, School Climate, Job Satisfaction
Word Counts:246

Introduction

Job satisfaction is the events that give rise to a subjective feeling of relief, or pleasure, which may be expressed or described by the individual who is experiencing it, but cannot be seen from the

outside by another person. Teachers' job satisfaction focuses mainly on their professional attitudes, passion for teaching, and work enthusiasm, which affects the educational system (Fuming &Jiliang, 2014; Sumanasena, Nawastheen, & Jayawardena, 2020) Job satisfaction is multidimensional, whether it comes to job satisfaction by itself or in wages, workplace safety, promotion possibilities, recognition and appreciation, decision-making power and influence and of course carries productive work, useful and well done. Each of these dimensions may contribute to varying degrees, to shaping their sense of job satisfaction. Despite teacher's efforts in school, they neither get commensurate remuneration nor the prestige and social status, which they deserve. This influences their job satisfaction and in the long run, goes a long way to affect teaching and learning. Okonkwo (2017) stated that teachers who are not satisfied with their jobs, withdraw to other jobs which they believe might satisfy their needs Obi (2012).

. Maintaining a high level of workers' job satisfaction is vital in increasing organisational productivity. Ogunsaju (2012) opines that job satisfaction is the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team members/managers, satisfaction with organisational policies, and the impact of their job on employees' personal lives.Job satisfaction is an acceptable and happy work condition. Emenike (2013), defined it as a pleasurable, emotional state resulting from the appraisal of one's job, an affective to one's job and an attitude towards one's job. Operationally, job satisfaction is being happy and contented with one's (teachers) duties and showing the same in being devoted to the duties. It is necessary to ensure teachers' job satisfaction as this will enhance productivity and teachers' longer stay in the teaching profession.

Job satisfaction, an unquantifiable metric, is defined as a positive emotional response you experience when doing your job or when you are present at work. Leading organisations are now trying to measure this feeling, with job satisfaction surveys becoming a staple at most workplaces. It's important to remember that job satisfaction varies from employee to employee. In the same work under the same conditions, the factors that help one employee feel good about their job may not apply to another employee Lomak (2013). For this reason, it is essential to have a multidimensional approach to employee satisfaction, covering the following areas:The challenging nature of work, pushing employees to new heights, A level of convenience (short commutes, access to the right digital tools, and flexible hours) Regular appreciation by the immediate management and the organisation as a whole, Competitive pay, which employees maintain a good quality of life, The promise of career progression in sync with employees personal growth targets.

Much concern has been expressed by societies over the continuous reduction in the abilities of students. This is evident in the poor academic performances of public secondary school students. It appears that most secondary school teachers are not doing their duties effectively and this affects the level of student performance. Experts, educationists, economists, stakeholders and literature seem to agree that there is a close relationship between job performance and job satisfaction of

workers. Okonkwo (2017) asserted that people will be motivated to perform their jobs effectively to the extent to which they are satisfied with their jobs. This shows that job satisfaction will lead to improvement in teachers' performance, which in turn will result in improved performance. Assigning responsibilities to teachers according to their competence, and the recognition of teachers' efforts in the school system could be a source of teachers' motivation. This could also lead to teachers' job satisfaction as well as a better teacher in carrying out assigned responsibilities.

Education is one of the most powerful elements for bringing about changes required to achieve sustainable development (Educational Planning and Research Division, 2008). Teachers are the main actors in this process and teacher education training is a bridge for developing the capacities of teachers to deliver sustainable educational approaches. However, when they are in schools and face unexpected situations such as classroom conditions, state-mandated programs, new educational conditions, goals, and reforms, they may feel that they have made a mistake choosing the teaching profession as their career (Inman & Marlow, 2004). Consequently, teachers face many problems in terms of the emotional or physical aspects required to adapt to the new situation. These challenges may lead to decreasing job satisfaction. In addition, a lack of professionalism, collegiality, and administrative support are among the reasons teachers leave their chosen careers, even if they are interested in the profession. Nevertheless, teachers benefit when teacher education programs and local school administration provide opportunities to interact and work with their mentors, colleagues, school administrators, and community. This may lead to teacher retention (Inman & Marlow, 2004). Education promotes competencies which are associated with sustainable development including critical thinking, imagingimagiimagineiimaginingparticipatory teaching and learning So in this research work (Job experience, age, and gender would be used in measuring teachers' job satisfaction.

Job experience is a short period spent in a workplace usually by young people, to learn what it is like to do that kind of work. Job experience is any experience that a person gains while working in a specific field or occupation, but the expression is widely used to mean a type of volunteer work that is commonly intended for young people often students to get a feel for professional working environments Obi (2012). Teachers with long years of experience have more job satisfaction because of the mastery skills of their teaching subjects and having a good method of teaching which makes them teach to satisfaction.

Age is the length of time that a person has lived or a thing has existed. 'Age' is measured by calculating the time elapsed usually in complete years between the date of birth and a specific point in time e.g. date of a particular survey Devin (2022) but in this research work age is one of the variables used in measuring job satisfaction means that the older the teacher the more he/she should be capable to work better and be satisfied due to the experience gathered in the years past. The age of teachers also determines their focus on preserving the core values of their job and makes them more optimistic towards the attainment of their goals.

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender interacts with but is different from sex, which refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs. Gender and sex are related to but different from gender identity. Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. The gender of a teacher can influence their attitudes towards job satisfaction. Many factors can influence teachers' job satisfaction but in this study principals' motivation techniques and school climate were considered.

According to Johnson (2017a), principal's motivation techniques are ways in which the principal of a school use in energizing and gives directions to employees, a motivated person engages in an activity more vigorously and more efficiently than an unmotivated one, apart from activating a person or other organisms, motivations tidier and that is why people behave as they do at a particular point in time Obasi (2011) & Nwankwo (2012). In this paper, (Teamwork, decision-making, and reward) were used as principals' motivation techniques.

Teamwork is a motivating factor for job satisfaction. When teachers work cooperatively in teams, they tend to be more motivated. Oftentimes in the workplace, the ability to be a team player is valued and is critical to job performance. Recent research has suggested that conscientiousness, extraversion, and agreeableness are all related to cooperative behaviour but that they are not related to task performance. Although this fortifies the case that job performance is related to the five-factor model via increased cooperativeness among coworkers, it lays siege to the role of personality by implying that actual job performance (task performance) is related to cognitive ability and not to personality (LePine & Dyne, 2011; Anyim, Chidi & Badejo, 2012; and Double, 2013). Teamwork among others is one of the variables used in measuring principal's motivation techniques.

Decision-making is common to all of us, in our daily lives. Every action of an individual is based on the decisions taken by him/her concerning various matters. Sometimes we take major decisions and are highly conscious of them. Minor or routine decisions, however, are taken by us; without us realising the fact that a decision is being taken by us. For example, the decision of a person to buy a bottle of soft drink on a scorching summer day is a decision; without the person, being aware of the fact, that a decision is being taken by him/her. For major decisions, however, one is very conscious, careful and alert; and takes them in a planned manner. Another effective way of motivating teachers is teacher involvement in school functions which enables a teacher or groups of teachers to assist in decision decision-making and an announcing

annouannouncehhisannounce his results Le (2015) but the inability to involve teachers in school decision-making makes them not to be satisfied with their work and makes them feel inferior.

Obi (2017) suggested that reward as an incentive motivation in the school system which assumes that the classroom teacher will do his work better and work harder to accomplish school goals. The best way to get better work performance from teachers is through inducements given to them in the form of rewards and incentives. If a teacher knows that he will be rewarded, he will do all he can to accomplish the set goals. Skilful principals use all forms of incentives to motivate their teachers. Incentives may be given in the form of money, gifts, letter of recommendation, praises and so on. Teachers are motivated to do tasks that will give them the greatest reward (Le, 2015). Principals who deny teachers of incentives will force them to hide their initiative and creativity. It could lead to frustration, redundancy and alienation (Obi, 2017).

When principals offer special privileges for good work performance to their teachers, they become motivated to work harder. Adelabu (2014) studied teacher motivation and concluded that it could lead to job satisfaction and increased performance. For instance, a hardworking teacher may be allowed to go home earlier than others, if he completes his task for the day earlier than others. This gives the teacher time to rest and prepare for the following day's work. Another good example is that a hard-working teacher may be selected to go for paid workshops more often than his lazier counterparts. It motivates the teacher and other teachers to be more committed to their duties. The skilful use of rewards in motivating teachers creates self-inspired interest in teachers. Le & Ladebo (2015) also found that many teachers leave the teaching profession if they are not properly motivated. The use of rewards as a strategy implies that an interpersonal relationship is created. This fosters cooperation and motivation in the subordinates.

School climate is the quality of the environment, where a school is located and it's also the norms, beliefs, values, and interpersonal relationships of adults and peers within a school community, students' school experiences and outcomes (Wang & Degol, 2016). Harsha and Bai (2020) opined that school climate is based on the patterns of students' experiences of school life and reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

In addition, school climate is also a construct that encompasses the different aspects of the school environment, such as peer interactions, relationships with teachers, and the classroom atmosphere (Cohen, 2013). In this research work safety, basic infrastructure, principal and teacher relationships are indicators used in measuring school climate

Safety is school-related activities where teachers are safe from violence, bullying and harassment, and the influence of substance use. Safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on school grounds, and other emergencies. Safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school is related to academic

performance (Osakwe, 2020). At the same time, teachers who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and school dropouts (Cohen, 2013). "Safety" has been defined as creating a safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, and transportation. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being (Nwana, 2015).

Basic infrastructure is all forms of things that work in directing in supporting the teachinglearning process because it includes lands, yards, school buildings, roads to schools, sports fields, water, telephones, and, a library, and laboratories (Herwan & Ndiwane, 2018). Good infrastructure will attract and maintain teacher welfare, support the improvement of student outcomes, and have a positive economic impact on society. It can be concluded that complete infrastructure can determine the number of students (Vincent, 2012). The completeness of basic infrastructure in school greatly influences the effectiveness of learning, both in and out of the classroom (Darmatuti, 2014). When basic infrastructure is not operating properly in schools, the student's learning outcome is disrupted. This disruption hinders development which causes poor academic performance. These infrastructure problems in schools not only affect academic performance, but they also infringe on the rights to education, as well as the rights to safety and health of learners as well as of teachers. The effects of poor infrastructure in schools can also be seen in learners' dropout rates and retention rates (Vincent, 2012).

Principal and teacher relationship is the degree of affinity, connection and the cordial interpersonal association between the school principal under his administration. This solid relationship depicts team spirit and group work for mutual support to actualize set educational goals. Regular cordial interpersonal relationship with a school principal is germane to gaining trust and support from teachers towards academic achievements. Wheelan & Kesselring (2015), opined that how members work together as a group significantly influences student outcomes in schools.

Kristonis (2006) reported that the variance between principal-teacher relationships among schools and even among teachers at the same school affected student achievement. This phenomenon occurs because teachers who see principals as facilitators, supporters and reinforces for the jointly determined school mission rather than as guiders, directors and leaders of their agenda are far more likely to feel personally accountable for student learning.

Vintu (2015) asserted that principals through their teachers can play a vital role in creating a positive classroom environment and enhancing the academic performances of students. He stated specifically that to enhance the learning of students, improve the quality of education and produce vibrant minds of high-level proficiency, what we need today are dedicated and motivated teachers

who can change the course of traditional classroom setup and promote a conducive environment of learning (Ndu, 2014). This is where the human relations skills of the school principals come to play. They have to create a system whereby teachers are motivated to deliver excellent teaching. In the absence of a principal and teacher relationship in school, the academic performance of the students will be affected negatively and the teacher's morale won't be boosted.

The big question is how do the principals influence teachers, especially in Afijio L.G.A., Oyo State to have job satisfaction? The answer is not hard to find because according to the literature, this can be done through motivation. Therefore, there is a serious need to investigate how teachers can be motivated in Afijio L.G.A., Oyo State. This study will investigate how the principal's motivation technique, and school climate influence teachers' job satisfaction in public Junior Secondary Schools in the Afijio Local Government Area of Oyo State.

1.2   Statement of the Problem

Teachers generally seem to be discontented with their teaching jobs and this invariably affects the entire educational system especially Secondary Schools that provide inputs to higher institutions. Inadequate principals' motivation technique, school climate and subsequent lack of job satisfaction make them less committed to their work. Consequently, when teachers are not well motivated, they will not dedicate their time to the proper teaching of students nor prepare their lessons well enough to inculcate all necessary skills using adequate methods. Thus their contributions to the accomplishment of school goals are not very positive. They fail to participate in the projects that promote the tone of the name of the school. Equally, students do not do well in their examinations since they do not acquire the correct skills. This results in poor output and consequently job dissatisfaction which is apparent in several forms of misconduct on the part. the teachers. However, searching through the literature shows much work has not been done on teacher job satisfaction, principal motivation techniques and school climate which this study will inv e in this study seeks to:

1. determine the extent of teacher's job satisfaction for sustainable development in Afijio Local Government Area, Oyo State, Nigeria
2. examine the combined influence of principal motivation techniques and school climate on teacher job satisfaction for sustainable development in Afijio Local Government Area, Oyo State, Nigeria
3. determine the gender differences in teacher's job satisfaction for sustainable development in Afijio Local Government Area, Oyo state, Nigeria

Research Question

The following research questions were formulated to guide the study;

1. What is the extent of teachers' job satisfaction for sustainable development in the Afijio Local Government Area, Oyo state?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

H_{01}: There will be no significant combined influence of principal motivation techniques and school climate on teacher job satisfaction for sustainable development in the Afijio Local Government Area, Oyo State, Nigeria.

H_{02}: There will be no significant gender difference in teacher's job satisfaction for sustainable development in Afijio Local Government Area, Oyo state, Nigeria

Methodology

A descriptive survey research design was adopted in the studyThe population of this study consisted of all 401 teachers in the public junior secondary schools in Afijio Local Government of Oyo State. The total number of public secondary schools in Afijio Local Government of Oyo State is 16 as of the year 2023. Simple random sampling techniques were used to select 15 teachers from 16 secondary schools in Afijio local government Area making a total of 240 teachers. Two structured Questionnaires titled Principals' Motivation Techniques, School Climate and Teachers Job Satisfaction Questionnaire (PMTSCJSQ) were used to obtain the needed data for the research. The face, content and construct validity of the instrument were ensured and the reliability co-efficient is 0.76

Results

Research Question: What is the of each other's satisfactiontisfaction with Sustainable Development in the Afijio Local Government Area, Oyo state?

Table 1: **Descriptive Analysis Showing the Extent of Teachers' Job Satisfaction i n Afijio Local Government Area Oyo State, Nigeria.**

S/N	Items	Mean	Std. Deviation
1	Principals are enthusiastic about working with teachers	2.99	.794
2	My principal has good work coordination.	3.12	.827
3	My principal builds trust-relationship with teachers	2.95	.975

| 4 | The principal in my school assists teachers towards achieving their responsibilities | 3.06 | .837 |
| | Weighted Mean | 3.03 | |

Table 1: revealed a weightemweighted mean0meanobotobtainable which whichwhichwhichiaa ca aanh Asia discard mean of 2.5. This implies that teacher's job satisfaction in Afijio Local Government Area, Oyo state, Nigeria is high

Testing of Hypotheses

Hypothesis 1: There will be no Significant Combined Influence of Principal Motivation Techniques and School Climate on Teacher Job Satisfaction for Sustainable Development in Afijio Local Government Area, Oyo State, Nigeria.

Table 2: Regression Analysis Showing the Combined Influence of Principal Motivation Techniques and School Climate on Teacher Job Satisfaction for Sustainable Development in Afijio Local Government Area, Oyo State, Nigeria.

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	292.739	2	146.369	28.533	.000[b]
1	Residual	754.095	238	5.130		
	Total	1046.833	240			

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), motivation climate, motivation techniques

From Table 2 since $p \leq 0.05$; we reject the null hypothesis and accept the alternative hypothesis that there is a significant combined influence of principal motivation techniques and school climate on teacher job satisfaction in the Afijio Local Government Area, Oyo State, Nigeria.

Hypothesis 2: There will be no significant gender difference in teacher job satisfaction for Sustainable Development in Afijio Local Government Area, Oyo state, Nigeria

Table 3: T-test Analysis Showing the Gender Difference in Teacher's Job Satisfactionfor Sustainable

Development in Afijio Local Government Area, Oyo State, Nigeria

Gender	Test Value = 0

	t	Df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference Lower
Male	55.601	118	.000	12.033	11.61
Female	48.757	122	.000	5.711	5.48

Table 3 shows that there is Significance Gender Difference in Teachers' Job Satisfaction in Afijio Local Government Area, Oyo state, Nigeria

6. Discussion of Findings

Research question one revealed the extent of teacher job satisfaction in the Afijio Local Government Area, Oyo state is high while the status of school climate is high. The first research question revealed that there is a significant combined influence of principal motivation techniques and school climate on teacher job satisfaction. This means that the type of motivation techniques used by the principal and school climate has a positive influence on the job satisfaction of a teacher because if a teacher is been motivated after doing well he or she will surely want to continue doing such and he or she would always want to satisfy the student while teaching them, A school climate that protects and assures the life and safety of a teacher will surely teacher be free and psychologically settle anytime when they are executing their missions and it would almakekes learning more smooth. This findincorroboratetes According to Johnson (2017), principals motivation techniques are ways in which the principal of a school use in energizing aggressive directions to employees, a motivated person engages in an activity more vigorously and more efficiently than an unmotivated one, apart from activating a person or other organisms, motivations tends to direbehaviourior and that is why people behave as they do at a particular point in time Obasi (2011) & Nwankwo (2012).

The result in Table 2 revealed That There is a significant gender difference in teachers' job satisfaction. This implies that gender determines teachers' job satisfaction. These findings are in line with Moore (2015), who describes it as a state of mind determined by the extent to which the individual perceives her/his job-related needs to be met. In addition, two main components in teacher job satisfaction are recognized: job comfort and job fulfilment. The former refers to how satisfactory job conditions and circumstances are to an individual, while the latter refers to the extent of one's satisfaction by personal accomplishments within meaningful aspects of the job Moore (2015).

Conclusion

One of the objectives of teacher education *is to develop perspectives of equitable and Sustainable development.* It clearly states that teacher is a source that enriches values of equitable and sustainable development in all sections of society so they must be motivated and work in a safe

environment. The study concludes that for sustainable development in education, Teachers have a significant impact on the quality of education in any country. Therefore, teachers' job satisfaction would lead to quality education therefore principals' motivation techniques and school climate can significantly influence teachers' job satisfaction in public junior secondary schools in Afijio Local Government. When a teacher is motivated by the principal such teacher would enjoy a job with more ease than someone that was not motivated, and if teachers are also safe from danger and bullying from the students during the school period and after school, such a teacher would be psychologically stable.Teachers will be willing to have joint decision-making with the principal as well as make personal decisions that affect the school and their personal development. They shall also be willing to share views and responsibilities with other people including the principal.

Recommendations

Based on the findings, the following recommendations were made

1. The principal should provide a conducive and serene environment for teaching and learning activities in the school

2. Good principal motivation techniques should be adopted by the principal to teachers discharge their duties diligently

3. Government should organise time-time seminars for the teacher to boost their competencies and encourage them to go for further studies

4. Policymakers may review the selection process of teacher candidates, the teaching programs, the placement process, and the professional development programs to improve the job satisfaction level. The goal is to ensure teachers in the next generation remain in the profession

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