



## Teachers' Motivation and Job Effectiveness in Public Senior Secondary Schools in Edo State, Nigeria

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**Abstract.** This study examined teachers' motivation and their job effectiveness in public senior secondary schools in Edo State. The research design adopted was a descriptive survey. Three (3) research questions were raised. The population of the study comprised 309 school principals and 6180 teachers from the 309 public senior secondary schools in the state. The sample size was 31 principals and 309 teachers representing 10% and 5% respectively. A multi-stage sampling technique was adopted to select the sample size, Data was analyzed, using Mean and standard Deviation to answer research questions 1 and 2, and Pearson Product Moment Correlation Coefficient ( $r$ ) was used to answer question 3. The findings revealed that the teachers were motivated to a high extent; their job performance level was high and there was a positive correlation between teachers' motivation and their job effectiveness in public senior secondary schools in Edo State. It was therefore recommended that Edo State Government should continue to motivate its teachers by sustaining and improving on the incentives given to them.

**Keywords:** teacher, motivation, job, effectiveness, salary, professional development, facilities.

### 1. Introduction

In recent times, the condition under which teachers perform their jobs in secondary schools in Nigeria, Edo State in particular, has been widely hazarded as a result of motivational factors. This is premised on myriads of reactions from journal publications, literature, newsletters, teachers, students, researchers amongst others in the society. Nevertheless, these could be mere suppositions upon which final inferences could not be made. It is on this basis that

this study was carried out in Edo State public secondary schools.

Motivation offers the impetus, fortitude and serenity to provide human needs and accomplish motives. Motives propel individuals to provide their needs. It relates to the inner state that drives and sustains behaviour, and this could be intrinsic or extrinsic. According to Turner (2017), intrinsic motivation is meant to satisfy internal goals while extrinsic motivation is geared towards satisfying external objectives like rewards and prestige. Individual work values are of different pleats, beginning from the lower to the higher-level needs. It becomes pertinent that responses to and fulfilment from any work is anchored on how the job is seen as satisfying these unique drives. Motivation drives curiosity and creativity, igniting the craving for efficiency and effectiveness in individuals and organizations. For organizations to realize its set goal, workers' motivation must be put into consideration. In educational organizations, for school administrators to manage the system effectively, motivation mechanisms must be entrenched. According to Msoroka (2010), motivation' is the most crucial aspect in ensuring teachers' job effectiveness and students' academic performance. Similarly, Nyakundi (2012) viewed it as the process of showing educators that their efforts are not just valued but also appreciated, and that the means are justified by the outcomes. According to Otaru and Omokide (2019), motivation is the core of the teaching and learning process that boosts teachers, students and human behaviour; it is what facilitate good performance among students, teachers and the community at large; without it, teachers may not put in their best and it may lead to dissatisfaction and high turnover rate; it is also that which triggers the response to certain internal (psychological) and external

(environmental) stimulation. They added that individuals' motivation differs as a result of differences in needs, personalities, status and goals. Simply put, motivation could be viewed as a process in which a leader empowers and propels his employees to increase organizational output in an efficient and effective manner.

Factors of motivation could be seen as those set of work supplies and work environment, terms and condition of service that positively or negatively contributes to teachers' job in the school system. Some of them include: rewards like salary; work environment; job security; freedom; health care provision; job schedule; achievement; loans; work hours; interpersonal relationship; leave; promotion; class size; professional development opportunities; facilities; welfare package; leadership styles (Mustafa and Othman 2010) amongst others. Others could be intangible in the form of a teacher taking part in decision making, representing his school in fora, thereby gaining social recognition. It is expedient that administrators consider these factors in order to motivate and retain teachers. Principals, though, may not be able to influence salaries and fringe benefits, of teachers, but could encourage them by instituting positive work culture.

In developed climes, like United State of America (USA). United Kingdom (UK), Australia, Canada, machineries for motivating teachers are set on motion, hence, motivation in these places could be higher as this is often reflected in their students' academic outcomes (Otaru and Omokide (2018). In Nigeria, teachers in secondary schools once enjoyed such motivational structures put in place. But in recent times, it has been widely speculated that these factors are now poorly attended to. This could be seen in the poor management of teachers at all levels from the Ministry of Education to education in the schools and poor remuneration that has grossly affected their social status. As a result, there is a mounting consensus as regard the overhauling of these poor and inflexible motivational structures in the system for effective job performance which could ultimately enhance students' outcome. Of the factors that have been mentioned earlier, salary; professional development and facilities would constitute the focus of this study.

Salary is the regular payment made to an employee for the work done over a specific period, typically monthly or weekly. Usually, it is determined by comparing the prevailing market pay rates for workers doing similar jobs in similar organizations in same locale (Adekanmbi & Ukpere, 2021). Teacher's salary refers to the payment given to educators in exchange

for their efforts. Payment of teachers' salary as at when due propels them to perform effectively. salary also known as remuneration could be defined as the monetary and non-monetary reward given to employee by the employer as a result of services rendered, usually in the form of pay, wages, salaries, including allowances, benefits, cash incentives, and bonuses (Oyeleye, 2017). Salary is an important instrument of motivation that keeps the system in order, and when it is regular, it becomes the most important motivational tool that boost the teachers' morale and increase their job effectiveness in schools. Ofojebe & Nnnebedum (2016) opined that salary not only add to teachers' effectiveness, but also contributes to their job satisfaction. In a study done by Adekanbi and Ukpere (2021) on the influence of minimum wage and prompt salary payment on teachers' effectiveness in public secondary schools in Oyo State, findings showed that prompt salary payment had significant independent and joint influence on teachers' effectiveness in public secondary schools in the state. In another study carried out by Obionu, Uju and Obiagwu (2024) on Staff Remuneration as a Correlate of Teachers' Job Satisfaction in Public Secondary Schools in Anambra State, it was revealed that salary payment and fringe benefit positively and significantly related to teachers' job satisfaction in public secondary schools to a high extent.

Teacher professional development alludes to the practice of continually refining one's approach to teaching by way of research and experimentation. It is designed to develop manpower resources in the educational system. Hervie & Winful, (2018) opined that professional development programme is an organized improvement of knowledge, behaviour and skills needed by a staff to function effectively in area of specialty. According to Bonney, Amoah, Micah, Ahiameny, and Lemaire (2015), it is important for educators to continue their professional development in order to keep up with the demands of today's curricula, incorporate the latest findings from educational research, and satisfy the evolving wants and needs of their students. Effective teachers develop their skills and knowledge unrelentingly. Teachers' effectiveness can be greatly improved through participation in professional development courses as they could upgrade their knowledge, abilities (self-confidence and mastery), and methods of teaching. For schools to realize its set objectives, teachers must be encouraged, mobilized and stimulated towards maximal productivity. According to Asita, Masikirikwe, Austin & Ikubor, (2019), there are three types of professional development programmes which include: professional training, learning and assistance.

Professional training relates to short term courses, seminars, workshops and conferences largely focused on skills and practices. Professional learning has to do with long term courses when there is need to move to a new position, with emphasis on research and theory-based knowledge. It avails the teachers the opportunities to discover principles, practices, rules, and ideas that will enhance their job effectiveness. Professional assistance entails job entrenchment skills, symbolizing the real classroom practice. Nnorom, Chinenye & Ezeanolue (2020) highlighted some professional development programmes to include: job orientation, tutoring, rotation and self-improvement evaluation. Job orientation is usually done for newly employed teachers to induct them into the system and familiarize them with the norms, principles and standards of the organization. Job tutoring is an on-the-job formal training designed for teachers. Job rotation is the movement of staff from one schedule to another within the same system to build all round competence. Self-improvement is a desire to develop self through personal efforts.

Teachers need to be motivated to participate in these training exercises as it will update them in trendy ideas, rationale and area of specialty investigation. It will also enhance promotion of excellence among themselves, within them and the students and in their work environment (Adigun & Dairo, 2021). According to Maclean (2018), staff development is a dynamic function which involves inspiring teachers to enhance teaching-learning situation usually, through seminars. The essence of teachers' professional development is to ensure effectiveness in classroom management in order to boost students' academic outcome. Osamwonyi (2016) added that teachers' participation in the programmes will expose them to innovation and also keep them abreast of changes in curricula and methodology. In a study done by Maclean (2018) on how in-service education affected the professional effectiveness of teachers in Rivers State public high schools, findings revealed that the teachers had above-average ratings for learning, growth, collaboration, job performance and in-service training. Edet, Imo and Nkama (2013) studied how staff development courses impacted secondary school teachers' performance in Uyo Metropolis, Nigeria. It was found that teachers who took part in development activities performed better in their jobs than those who did not. This was true across measures of content knowledge, classroom management, teaching strategies, and student work evaluation. The research also showed that teachers who regularly attended workshops and seminars had higher levels of job satisfaction.

School facilities entail all the available resources provided by the school to facilitate teaching and learning process. It includes buildings, classrooms, libraries, cafeteria, assembly halls, parking lots, sickbays, restrooms, instructional materials, dormitories, administrative offices, fields, water, security facilities, farms, transportation, furniture, electrical equipment, and technology. According to Herwan, Aswandi, and Chiar (2018), facilities consist of classroom buildings and technology like computers and textbooks. Edison (2015) posited that educational facilities are the heart of a school system as they aid teachers in achieving a level of instructional effectiveness that surpasses what is obtainable when they are not provided.

Teachers may find their work environment uninteresting and unsatisfying when the needed facilities are not available. Smith (2021) affirmed that inadequate infrastructure like outdated classrooms, insufficient resources, and limited technology adversely affects learning environment, hindering teachers' effectiveness and students' engagement. A well-lit and ventilated classrooms, adequate and comfortable furniture, and good acoustics can create a conducive teaching-learning environment. Technology like computers, projectors and whiteboards can help teachers deliver lessons more effectively. It can lead to better engagement with students, improved learning outcomes, and ultimately better job performance. facilities like sport fields, music rooms, and art studios can motivate teachers to encourage students to participate in extracurricular activities. This can help develop an all-round education for students, resulting in better academic performance and teachers' satisfaction. Safety and security facilities like cameras, secured entrances, and well-trained security personnel can help create a safe learning environment. This can help teachers focus on their jobs without worrying about safety. Adams and Williams (2020) in their study examined the impact of facilities on teachers' job performance and it was shown that teachers who were dissatisfied with the work environment, including the facilities were found to be ineffective in their job performance. In the same vein, Martinez and Dave (2021) investigated the role of facilities in attracting and retaining effective and qualified teachers. They found that schools with well-equipped modern facilities had more qualified and effective teachers, stressing the importance of investing in facilities as an approach in motivating effective service delivery teachers.

At the core of the educational system lies the teacher who translates educational policies into practices and the way these practices are performed goes a long way

in determining the school's success or failure. An effective teacher is one who is capable of producing the desired result of high level of students' academic performance rated by standardized examinations, promotion and graduation. By being effective, a teacher can achieve its goal and make positive impact in the teaching field. Teacher effectiveness relates to its personal attributes like traits, values, beliefs and motivation that interact with the contextual factors to influence productivity. it could also be seen as the extent to which a teacher is able to engage and impact on students' learning (Oriaku & Adeniji, Oloja & Elumaro, 2025). Teachers' job effectiveness therefore refers to ability to accomplish tasks in attaining the schools' goals. This could be achieved when the needed resources in the right atmosphere are provided. According to Mulang 2021, a highly motivated teacher will strive to complete tasks and accomplish goals. He added that motivation and learning environment significantly impacted on teachers' job performance. In the same vein, Demir (2020) argued that highly driven teachers have positive views of their students' work. The teachers' job is branded by lesson planning and delivery, subject mastery, use of teaching aids, classroom management, students' assessment and feedback, competence, dedication, leadership, supervision, amongst others (Duze as cited in Egboka & Alike, 2018). Assessing teachers' job effectiveness level entails evaluating performances and ascertaining the extent to which schools' goals are attained.

Studies have shown that when teachers are well motivated, they are likely to perform effectively and efficiently. To buttress this, in a study done by Sulyman, Lawal, Ajadi and Aloba (2019) on teachers' compensation as a correlate of job performance in Kwara State, findings attributed the poor state of the teachers' job performance to lack of fringe benefits, and facilities, irregular and inadequate salary payment. In another study done by Ogheneovo and Asiyai (2023) on motivational factors and teachers job engagement in public secondary schools in Edo State, it was revealed that orientation, welfare and health packages as motivational factors improved teachers' job engagement to a high extent.

In light of the aforementioned review, there seems to be a synergy between motivational indices and teachers' job effectiveness. Though, teachers' motivation has been studied in order to ascertain its influence on job effectiveness, but not all the indices here have been delt with in a study. This study therefore investigated the relationship between motivational factors of salary, professional development programmes and school facilities and

teachers' job effectiveness in public senior secondary schools in Edo State.

### **1.1 Statement of the Problem**

In recent times in Edo State, Nigeria, there has been a consistent concern as regard the decline in senior secondary school students' academic performance in external examination conducted by West African Examination Council (WAEC) and National Examination Council of Nigeria (NECO) (Areghan, 2021, National Bureau of Statistics, 2021). As a result of this, educational stakeholders are worried and this has generated the impetus as to what could be responsible. However, based on the carps from some parents, students, teachers, government officials, researchers field observation, including data gathered from principals of public senior secondary schools in the State, it appears that teachers are ineffective in their job performance, indicating lack of commitment, lateness to school, irregular class attendance, improper planning of lesson and utilization of teaching aids, non-marking of assignments, lack of classroom management skills amongst others despite efforts by the state government to improve education quality. in line with the above assertion, the researcher also observed that some teachers come late to class, engage in other business activities during school hours, demonstrate lack of commitment and unprofessional attitude towards classroom control. Though research has shown that teachers in the state are motivated through the provision of orientation, welfare and health packages, yet, their job performance still seems ineffective due to the persistent poor academic performance of students in the state public senior schools. could this then be as a result of some other motivational elements of salary, professional development programme and facilities that have not been extensively looked at. This study therefore investigated the relationship between teachers' motivation and their job effectiveness in public senior secondary schools in Edo State.

### **1.2 Purpose of Study**

The study investigated the relationship between teachers' motivation and their job effectiveness in Edo State public senior secondary schools.

### **1.3 Research Questions**

The following research questions were raised:

- To what extent are the public senior secondary school teachers in Edo State

motivated to accomplish their job effectively?

- What is the level of teachers' job effectiveness in public senior secondary schools in Edo State?
- Is there a relationship between teachers' motivation and job effectiveness in public senior secondary schools in Edo State?

### 1.4 Hypothesis

There is no significant relationship between teachers' motivation and job effectiveness in public senior secondary schools in Edo State.

## 2. Methodology

The study employed the descriptive and correlational survey with an *ex-post-facto* design. The study population comprised 309 school principals and 6180 teachers from the 309 public senior secondary schools

## 3. Presentation of Results

**Research Question 1:** To what extent are the public senior secondary school teachers in Edo State motivated to accomplish their job effectively?

**Table 1:** Mean and standard deviation showing teachers' motivation and job effectiveness in public senior secondary schools in Edo State

S/N	Item	N	Mean	SD	Remarks
1	Teachers are paid salary promptly	77	2.35	1.156	Low
2	Teachers get fringe benefits beside salary	77	3.42	.767	High
3	There are provisions for professional training	77	3.09	.920	High
4	Teachers are given opportunity to participate in the professional development programmes	77	2.75	1.028	High
5	Teachers have comfortable staffrooms	77	2.86	1.097	High
6	The teachers have sufficient teaching aids	77	2.25	1.090	Low
<b>Cluster</b>			<b>2.75</b>	<b>0.13</b>	<b>High</b>

**Note:** SD (Standard Deviation), N (Sample Size)

Table 1 showed the influence that teachers' motivation has on their job effectiveness in public senior secondary schools in Edo state, in response to research question 1. Items 1 and 6 were assessed as low extent by the respondents, with mean ratings of 2.35 and 2.25, whereas items 2, 3, 4 and 5 were rated as high extent, with mean ratings of 3.42, 3.09, 2.75 and 2.86. The above mean scores indicate that teachers' motivation influences their job effectiveness to a high extent in public senior secondary schools in Edo State.

in the state. The sample size was 31 principals and 309 teachers representing 10% and 5% respectively. Sample was selected from the 18 local government area across the 3 senatorial districts of Edo State. A multi-stage sampling technique was adopted to select the sample size. Data was collected, using a structured questionnaire consisting of 2 sections and a checklist consisting of 2 sections. The questionnaire was used to obtain information about teachers' motivation while the checklist was used to get information on teachers' job effectiveness. Data was analyzed, using Mean ( $\bar{x}$ ) and standard Deviation (SD) to answer research questions 1 and 2, and Pearson Product Moment Correlation Coefficient ( $r$ ) was used to answer question 3. The correlation between the explanatory variable and the criterion variable was at 0.05 level of significance. Any computed mean larger than 2.5 was considered high, while any calculated mean less than 2.5 was considered low, serving as the decision rule for the study questions.

**Research Question 2:** What is the level of teachers’ job effectiveness in public senior secondary school in Edo state?

**Table 2:** Mean and standard deviation showing level of teachers’ job effectiveness in public senior secondary schools in Edo State

S/N	Item	N	Mean	SD	Remarks
1	Teachers teach with lesson plan	77	3.47	.502	Low
2	Teachers have good mastery of subject matter	77	3.64	.583	High
3	Teachers use teaching aids to teach	77	2.71	1.062	High
4	Teachers can control noise level while teaching	77	3.45	.940	Low
5	Teachers give assignment after class work	77	3.68	.697	High
6	Teachers mark assignment	77	3.48	.641	High
7	Teachers evaluate students’ performance	77	3.70	.515	High
8	Teachers give parents feedback	77	2.88	1.235	Low
<b>Cluster</b>			<b>3.38</b>	<b>0.27</b>	<b>High</b>

**Note:** SD (Standard Deviation), N (Sample Size)

The data analysis in research question two revealed the level of teachers' effectiveness in public senior secondary schools in Edo State. The respondents gave items 1-8 high ratings across board, with mean ranging from 2.71-3.70 and standard deviations from 0.502-1.235. The above mean showed that the level of teachers’ job effectiveness in Edo state public senior secondary schools is high.

**Table 3:** Pearson r showing the significant relationship between teachers’ motivation and job effectiveness in public senior secondary schools in Edo State

Variables	N	$\bar{x}$	SD	r	p-value	Decision
Teachers’ Motivation	77	2.50	0.43	.195	.006	Significant
Job Effectiveness		2.78	0.55			

The analysis in Table 3 showed the significant relationship between teachers’ motivation and job effectiveness in public senior secondary schools in Edo state. The data analysis indicated that mean of 2.50 and 2.78, as well as standard deviation of 0.43 and 0.55 were obtained for teachers’ motivation and job effectiveness respectively. The Table also showed that the correlation coefficient of .195 is positive and weak. Since the p-value of .006 is less than 0.05, hence the null hypothesis was rejected. This therefore connotes a significant relationship between teachers’ motivation and job effectiveness in public senior secondary schools in Edo state.

**4. Discussion of Findings**

Basically, research question one finding showed that teachers in public senior secondary schools in Edo State are motivated to a high extent in accomplishing tasks effectively. This finding aligns with the studies done by the following researchers: Maclean (2018), Adekanbi & Ukpere (2021), Ogheneovo & Asiyai (2023) and Obionu & Obiagwu (2024), where it was revealed that teachers’ motivation relates positively and significantly with job effectiveness to a high extent. This implies that teachers’ motivation cannot be undermined in accomplishing tasks effectively. It

therefore indicates that the teachers were found to be effective to a high extent probably because they were motivated by prompt salary payment, professional development opportunities given and availability of facilities.

Research question two showed that the level of teachers’ job effectiveness in Edo State public senior secondary school is high. this finding disagrees with the researcher’s observation and the general notion that teachers in Edo State seem to be ineffective in accomplishing tasks. This is consistent with the finding of Demir (2020) who argued that well driven teachers have positive views of their students’ works. It presents that when teachers are motivated as regards prompt payment, provision of opportunities for professional development and work facilities, performance increases. It is obvious that achievement is an upshot of incentives received from the system, which ultimately enhances productivity and students’ outcome.

The hypothesis test showed that teachers' motivation significantly correlated with job effectiveness in public high schools in Edo State. This is an indication that the factors that motivate teachers are prompt salary payment, professional development opportunity, and available school facilities. When

teachers are motivated, they are more likely to be engaged, committed, enthusiastic and innovative, which can positively influence students' academic outcome. This finding agrees with Mulang, 2021 who stated that a highly motivated teacher will strive to complete tasks and accomplish goals. It is also in tandem with the study done by Ogheneovo & Asiyai (2023) where it was shown that motivational factors improved teachers' job effectively.

## 5. Conclusion

This study investigated the relationship between teachers' motivation and job effectiveness in public senior secondary schools in Edo State. It examines the factors that motivate job effectiveness. Clearly, the findings proved that there is a correlation between teachers' motivation and job effectiveness. Their effectiveness was found to be influenced by factors of salary, professional growth opportunities and available facilities. It was therefore concluded that motivation plays a significant role in how well public high school teachers carry out their tasks in Edo State, Nigeria.

## 6. Recommendations

Based on the findings of this study, it was therefore recommended that:

- The government should therefore not relent in its effort in motivating the teachers as regard prompt salary payment, providing in-service training and the needed facilities.
- The teachers should remain committed and dedicated to their job performance as this would also encourage the government to continue in providing the needed motivation.

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