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Teacher Motivation And Employee Satisfaction In Selected Public Secondary Schools In Gwagwalada, Abuja

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ABSTRACT

Several researches have shown that lack of teacher motivation and satisfaction has led to decline in education standard and teacher/students' performance. Very few have focused on aspect that bothers teacher motivation and satisfaction particularly in secondary school. The objective of this research is to ascertain the state of public secondary schools at Gwagwalada Area Council, particularly the working environment, remuneration and welfare package using Maslow as our theoretical framework. A survey was conducted among three hundred and two teacher respondents in selected public secondary schools in Gwagwalada Area Council of the Federal Capital Territory Abuja, Nigeria. Three hundred and two questionnaires and nine in-depth interview guides were used to elicit information from teachers, FCT Secondary Education Board and the Parent Teachers Association (PTA). Quantitative data were analyzed using frequency and percentage and the study concluded that the public secondary schools in Gwagwalada Area Council were in poor working environment and inadequate funding. These have negatively affected the performance level and morale of teachers. It is recommended that schools in Gwagwalada Area Council of the FCT should come up with their own modalities of ensuring that teachers are comfortable and satisfied with their job. Also, Gwagwalada Area Council administration should work in collaboration with FCT secondary education board to provide more funds to school administrators for relevant facilities like classrooms staff rooms, laboratories, libraries etc.

Keywords: Teachers, motivation, satisfaction, education, secondary

INTRODUCTION

The persistently poor performance of public secondary school teachers has raised concerns about Nigeria's deteriorating educational standards in recent years (Ukpong & Uchendu, 2016). The National Policy on Education's learning objectives must be translated by the instructor into knowledge and abilities that the students will apply in the classroom. In order to accomplish the goals of teaching and learning, the government may also create new schools, change the curriculum, and recommend and mandate instructional practices, but in the end, it will be up to the teacher to implement those strategies. Leah and Kirkpatrick (2017) assert that the teacher's primary responsibility is to support the student. The achievement of educational objectives may be used as a foundation for assessing public school teachers' job performance. According to Wesly (2018), a teacher's work performance is an attempt to achieve specific goals. Wesly (2018) states that the tasks a teacher completes inside the school system over a given time period in order to meet organizational goals can be characterized as their work performance.

Teachers' motivation plays a major role in promoting excellence in both teaching and learning. Generally speaking, motivated educators are more likely to motivate their students to learn in the classroom, guaranteeing that innovative teaching methods are adopted and that they feel content and happy. Teachers have a big impact on motivation as well since they help students reach their goals. Teacher motivation is

essential for enhancing instructors' skills and expertise since it has a direct impact on students' achievement (Ukpong & Uchendu, 2016). Providing instructional facilities, consistent salary payments, in-service training, and favorable working conditions are a few examples of job motivation tactics that enhance teachers' job performance, according to Ukpong & Uchendu (2016).

Akinbode (2014) asserts that the investment made in in-service training was a significant factor in the increase of job commitment. He gave an example of how teachers who had not been very dedicated to their work prior to training became highly so after being given the opportunity to take part in in-service training. Consequently, in-service training improved teachers' morale, which in turn improved their productivity. Aitken (2014) states that in-service training, which is typically coordinated by the school boards that employ them, is the ongoing education that working teachers get. According to him, there are many objectives for in-service training, including giving teachers' curriculum and other tools for managing change through the introduction of Ministry of Education-funded nationwide courses and customized learning activities tailored to the requirements of educators and educational institutions. According to Aitken (2014), efficient in-service training enhances teachers' job performance, which in turn raises student success. The main way to prepare schools to deal with a variety of difficulties is through in-service training for teachers. Furthermore, in-service training was found to have a greater and more direct impact on the effectiveness of the teaching workforce as a whole than pre-employment training, as it can affect all presently hired instructors (Udofia & Ikpe, 2016). In light of this, this study examined teacher motivation in Gwagwalada Area Council public secondary schools.

1.1 Objectives of the study

1. Find out teacher reward systems such as remuneration and compensation as motivation Strategies improved employee satisfaction in public secondary schools in Gwagwalada Area Council
2. Suggest what can be done to improve teacher motivation and employee satisfaction in pubic secondary schools in Gwagwalada Area Council

2.0 Empirical Review

Ololube (2004) conducted a study on River State teachers' motivation for school effectiveness and job happiness. Principals and students from 18 randomly chosen secondary schools with more than 50 teaching staff members each make up the target. The study used a convenient sample size of 680 participants. The questionnaire was the main tool utilized. Several statistical techniques were used to assess the study's data, including the t-test of significance, variance, standard deviation, and mean point value. The results were as follows:

i. In order for Nigerian teachers to be able to meet their fundamental needs—such as clothing, food, and health care—they require proper educational policy and administration in terms of fair compensation and perks according to the work they perform.
ii. ii. There is also convincing evidence that educators in urban and rural schools have similar perspectives on job satisfaction and the elements that contribute to it. Therefore, the work satisfaction variable is unaffected by location.
iii. iii. Teachers' psychological well-being and optimal functioning and performance are enhanced when their needs are met (Ryan, 2015). Conversely, teachers do not flourish when their surroundings or personality do not support these kinds of encounters. Additionally, a person is at their best when their wants are met and at their worst when they are not (Sheldom, 2016).

Nzewi (2014) conducted a study on the efficacy and motivation of teachers in Anambra State's Nnewi Local Government Area. The study used a sample of 794 people out of the 2,987-target population. The questionnaire served as the primary tool, and the null hypothesis was calculated using the t-test. The results were as follows: When teachers are given the necessities that are important to their fulfillment of their duties, their effectiveness will rise. The majority of teachers were not particularly motivated because they were dissatisfied or disillusioned with their working conditions, which they perceived to be inferior to those of their peers in both public and private organizations. Regular promotions or involvement in school administration can inspire teachers to do their jobs more effectively. Teachers' job satisfaction is

negatively impacted by inadequate instructional tools in the classroom. Teachers are human beings with a variety of needs that must be met; when these needs are not met, they become frustrated, treat their jobs casually, and rebel.

A study on the elements that motivate university lecturers to provide services was conducted by Chiaha (2017). The findings have implications for counseling policy makers in Enugu State. The study included a sample of 120 lecturers, 60 of whom were male and 60 of whom were female. The questionnaire was the main tool utilized. Research questions were answered using mean, standard deviations, and percentage count, and the hypothesis was tested using t-test statistics and the Pearson product moment correlation coefficient. The results indicated that while low pay and benefits, an unfavorable working environment, and a lack of professionalism were the main obstacles to lecturers' performance, regular salary payments, a comfortable workplace, a steady supply of electricity, and continuous communication between management and employees were the main motivators. According to the study, the way lecturers provide their services and motivating elements like competitive pay, perks, research funding, ICT compliance, and open lines of communication are all strongly correlated with motivation.

A study on motivation, a tool for improving service delivery for personal management in secondary schools in Enugu State's Nsukka Education Zone, was conducted by Ugwu (2017). Using a sample of 678 teachers, the study's target population was 1,355. Questionnaires were the main tool employed. The two study questions were answered using mean and standard deviation, and the hypothesis was tested using t-test statistics. The results showed that teachers fail to carry out their responsibilities by failing to show up for class at the designated time, marking assignments, returning students' assignment books, making sure students correct their work and marking it, using teaching aids, and taking students on field trips. They also found that government motivational strategies fail to motivate secondary school teachers to carry out their duties effectively. Teachers believe they are underpaid, defrauded, and forced to work in unsafe conditions while the Nigerian government shows less concern for their self-worth and dignity. The findings led to several recommendations, one of which being that the government should pay teachers' salaries and benefits on time. Importantly, motivation plays a key role in determining educational performance and success and in the ongoing development of educational systems. As human beings, teachers require a certain amount of material and non-material incentive in order to produce the desired and good job behavior. For teachers to be effective and efficient and to have a significant impact on the objectives of the organization, they need be motivated by both internal and external factors.

2.1 Theoretical Review

Herzberg Motivatinal-Hygiene Theory

Ejiogu (2013) claims that Herzberg and his colleagues, Mousner and Snyderman, conducted a study in 1959 to determine the reasons behind the job satisfaction and discontent of engineers and accountants in Pittsburgh, USA, which led to the development of Herzberg's motivational-hygiene theory. The fundamental idea of this content theory is that there is a qualitative distinction between the elements linked to job satisfaction and those linked to job unhappiness. However, Obi (2013) claimed that certain factors, which he referred to as dissatisfied, had a negative impact on employees' efficiency, productivity, and performance in an organization, including the school; these factors, in turn, had an impact on motivation and job satisfaction. These factors include employees' achievement, promotion (advancement), responsibility, the work itself, and the possibility of personal growth, while other factors, such as employees' salary, status, job security, working conditions, company policy and administration, supervision, and interpersonal relationships with peers, superiors, and subordinates, if applied negatively, caused dissatisfaction in the teachers and had an impact on their performance and productivity. The school refers to elements that can contribute to job satisfaction as motivators or satisfiers, such as achievement, job enrichment, advancement, and recognition in the workplace, while hygiene factors, such as company policy and administration, stringent supervision, interpersonal relationships, and unfavorable working conditions, are known to contribute to job dissatisfaction. In order to improve quality assurance in the educational system, teachers should be provided with motivating elements

(satisfiers) that will have a favorable impact on their performance, competence, and productivity. Employees will feel satisfied when motivational factors are present and utilized positively in the workplace; however, if they are absent, they will feel dissatisfied.

3.0 METHODOLOGY

The study used a cross-sectional survey design. The survey research approach is distinguished by two attributes. It is first predicated on a population sample. Secondly, the information is gathered through in-person interviews or by having each participant fill out a questionnaire. The researcher used an in-depth interview and a questionnaire to collect primary data from the respondents.

3.1 Study Area

The location of this study is Gwagwalada Area Council of the Federal Capital Territory, Abuja. Gwagwalada is one of the six (6) local government area councils of the Federal Capital territory of Nigeria, together with Abaji, Kuje, Bwari and Kwali; the FCT also includes the city of Abuja. Gwagwalada is also the name of the main town in the local government area, which has an area of 1,043km^2. Before the creation of Federal Capital Territory, Gwagwalada was under Kwali district of the former Abuja Emirate now Suleja Emirate. Gwagwalada Area Council was created on the 15th October, 1984. Its official 2006 census population figure was put at 158,618 people (NPC report, 2006). The relocation of the seat of government from Lagos to Abuja in 1992 and the recent demolition of illegal structures within the Federal City center brought about a massive influx of people into the Area Council being one of the fastest growing urban centers in the FCT. The population of the Area Council has grown to over one million (1,000,000) people. The researcher has therefore chosen this area of study being a teacher in one of the public secondary schools in Gwagwalada and with requisite experience in the areas of challenges facing public schools in Nigeria.

3.2 Population of Study

Population of this study comprised teachers of the selected secondary schools in Gwagwalada, the Federal Capital Territory. The study selected 5 senior secondary schools in Gwagwalada. These selected schools have a combined teacher population of 335 teachers (UBEB Report, 2018)

3.3 Sampling

Due to the total number of teachers in the secondary schools, the purposive sampling was adopted to select all teachers of the schools as the sample size of the study. The choice to study the entire population is because the total population is typically small and is enough to form a sample size in itself. More so, purposive sampling technique was again used to select 4 officials of the FCT Secondary Education Board (FCT SEB) to compliment the views of teachers, head teachers.

3.4 Sources of Data

Primary data was collected for the study. The primary data was obtained through the administration of questionnaire. The questionnaire was designed to comprise two parts: the first part was a classification section that required such details of the respondent sex, age occupation, qualification, etc. The second part had questions relating to the subject matter of the investigation. The questionnaire also contained both open and closed ended questions. This implied that the questionnaire provided the respondents with the opportunity to have the freedom to decide the aspect, detail and length of the answer and with further explanations were required.

4.0 RESULTS

The researcher administered a total of 335 questionnaires which covered both open and closed ended questions. However, 314 of the questionnaires were returned, out of which 12 of them were rejected as they were not properly answered. This means that the 302 valid questionnaires formed the size for the analysis.

4.1 Socio-demographic Characteristics of Respondents

Table 4.1 Distribution of the respondents by Age

Age	Frequency	Percentage (%)
24-28	30	9.9
29-33	97	32.1
34-39	134	44.4
40 and above	41	13.6
Total	**302**	**100**

Source: Fieldwork (2025)

From table 4.1 the age distribution of respondents was analyzed. 58% of respondents showed that most of the respondents are age 34 and older. The implication of this age distribution is that, the respondents who formed the bulk of the age distribution and the age bracket has a group of experienced staff members.

Table 4.2 Distribution of the Respondents by Gender

Source: Fieldwork (2025)

Gender	Frequency	Percentage (%)
Male	192	63.6
Female	110	36.4
Total	**302**	**100**

Table 4.1.2 showed that, out of the 302 respondents sampled, 63.6% were males and 36.4% respondents were females. The implication of this is that there were more males than females in the sample frame of the study and this is a reflection of the gender spread among teachers in the selected secondary school.

Table 4.3: Distribution of the Respondents by Marital Status

Status	Frequency	Percentage (%)
Single	99	32.8
Married	150	49.7
Divorced	33	10.9
Widowed	20	6.6
Total	**302**	**100**

Source: Fieldwork (2025)

Table 4.3 shows the marital status distribution of respondents; the table showed that there were more married respondents (49.7%) in the sample than any other category of respondents. This shows that, about half of the distribution comprised married respondents.

Table 4.4: Distribution of the Respondents by Grade level

Income	Frequency	Percentage (%)
4-6	75	24.8
7-9	99	32.8
10-12	87	28.8
13-15	23	7.6
16 and above	18	6
Total	**302**	**100**

Source: Fieldwork (2025)

Table 4.4 showed the distribution of respondents by grade level. From the distribution, 75.2% of respondents were of senior grade level and precisely grade level 7 and above. However, specifically, 32.8% of the respondents were on grade level 7-9; a sample group that was slightly more teachers than any other grade level group in the distribution.

4.2 Section B: Analysis of Responses on teacher motivation and employee satisfaction among public secondary schools

Table 4.5: Responses on the state of public secondary schools in the Gwagwalada Area Council

Respondents	Frequency	Percentage (%)
Good	54	17.9
Bad	170	56.3
Fair	78	25.8
Total	**302**	**100**

Source: Fieldwork (2025)

Distribution on Table 4.5 reveal that majority of respondents suggested that the state of public secondary schools is bad. This was the response by 56.3% of respondents who clearly stated that the condition of public secondary schools is in poor state. 25.8% of respondents suggested that the state of public secondary school is fair. This response level clearly describes the poor condition of public secondary schools in Gwagwalada Area Council.

Table 4.6 Responses on the performance of public secondary schools in the Gwagwalada Area Council

Respondents	Frequency	Percentage (%)
Good	42	13.9
Fair	178	58.9
Poor	82	27.2
Total	**302**	**100**

Source: Fieldwork (2025)

On table 4.6 the response shows the rate on how well public secondary school in Gwagwalada Area Council function. The respondents stated that, the performance in the public secondary school is fair. This response provides that the performance of public secondary school is not good enough and requires more to be done.

Table 4.7: Responses on the working environment for teachers in the public secondary schools in Gwagwalada Area Council

Respondents	Frequency	Percentage (%)
Adequate	99	32.8
Inadequate	203	67.2
Total	302	**100**

Source: Fieldwork (2025)

Table 4.7 reveals that 32.8% of respondents stated that the working environment is adequate for teachers of public secondary school, while 67.2% believe that the working environment is not conducive for teaching. Based on the dominant group who stated that the working environment is inadequate, it can be safely concluded that, the working environment in public secondary schools is poor and affects the morale of teachers.

Table 4.8 Responses on whether there are enough teaching/instructional resources in the schools

Respondents	Frequency	Percentage (%)
Yes	102	33.8
No	200	66.2
Total	**302**	**100**

Source: fieldwork (2025)

Table 4.8 showed that 66.2% of respondents stated that the instructional resources in schools are lacking and not enough resource for teaching; whereas 33.8% believed that there are enough teaching/instructional resources in the school. The implication of the responses is that, more of the respondents believe that the teaching and instructional resources in the schools are not enough.

Table 4.9 Responses on if there are enough teachers in secondary schools in Gwagwalada Area Council

Responses	Frequency	Percentage (%)
Yes	115	38.1
No	187	61.9
Total	**302**	**100**

Source: Fieldwork, 2025

The highest frequency on table 4.9 is 61.9% respondents that clearly show that there are no enough teachers in secondary school in Gwagwalada Area Council, while 38.1% of respondents believe so. The implication is that, there is inadequate manpower

Table 4.10 Responses on the factors affecting teacher's motivation in public secondary schools in Gwagwalada Area Council

Responses	Frequency	Percentage (%)
Poor remuneration	19	6.3
poor welfare	48	15.9
poor working environment	23	7.6
All of the above	212	70.2
Total	**302**	**100**

Source: Fieldwork, 2025

Responses on table 4.10 showed that, there are a lot of factors that affect teacher's motivations in public secondary schools in Gwagwalada Area Council. 70.2% clearly showed the factors that affect motivations of teachers in public secondary schools including poor remuneration, poor welfare and poor working environment.

Table 4.11 Responses if adequate teacher reward systems such as remuneration and compensation can serve as motivation Strategy to improve teachers' commitment in public secondary schools in Gwagwalada Area Council

Responses	Frequency	Percentage (%)
Yes	278	92.1
No	24	7.9
Total	**302**	**100**

Source: Fieldwork, 2025

Table 4.11 clearly reveal that 92.1% respondents stated that adequate reward systems such as remuneration and compensation will serve as a motivation to teachers to improve better in the system of teaching in the public secondary school in Gwagwalada Area Council. 7.9% of respondents disagreed as according to them their job commitment may not improve by reward from the school management. The result provides data evidence suggesting that adequate reward can inspire workers to improve on their job quality.

Table 4.12 Responses on how can you rate the efforts of the Gwagwalada Area Council administration towards teacher motivation in public secondary schools

Responses	Frequency	Percentage (%)
Good	18	5.9
Fair	198	65.6
Poor	86	28.5
Total	**302**	**100**

Source: Fieldwork (2025)

Table 4.12 reveals that, 65.6% of respondents affirmed that the efforts of Gwagwalada Area Council administration towards teacher's motivation in public secondary schools are fair. By implication, the study can conclude that, there are appreciable efforts being made by Gwagwalada Area Council administration to motivate teachers but more needs to be done.

4.3 DISCUSSION OF FINDINGS

The major findings of the study are presented below:

The study's primary conclusion is that public secondary schools in the Gwagwalada Area Council are in bad condition. According to the respondents, teaching and learning are not sufficiently supported at the public secondary schools in the Gwagwalada Area Council. This result is in line with the findings of Nwezi (2014), who said that the situation of Nigeria's public secondary schools is terrible and that immediate action is required to stop the decline. The report also noted that deficiencies in manpower, facilities, and other areas are signs of the poor condition of public secondary schools.The survey also discovered that both instructors' and students' performance levels are being impacted by the subpar condition of public secondary schools in the Gwagwalada Area Council. According to the findings in table 4.2.9, respondents adamantly said that their performance level is declining by academic standards and has to be addressed right away.

The study also looked at how teacher motivation is affected by the working conditions in public secondary schools. Since the study found that the working conditions are insufficient, it is reasonable to say that the working conditions at public secondary schools are subpar and have an impact on teachers' morale. The Gwagwalada Area Council's public secondary school teachers' motivation is impacted by this circumstance. This result is consistent with the findings of Clements-Croome (2020), who proposed that an individual's workplace environment influences their job happiness and performance. Additionally, Macfie (2020) asserted that management should make an effort to establish a workplace where all employees are strongly driven and feel appreciated. Regarding the availability of instructional materials and teaching resources, the study discovered that there are insufficient resources to support teaching and learning in schools.

Teachers' performance in Gwagwalada's public secondary schools is impacted by motivational issues, which are additionally exacerbated by a lack of adequate instructional tools. Along with the issues of insufficient instructional resources, the study also discovered that the secondary schools that were chosen lacked enough teachers. The teacher respondents' impression of the lack of personnel is evident from the responses in table 4.2.12.

More so, the study revealed that there are a couple of factors that affect teacher’s motivations in public secondary schools in Gwagwalada. low pay, low welfare, and a bad working environment are some of the contributing causes. The results strongly align with Andrew's (2014) conclusion that employee loyalty is based on rewards and recognition. Additionally, Lawler (2013) made the case that an organization's ability to survive and grow depends on how it handles its human resources. This is despite the fact that the study discovered that sufficient reward structures, such pay and benefits, will encourage teachers to enhance their teaching methods in the public secondary school in the Gwagwalada Area Council.It was also evaluated how well the administration of the Gwagwalada Area Council handled the problems facing the public secondary schools in the area. According to the report, the administration of the Gwagwalada Area Council is making commendable attempts to inspire teachers, but more work needs to be done.

5.0 CONCLUSION

In a few public secondary schools under the Gwagwalada Area Council, the study concentrated on employee satisfaction and instructor motivation. The study found that employee satisfaction and teacher motivation in public secondary schools are inadequate. However, the schools can boost teacher morale by offering in-service training, pay raises, promotions, and fringe benefits. Employee conditions must be sufficiently improved by management. Incentives such as health insurance, housing allowances, promotions, and fringe benefits should be adequately provided in order to foster high levels of intrinsic motivation. To avoid work dissatisfaction and performance problems, management must implement training and development programs for staff members indiscriminately and effectively. The government must hire teachers only on the basis of merit in order to guarantee that the top educators are employed by the public schools. Management must give teachers the power to accomplish specific, challenging, but

doable goals and objectives. Give teachers the resources and instruction they require to finish their work, and formally and unofficially thank them for their efforts.

5.1 RECOMMENDATIONS

The study's conclusions led to the following recommendations:

Teachers should keep using their unions to engage with their employers in order to demand higher pay. Additionally, the talks should guarantee that more teachers are hired in order to reduce the workload, as some teachers of marking-required subjects, such as languages and mathematics, have grumbled about having a lot of work to complete for marking.

The government should give public schools adequate space for teaching and learning. Many of the schools visited for the research have dreadfully poor walls, roofing, flooring, and even blackboards. Teachers are already unhappy with the absence of adequate amenities because they want to be proud of the places where they educate. To improve the learning environment for teachers in their local schools, head teachers should collaborate with Parents Teachers Associations (PTA).

The administration of the Gwagwalada Area Council, working with the FCT Secondary Education Board, should provide school managers with additional cash so they may enhance physical facilities like staff rooms, classrooms, libraries, and game areas and equip them with the tools they need.

Parents should be involved in the construction of additional physical amenities. Head teachers can achieve this by building strong working relationships with parent associations, ensuring that PTAs are informed about the school's goals, difficulties, and achievements, working closely with PTAs to ensure service delivery, especially in the area of the school's physical development, and publicly acknowledging their contributions.

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