



INFLUENCE OF PRINCIPAL MOTIVATIONAL TECHNIQUES AND TEACHING EXPERIENCE ON JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN ZURU EDUCATIONAL ZONE, KEBBI STATE

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Abstract

The study investigated the impact of principals' motivational techniques and teaching experience on job satisfaction among primary school teachers in Danko Wasagu Local Government Area, Kebbi State. Three research questions were posed, and one null hypothesis was tested using a descriptive survey and ex-post facto design. Fifteen secondary schools (public and private) were sampled, and questionnaires were administered to 300 teachers in Danko Wasagu and Sakaba Local Government Areas. Teachers taught English Language and Mathematics in the SSCE between 2019 and 2023, selected using a disproportionate sampling technique. The Principals' Motivational Techniques Questionnaire (PMTQ) yielded a reliability coefficient of 0.85 (Cronbach's alpha). Descriptive statistics (frequency, percentage, mean, and standard deviation) addressed the research questions, while Pearson's product-moment correlation tested the hypothesis at a 0.05 significance level. Findings highlighted the importance of motivational programs addressing teachers' needs, such as recognition, support, and professional growth opportunities. Recommendations included establishing mentorship and peer support programs to assist early-career teachers. The study concluded that effective motivational techniques significantly enhanced teachers' job satisfaction, emphasizing the role of principals' strategies in improving teachers' well-being and professional fulfillment.

Keywords: motivational techniques, teaching experience, job satisfaction

Introduction

Education plays a significant role in the economic development of a nation and in equipping society with skilled and effective human resources. Achieving this requires improvements in the quality of education, where supervision plays a critical role. As noted by Kedebe (2014), supervisory practices are geared toward enhancing and sustaining the quality of teaching and learning in schools. However, teacher motivation is vital for achieving this goal, and certain strategies are necessary to promote quality teaching and learning.

Since individuals differ in character and response to workplace situations, the survival and success of any organization depend on the performance of its workforce (Khan, Ali, Hussain, & Safdar, 2015, pp. 342–349).

The concept of job satisfaction has been extensively studied in relation to organizational behavior and job design (Mustafa & Ali, 2019, p. 167). Research suggests that job satisfaction arises when workplaces create conditions that enable employees to perform better (Inuwa, 2016,



pp. 90–103). To foster such satisfaction, organizations must establish conducive working environments that allow employees to maximize their potential while delivering high-quality services (Masadeh, Obeidat, & Tarhini, 2016).

Motivational strategies, as described by Orphtims (2002), include various methods to inspire and encourage employees to perform at their best. Identifying employee needs is crucial since motivations vary significantly between individuals. For instance, what motivates one employee may differ entirely from another. Ogbu (2014) emphasized that employee performance is influenced by individual motivation, organizational strategy, structure, and resistance to change.

Motivational techniques encompass factors such as fringe benefits, incentives, management style, working conditions, salaries, promotions, and other elements that enhance worker productivity (Ogbu, 2014). In developing nations, timely payment of wages and salaries is often the most effective motivator for employees. However, motivation varies not only among individuals but also within the same person at different times. According to Lockley (2012), the challenge for principals lies in identifying what motivates each teacher, considering their unique needs. For some, monetary incentives may be the primary motivator, while others may prioritize job security or a supportive work environment.

Nwachukwu (2014) proposed that motivational techniques include providing welfare packages, creating a conducive environment, supplying adequate teaching materials, and practicing good leadership. Welfare provisions may involve offering soft loans, overtime allowances, transportation support, and other benefits to encourage better performance. A conducive

work environment might include well-furnished staff rooms, ventilated offices, or access to recreational facilities. Similarly, modern teaching materials such as textbooks, whiteboards, and teaching aids can significantly enhance teacher motivation.

Despite the importance of motivation, it has often been overlooked in public secondary schools in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State. This neglect has negatively impacted the performance of both teachers and students. A visit to schools in these areas revealed that many motivational strategies for improving teacher performance are not being implemented, creating a gap that this study seeks to address.

Classroom management practices have also been linked to teachers' experience. Research by Wolff, van den Bogert, Jarodzka, and Boshuizen (2014, pp. 68–85) found that experienced teachers are better at predicting and managing classroom issues compared to novice teachers. Experience enhances teachers' ability to anticipate challenges and adapt their management practices. Similarly, Blumberg (2014) reported that experienced teachers are more likely to adopt positive conflict-resolution strategies while avoiding more controlling approaches.

From these analyses, it is evident that motivation techniques and teaching experience are closely related to job performance in secondary schools. When principals effectively employ motivational strategies, teacher performance improves, leading to greater job satisfaction and enhanced teaching experience. This study focuses on principals' motivational techniques, such as job enlargement, job enrichment, goal setting, feedback, recognition, and provision of instructional materials, and their influence on job



satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State. The findings aim to highlight the importance of proper motivation in fostering better teaching experiences and outcomes.

Statement of the Problem

This study explored the impact of principals' motivational techniques and teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba Local Government Areas (LGAs) of the Zuru Educational Zone, Kebbi State. The importance of effective motivational techniques employed by principals and the influence of teaching experience on job satisfaction has become evident, as principals play a vital role in fostering well-rounded education and ensuring the production of quality teachers within the secondary school system (Ayodele, Buari, and Oguntuase, 2016).

Stakeholders in education expect principals to efficiently utilize motivational strategies to enhance teachers' job satisfaction. However, principals and teachers, particularly in public secondary schools within Danko Wasagu and Sakaba LGAs, have expressed dissatisfaction with the government's failure to address their motivational needs. Common issues include delayed salary payments, postponed promotions, and a lack of financial entitlements upon promotion implementation. When principals themselves lack adequate motivation, it often results in lower levels of motivation among teachers, ultimately contributing to poor academic performance among students.

Over time, educators, government officials, parents, and the public have raised concerns about the declining performance of students

in senior secondary school certificate examinations within the Danko Wasagu and Sakaba LGAs. There is an urgent need for principals to adopt effective motivational techniques to enhance teachers' job performance in secondary schools across the Zuru Educational Zone. Consequently, this study investigates the influence of principals' motivational techniques and teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba LGAs of Kebbi State.

Purpose of the Study

The main purpose of this study is to investigate the influence of Principal motivational techniques and teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi state. Specifically, the study tends to:

- 1 Examine the impact of principal motivational techniques and job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State.
- 2 Determine the effect of teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State.
- 3 Ascertain the joint relationship between principals' motivational techniques and teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of zuru Educational Zone, Kebbi state.

Research Questions

The following research questions were raised to guide the study:

1. What is the impact of principal motivational techniques on teaches job satisfaction among secondary



school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State?

2. What is the effect of teaching experience on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State?
3. Is there any joint relationship between principal motivational techniques, teaching experience and job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi state?

Research Hypothesis

The following research hypothesis will guide this study and will be tested at 0.05 null significance level:

H₀₁: There is no significant relationship between principals' motivational techniques and teaching experience on job satisfaction in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi state.

Methodology

The study utilized a descriptive survey research design. Descriptive research is defined as a theoretical approach in which the researcher collects, analyzes, organizes, and presents data in a comprehensible manner. It is a broadly applied research design that can explore one or more variables using various research methods.

The study population consists of all secondary school teachers in the Zuru Educational Zone of Kebbi State, which includes the local government areas of Zuru, Sakaba, Danko Wasagu, and Fakai. At the time of the study, there were 50 senior public secondary schools in this zone, with a total of 876 teaching staff: 610 male teachers and 266 female teachers (SSMB, 2022).

A simple random sampling technique was employed to select the Danko Wasagu and

Sakaba local government areas from the Zuru Educational Zone. From each of the two selected local governments, 20 schools were randomly chosen. Additionally, 15 teachers were randomly selected from each of the chosen schools, resulting in a total of 300 participants.

Three standardized research instruments were used to gather information from the participants:

1. Leadership Style Scale (LSS)
The leadership styles of participants were assessed using an adapted version of the Leadership Style Scale developed by Tamara (2016). This scale consists of 10 items, with responses ranging from strongly agree (5) to strongly disagree (1) on a 5-point Likert scale. The scale demonstrated high reliability, with a Cronbach's alpha of 0.88. A test-retest conducted on a sample of 10 teachers not involved in the study yielded a Cronbach's alpha of 0.76. The score range categories are as follows: 21-30 (High range), 12-20 (Moderate range), and 6-11 (Low range).
2. Job Satisfaction Scale (JSS)
Job satisfaction was measured using an adapted version of the Job Satisfaction Scale proposed by Mahmoud and Helen (2015), which consists of 10 positively worded items. Responses were scored on a 4-point scale (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1). The total score represents job satisfaction, with the scale having a reliability coefficient of 0.85. A test-retest on a sample of 10 teachers, not part of the study, produced a Cronbach's alpha of 0.73.
3. Self-Efficacy Scale (SES)
Self-efficacy was measured using an adapted version of Bandura's



(2019) Self-Efficacy Scale, consisting of 10 items. This scale uses scores from 5 to 1 (ranging from a great deal to nothing). The total score indicates the level of self-efficacy. The scale has a reliability coefficient of 0.77 using Cronbach's alpha, and a test-retest on a sample of 10 teachers yielded a Cronbach's alpha of 0.65.

Validity refers to the degree to which an instrument accurately measures what it intends to measure. For this study, content validity was ensured by aligning the instrument's content with the conceptual framework of the study. The reliability of the questionnaire was assessed through a pilot test, resulting in a Cronbach's alpha of 0.85. To address research question one, frequency counts, mean (\bar{x}), and standard deviation (Sd) were calculated. For research question two, mean, standard deviation, frequencies, and percentages were used. Pearson's product-moment correlation coefficient (r) was employed to

test the hypothesis. The interpretation of results followed these guidelines: a mean score of 2.50 or higher was considered a positive response (agree), while scores below 2.50 were considered negative (disagree). A significance level of 0.05 was used for hypothesis testing. If the calculated p-value was greater than 0.05, the hypothesis was accepted; if it was less than 0.05, the hypothesis was rejected. Additionally, participants were asked to indicate their level of agreement or disagreement with items using a 4-point scale: strongly agree (SA=4), agree (AG=3), disagree (DA=2), and strongly disagree (SD=1).

Results Demographic Characteristics of Respondents

This section presents the personal characteristics of the respondents, including sex, age, qualifications, teaching experience, and length of time spent teaching.

Table 1: Distribution of Respondents based on demographic Characteristics

Variable	Frequency	Percent
Gender		
Male	199	71.3
Female	80	28.7
Total	279	100.0
Age		
Below 25 years	36	12.9
26-35 years	87	31.2
36-45 years	116	41.6
Above 45 years	40	14.3
Total	279	100.0
Qualification		
Diploma	32	11.5



NCE	130	46.6
First Degree	109	39.1
Master's Degree	8	2.9
Total	279	100.0
Teaching Experience		
Less than 5 years	41	14.7
5 to 9 years	69	24.7
10-14 years	39	14.0
15 years and above	130	46.6
Total	279	100.0
Duration of Teaching		
1-5 years	121	43.4
6-10 years	73	26.2
11-15 years	51	18.3
Above 16 years	34	12.2
Total	279	100.0

Source: Field Work, (2024).

Table 3 shows the gender distribution of the participants shows a significant imbalance, with males making up 71.3% of the sample, while females represent only 28.7%. This disparity suggests that the study population is predominantly male. In terms of age, the largest group of participants (41.6%) is between 36 and 45 years old, followed by those aged 26 to 35 years at 31.2%. Only 12.9% of respondents are under 25, indicating that most participants are in their prime working years and likely bring a considerable amount of experience to their roles. Regarding qualifications, 46.6% of participants hold a National Certificate in Education (NCE), while 39.1% have a First Degree. A smaller percentage (2.9%) have attained a Master's degree, highlighting an area for potential growth in professional development opportunities that could enhance teaching effectiveness and

educational outcomes. In terms of teaching experience, 46.6% of respondents have over 15 years of experience, while 14.7% have less than 5 years. This suggests that the sample is largely made up of experienced educators, which could positively impact the quality of instruction and classroom management. Concerning the duration of teaching experience, 43.4% of participants have taught for 1 to 5 years, and 26.2% have 6 to 10 years of experience. This reveals a balanced mix of both new and seasoned educators, which may foster a collaborative environment where innovative teaching methods are exchanged.

Test of hypotheses

The first hypothesis states participants with high level of motivational techniques will report significantly higher Job satisfaction



than those with low level of motivational techniques. This hypothesis was tested

using the t-test for independence and the result presented in Table 4.2.

Table 2: t-test summary table showing difference between respondents with low and high level of motivational techniques on Job satisfaction.

	Motivational techniques	N	\bar{X}	Std	df	t	P
Job satisfaction	Low	176	26.78	3.60	277	-11.21	<0.05
	High	103	31.19	2.28			

Source: Field Work, (2024).

The results presented in Table 2 indicate that respondents with low scores on motivational techniques ($M = 26.78$, $SD = 3.60$) reported significantly lower job satisfaction compared to those with high scores on motivational techniques ($M = 31.19$, $SD = 2.28$). Specifically, respondents with high motivational technique scores demonstrated significantly higher job satisfaction ($t(277) = -11.21$, $p < .05$) than their counterparts with low scores. This finding suggests that motivational techniques have a significant

influence on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. within the Zuru Educational Zone of Kebbi State. Therefore, the hypothesis is accepted. The second hypothesis posits that teaching experience will have a significant influence on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. of the Zuru Educational Zone, Kebbi State. This hypothesis was tested using a One-Way ANOVA, and the results are presented in Table 3.

Table 3: One-way ANOVA showing the influence of teaching experience on Job satisfaction

Source	SS	df	MS	F	Sig.
Between Groups	186.873	3	62.291	4.426	<.05
Within Groups	3870.547	275	14.075		
Total	4057.419	278			

Source: Field Work, (2024).

The result in table 3 shows that there was significant influence of teaching experience on Job satisfaction ($F(3, 275) = 4.426$, $p < .05$). This indicates that there are

significant differences in job satisfaction scores between the groups of teachers with varying levels of teaching experience.

Table 4: Descriptive statistics showing mean difference and post hoc analysis of teaching experience on job satisfaction

Variables	N	Mean	SD	1	2	3	4
Less than 5 years	41	26.44	4.50	-			
5 to 9 years	69	28.80	3.99	-2.36*	-		
10-14 years	39	28.67	3.75	-2.23*	.13	-	
15 years and above	130	28.75	3.34	-2.31*	.05	-.08	-

Source: Field Work, (2024).

*. The mean difference is significant at the 0.05 level.



Table 4 presents the descriptive statistics and post hoc analysis for job satisfaction across various teaching experience groups, highlighting the mean differences between these groups. Participants with less than 5 years of teaching experience reported a mean job satisfaction score of 26.44 (SD = 4.50). In contrast, those with 5 to 9 years of experience had a higher mean score of 28.80 (SD = 3.99), yielding a significant mean difference of -2.36 ($p < .05$).

Similarly, participants with 10 to 14 years of experience reported a mean score of 28.67 (SD = 3.75), which did not significantly differ from the 5 to 9 years' group, showing a slight mean difference of -2.23 ($p < .05$). Those with 15 or more years of experience recorded a mean job satisfaction score of 28.75 (SD = 3.34), with a significant mean difference of -2.31 compared to participants with less than 5 years of experience.

The findings demonstrate that participants with less than 5 years of teaching

Table 5: Summary of Multiple Regression Analysis Showing the Influence of age, gender, qualification, teaching experience and duration of teaching on Job satisfaction.

Predictors	β	t	P	R	R^2	F	P
Age	.184	2.852	<.05				
Gender	.098	1.650	>.05	.25	.06	3.62	<.05
Qualification	-.112	-1.727	>.05				
Teaching experience	.137	2.176	<.05				
Duration of teaching	.034	.542	>.05				

Source: Field Work, (2024)

The results showed that age, gender, qualification, teaching experience, and duration of teaching jointly influenced job satisfaction among secondary school teachers ($R^2 = 0.06$, $F(5,273) = 3.62$, $p < .05$). Together, these variables accounted for 6% of the variance in self-reported job satisfaction among teachers in Danko Wasagu and Sakaba L.G.A. of Zuru Educational Zone, Kebbi State, indicating a significant collective influence.

experience reported significantly lower job satisfaction compared to their counterparts in the 5 to 9 years, 10 to 14 years, and 15+ years groups. However, no significant differences in job satisfaction were observed among the groups with 5 to 9 years, 10 to 14 years, and 15+ years of experience, indicating that job satisfaction tends to stabilize after the initial years of teaching. These results underscore the influence of teaching experience on job satisfaction and highlight the need for professional development and support for early-career teachers to improve their job satisfaction.

The third hypothesis posited that age, gender, qualification, teaching experience, and teaching duration would jointly and independently influence job satisfaction among secondary school teachers in Danko Wasagu and Sakaba L.G.A. within the Zuru Educational Zone, Kebbi State. This hypothesis was tested using multiple regression analysis, and the results are summarized in Table 5.

Further analysis revealed that age ($\beta = .18$, $t = 2.85$, $p < .05$) and teaching experience ($\beta = .14$, $t = 2.18$, $p < .05$) were significant independent predictors of job satisfaction. However, gender ($\beta = .10$, $t = 1.65$, $p > .05$), qualification ($\beta = -.11$, $t = -1.73$, $p > .05$), and duration of teaching ($\beta = .03$, $t = 0.54$, $p > .05$) were not significant independent predictors. Based on these findings, the hypothesis is accepted.



Discussion

The findings of this study provide empirical support for the hypotheses tested, highlighting the significant influence of motivational techniques, teaching experience, and demographic factors on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba Local Government Areas of Zuru Educational Zone, Kebbi State. The results indicate that teachers who reported experiencing higher levels of motivational techniques, such as fringe benefits, incentives, and supportive leadership, demonstrated significantly greater job satisfaction compared to those with lower levels. This suggests that well-structured motivational strategies play a fundamental role in enhancing teachers' well-being, engagement, and commitment to their profession. The study aligns with the work of Bakar et al. (2021), who found that teachers receiving supportive feedback and recognition reported higher levels of job satisfaction. Similarly, Liu et al. (2020) emphasized that intrinsic motivation, such as a teacher's passion for their subject and fulfillment from student success, plays a major role in sustaining professional commitment. These findings underscore the necessity for school administrators and policymakers to implement comprehensive incentive programs, professional recognition, and improved working conditions to enhance teacher motivation, satisfaction, and retention.

Furthermore, the study examined the influence of teaching experience on job satisfaction, revealing that novice teachers with fewer than five years of experience reported lower satisfaction levels than their more experienced counterparts. Teachers with five to nine years of experience had higher satisfaction scores, and while the difference between those with five to nine years and those with ten to fourteen years was minimal, teachers with fifteen or more

years reported significantly greater satisfaction. These results suggest that job satisfaction levels stabilize after the initial years of teaching, as teachers develop coping mechanisms, confidence, and professional resilience. This is consistent with McDonnough and Ladd (2021), who observed that novice teachers frequently struggle with challenges such as classroom management, high workloads, and lack of institutional support, leading to lower job satisfaction. Additionally, Baumert and Kunter (2021) found that as teachers gain more experience, their job satisfaction improves due to enhanced instructional strategies, stronger student-teacher relationships, and increased professional expertise. These findings highlight the importance of structured mentorship programs and professional development opportunities for early-career teachers, as providing support in the initial years can significantly improve their long-term satisfaction and retention.

The study also examined the joint and independent influence of demographic factors such as age, gender, qualification, teaching experience, and duration of teaching on job satisfaction. The results indicated that while these factors collectively impact job satisfaction, only age and teaching experience emerged as significant independent predictors, whereas gender, qualification, and duration of teaching were not found to be independent determinants. These findings are in line with Renshaw et al. (2021), who found that older teachers tend to report higher levels of job satisfaction, likely due to greater emotional regulation, professional stability, and accumulated experience. Emotional resilience and a stronger sense of career fulfillment among older teachers may contribute to their increased satisfaction compared to their younger counterparts. However, the non-significant impact of gender on job satisfaction supports the



findings of Theobald and McCoy (2021), who noted that while gender differences in job satisfaction exist in some contexts, they are not consistently observed across various educational settings. This suggests that factors such as school culture, institutional policies, and workplace dynamics may play a more crucial role than individual demographic characteristics in shaping teachers' job satisfaction.

The findings of this study emphasize the critical role of motivational techniques and teaching experience in determining job satisfaction among secondary school teachers. The results highlight the importance of targeted interventions such as incentive programs, professional development, and mentorship opportunities to enhance job satisfaction and teacher retention. While age and teaching experience were found to be significant predictors, other demographic factors did not have an independent impact, suggesting that additional variables such as leadership styles, workload distribution, and school infrastructure should be explored in future research. These results contribute to the growing body of literature on teacher motivation and retention, offering valuable insights for education stakeholders aiming to create a more supportive and fulfilling teaching environment. Future studies should investigate broader institutional and psychological factors that may further explain variations in teacher job satisfaction across different educational settings.

Conclusion

This study has provided comprehensive insights into the significant impact of motivational techniques, teaching experience, and various demographic factors on job satisfaction among secondary school teachers in Danko Wasagu and Sakaba Local Government Areas of Zuru Educational Zone, Kebbi State. The

findings establish that teachers who are exposed to and engage with effective motivational techniques such as fringe benefits, incentives, supportive leadership, and favorable working conditions, demonstrate higher levels of job satisfaction. The study suggests that well-structured motivation strategies play a fundamental role in enhancing teachers' psychological well-being, professional fulfillment, and overall job commitment. The study further underscores the necessity for educational administrators and policymakers to prioritize the implementation of robust motivational frameworks that cater to the diverse needs of teachers, ultimately fostering a more productive teaching workforce.

Furthermore, teaching experience emerged as a critical determinant of job satisfaction, with beginner teachers experiencing greater challenges that negatively influence their level of contentment in the profession. Early-career teachers often encounter difficulties related to classroom management, workload adjustment, and lack of mentorship, which may contribute to lower job satisfaction. Equally, teachers with more years of experience tend to develop enhanced coping mechanisms, stronger pedagogical skills, and increased professional confidence, leading to greater job fulfillment over time. This finding highlights the pressing need for structured mentorship programs, continuous professional development opportunities, and supportive policies aimed at assisting new teachers in overcoming initial career challenges and sustaining motivation.

Additionally, the study revealed that age and teaching experience were significant predictors of job satisfaction, whereas other demographic variables such as gender, academic qualification, and length of service did not independently influence teachers' job satisfaction levels. This



indicates that job satisfaction is shaped by a complex interplay of factors, some of which may have more profound effects than others. The variability in influencing factors emphasizes the multidimensional nature of teacher job satisfaction, necessitating further empirical investigation to deepen understanding of the underlying mechanisms driving these relationships.

Relatively, this study reinforces the importance of motivational techniques and teaching experience as key drivers of teacher job satisfaction and advocates for targeted interventions to enhance professional well-being. Future research should explore additional contextual, institutional, and policy-related factors that may further elucidate the intricate dynamics influencing teacher motivation and satisfaction in secondary schools. By addressing these aspects, educational stakeholders can create an environment that supports teacher retention, job satisfaction, and ultimately, improved student learning outcomes.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance job satisfaction among secondary school teachers in Danko Wasagu and Sakaba Local Government Areas of Zuru Educational Zone, Kebbi State:

1. Implementation of Comprehensive Motivational Strategies: School administrators and policymakers should prioritize teacher motivation by offering financial and non-financial incentives, such as fringe benefits, bonuses, and recognition programs. Providing supportive leadership and regular constructive feedback can improve teacher engagement and workplace morale.
2. Improvement of Working

Conditions: Schools should ensure that teachers have access to adequate teaching materials, well-equipped classrooms, and reduced workloads, creating a conducive work environment. Providing teachers with opportunities to participate in decision-making can enhance their sense of belonging and professional autonomy.

3. Mentorship and Support for Early-Career Teachers: Structured mentorship programs should be established to guide novice teachers in overcoming challenges related to classroom management, workload adaptation, and instructional strategies. Experienced teachers should be encouraged to serve as mentors to new teachers, offering professional guidance and emotional support.
4. Professional Development and Continuous Training: Regular training workshops and professional development programs should be introduced to help teachers improve their instructional skills and adapt to modern teaching methodologies. Schools should collaborate with educational institutions and stakeholders to provide opportunities for career growth, further studies, and certification programs.
5. Retention Strategies for Experienced Teachers: Long-serving teachers should be provided with opportunities for promotion, leadership roles, and performance-based rewards to maintain their motivation and job satisfaction. Policies should be developed to retain highly experienced teachers through attractive salary packages and career progression opportunities.
6. Addressing Demographic and



Institutional Factors: Policymakers should consider the role of age and experience in shaping job satisfaction by tailoring support programs to meet the needs of teachers at different career stages. Further research should be conducted to explore other institutional factors such as school management styles, organizational culture, and the impact of workload distribution on teacher job satisfaction.

7. **Strengthening Teacher-Student Relationships:** It is important for schools to encourage teachers towards fostering positive interactions with students, that would develop strong teacher-student relationships, contribute to higher job satisfaction and teaching effectiveness. Incorporating teacher wellness programs that focus on stress management and work-life balance can help maintain motivation and engagement.

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