Available online at: https://journals.researchsynergypress.com/index.php/ijtaese
International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE)
ISSN 2684-7167 (online)
Volume 4 Number 1 (2022): 22-42

Modelling Motivational Techniques with Teachers' Job satisfaction in Private Secondary Schools

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Abstract

Human needs have generally been accepted as one of the essential components of institutional success. Private schools have surpassed public schools in Nigeria at all levels in terms of numbers and performance outcomes, yet their teachers' job satisfaction has been an issue of concern. This study, therefore, modeled the perceived motivational techniques adopted and their relationship with teachers' job satisfaction. The non-experimental survey design was adopted. Two hundred and fifty participants were randomly selected from a population of 700. The researcher-designed questionnaires called motivational techniques, and teachers' job satisfaction scales were used for data collection. Factor analysis was carried out to estimate construct validity, while Cronbach Alpha was used to ascertain the instruments' internal consistency (r=0.842 & r=0.958). Results showed that income, promotion, working conditions, and recognition influence private teachers' job satisfaction. Also, income significantly relates to job satisfaction. For practice, private school administrators should design policies using the model to promote teachers' satisfaction, thus facilitating the better performance of students and teachers.

Keywords: *Job Satisfaction, Motivation, Private Schools, Techniques, Teachers*

INTRODUCTION

The COVID-19 pandemic led to school closure for about five months during the year 2020 in Nigeria. Thus, it resulted in the non-payment of teachers' salaries at private schools and resulted in the exodus of teachers from their profession. After the resumption of a new session on January 18, 2021, the demand for teachers exceeded the supply. After two weeks of resumption, advertisements for teachers in different private schools were still ongoing because the vacancies created by the mass exodus were yet to be filled. Therefore, this confirmed roles of teachers in the operations of the schools and consequently the future of the society.

Educators play a significant role in children's education, thereby preparing them to impact their society in their adult age positively. Teachers also provide guidance and inspiration (Wolhuter, Walt, Potgieter, Meyer, & Mamiala, 2012; Merrimack College, 2020). They also serve as role models. Therefore, the need for teachers who have satisfaction and are happy with their jobs cannot be overemphasized. The development of any country or society depends majorly on the type

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DOI: https://doi.org/10.31098/ijtaese.v4i1.752

and quality of education given to the children vis-à-vis the quality and satisfaction of teachers (Bonney, Amoah, Micah, Ahiamenyo, & Lemaire, 2015). The groups of people who provide quality education are motivated and satisfied teachers.

Human needs have generally been accepted as one of the essential components in an organisation that could make or mar the plan, the success, and effective execution of activities of an organisation. More importantly, it could be the determining factor for the success of any institution (Fatwa & Dressy 2016). According to Ramayah, Jantan, and Tadisina, (2001), the behaviour of satisfied educators will positively influence the school. Thus, the two main reasons why administrators of private schools are and should be interested in their educators' satisfaction. Specifically, in the private school, the increasing rate of teachers' attrition from the teaching profession rather than retirement caused the increasing attention to teachers' job satisfaction (Toropova Myrberg, & Johansson, 2021), especially during a pandemic. Improving teachers' working environment can appeal to university graduates in the teaching profession and reduce teachers' attrition rate (Ingersoll, 2003). Therefore, effectiveness in teaching may not achieve the goal of retaining professionals on the job if there is no job satisfaction; this eventually could frustrate the intention for quality education. Work satisfaction is demonstrated as one of the crucial elements that contribute to productivity (Mustapha, 2013). According to the United Nations Educational, Scientific, and Cultural organisation and International Institute for Capacity Building in Africa (UNESCO-IICBA, 2017), satisfied and productive educators are imperative to address some of the educational challenges in Northern Nigeria (Kwara State inclusive). Therefore, teachers' motivation and job satisfaction can enhance their effectiveness.

In addition, Alimi, Ehinola, and Alabi (2012) study revealed that school type (private and public) does not determine students' academic performance. On the contrary, (Kalagbor, 2016) asserted that students from the private school perform better academically than public school students. Therefore, this study examined the relationship between selected motivational techniques (income, job recognition, promotion, work conditions) and private school educators' job satisfaction.

Problem Statements

Nigerian educational system is on the verge of a precipice and tragic decay (Odia & Omofonmwan, 2007; Okoye, 2021). This situation is palpable in our secondary schools, where our secondary leavers are functional illiterates and less active in their admitted higher learning institutions. In addition to this is the COVID-19 pandemic that made many people lose their jobs, especially private school teachers. Many factors are responsible for this.

Nevertheless, one clear thing is that secondary school teachers can never be fully exonerated of this blame. Many are less motivated and are not satisfied with their jobs. Thus, it underscores the need to investigate the relationship between motivation techniques and private school teachers' job satisfaction in Ilorin West, Kwara State.

Research Objectives

The study examined motivation techniques that promote private school teachers' job satisfaction.

ISSN 2684-7167 (online)

Research Hypotheses

HO1: Motivation techniques adopted by private schools administrators do not significantly promote teachers' job satisfaction,

HO2: Income does not significantly promote teachers' job satisfaction,

HO3: Working condition does not significantly promote teachers' job satisfaction,

HO4: Promotion does not significantly contribute to teachers' job satisfaction,

HO5: Recognition received by the teachers does not significantly relate to teachers' job satisfaction.

LITERATURE REVIEW

Concept of Job Satisfaction

To start with, Ololube (2006) and Muhammad et al. (2012), job satisfaction is regarded as the aptitude of work or profession to meet the employee's needs and promote work performance. Ololube (2006) also submits that in an educational institution, educators' job satisfaction promotes the growth and development of the system. Teachers' extent of feeling good about their work is job satisfaction (Tasnim, 2006).

Literature confirmed that a few of the elements that could influence the satisfaction of educators is income or payment (Toropova et al., 2021). According to Fatima & Ali (2016), monetary benefits are essential for promoting organisational effectiveness and prolonged competitiveness. The salary of employees determines their satisfaction and dissatisfaction (Barton, 2002). Educators' work satisfaction correlates to salary structures and remuneration packages (Jonathan, Darroux, & Thibeti, 2013). Also, when teachers' work-related components were fine-tuned in proportion to other professions, they seem to be satisfied (Jonathan et al. 2013). Albee and Piveral (2003) also argued that appropriate levels of teachers' salaries will promote their commitment to the profession regardless of the situation, thereby reducing the attrition rate of teachers from schools. Salami (2008) similarly found that naturally, well-paid employees benefit their institution throughout their work duration. Researchers also found that employees with high salary packages in developing countries like Pakistan are more fulfilled with their careers than employees who receive lesser salaries (Grund & Sliwka, 2006; Hamermesh & Daniel, 2004). Some other studies also found no significant association between salary received and workers' job satisfaction (Uwe, 2006).

Motivational Techniques and Teachers' Job Satisfaction

Job satisfaction does not operate in isolation; different factors influence it. One of the prominent factors is motivation (intrinsic and extrinsic) (Nadim, Chaudhry, Kalyar, & Riaz, 2012). According to Nyarko, Akenten, and Abdul-Nasiru (2013), teachers as humans are possessed with both intrinsic and extrinsic needs. An educator with intrinsic may embark on work without being pushed, for the satisfaction it enjoys, or for the sensation of self-actualisation.

Conversely, the teacher with an extrinsic element may carry out a job to obtain a prize such as a salary. Ubom (2001) observes that pay, promotion, and praise are environmental factors that motivate people within an organisation. A study by Nyagaya (2015) findings showed that salary positively motivated educators' job satisfaction. Asif, Fakhra, Tahir, and Shabbir, (2016) investigated the relationship between teachers' job satisfaction (organisational justice, organisation culture, and administrators' decision-making) and students' academic performance. Alongside numerous factors of teachers' job satisfaction, variables such as organisational justice, organisation culture, and school managers' decision-making techniques also correlate to their job satisfaction. Thus, the study revealed that students' academic performance does not significantly relate to educators' satisfaction. According to Aggarwal (2005), the source of motivation is the pay scale and the working condition. The working conditions denote the environment in which educator works (Ali, Ali, & Adan, 2013). It encompasses physical and social infrastructure, teachers' pay package, workload, school operating system, and community relations, among others (Leithwood, 2006; Orodho & Waweru, 2013). Every teacher's dream is to work in a good

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and conducive working conditions that will lead to better job convenience and comfort. Robbins (2000) submitted that lack of factors such as working conditions, among other things, can affect the mental-physical well-being of teachers and leads to job dissatisfaction (Nyagaya, 2015). Nyagaya (2015) opined that working conditions promote secondary school educators' job satisfaction.

Promotion has also been established in the literature as a factor that influences teachers' job satisfaction. Promotion is the move of a worker to a high-ranking job (McCausland, Pouliakas, & Theodossiou, 2005, Awodiji, 2018). Agreeing to Miceli and Mulvey (2000), a substantial aspect of a teacher's vocation is the promotion that influences other aspects of their work experience. Career progression also makes up a crucial facet of labour force mobility related to workers, most frequently having a considerable increment in wages. Previous studies found that promotion positively impacts job satisfaction (McCausland et al., 2005). Studies have shown that the workers elevated to managerial positions are likely to be satisfied with their jobs and assume such promotions next time (Paarsch & Shearer, 2000; Malik, Danish, & Munir, 2012). Research conducted by Iqbal, Muzammil, Mushtaq, Rehman, & Mushtaq, (2018) among the staff of the retail organisation in Pakistan, showed that workers are satisfied with attractive salaries and promotion packages. Thus, the employees at the lower level want to get themselves elevated to higher positions with the goal that their salaries will increase based on the promotion. Maurice's (2015) study found out that promotion as motivation a strategy influences teachers' job satisfaction. Hence, it also applies to teachers in private schools; if there is an opportunity for them to advance in their careers and get promoted, there is the possibility of them satisfied and committed to teaching.

Working conditions in schools involve the terms in which educators work. Working conditions are fundamental to teachers' perception of their working place (Toropova et al., 2021). Teachers feel honored in their job when conditions are friendly to them. Factors like adequate accommodation, work hours, the work environment, leave pay, and interpersonal relationships promote teachers' work satisfaction. Working conditions had an impact on job satisfaction (Raziqa & Maulabakhsha, 2015). Working conditions, as conceptualised by Yusuf and Aliyu (2013), as a composite of three major elements, namely the technical condition (tools, infrastructures, equipment, among others), the human condition (communication/information flow, friendliness, social integration among others) and the organisational condition (policy, culture, management, structure, leadership).

Among some other factors, recognition received has also been found to influence the job satisfaction of teachers. Research findings have established the strong positive impacts of rewards and recognition on job satisfaction (Ali & Ahmed 2009; Katou, 2008). According to Sargent & Hannum (2005), teachers' recognition will perform a significant position in influencing job satisfaction. Halepota (2015) illustrates motivation as a theoretical concept associated with a variety of strategies that generate different results at various times. Therefore, when teachers see their works recognised, it improves their excellence at work (Besterfield et al., 2011).

Contrariwise, when recognition is not available, job satisfaction may decrease. Many educational studies have related staff recognition to satisfaction (Popoola, 2009; Sharma & Jyoti, 2009)., Karavas (2010) found that educators were largely pleased with the recognition received from the school and parents. Furthermore, teachers were satisfied with their social status and acceptance.

Based on the knowledge of the researchers, it was observed that no single study had tested the relationship between motivation techniques such as income, working conditions, promotion and recognition, and job satisfaction among private school teachers in the Northwestern Geo-political zone of Nigeria (where Ilorin, Kwara state belongs). It is on this note that this study modelled motivational techniques with teachers' job satisfaction in private secondary schools.

Conceptual Framework

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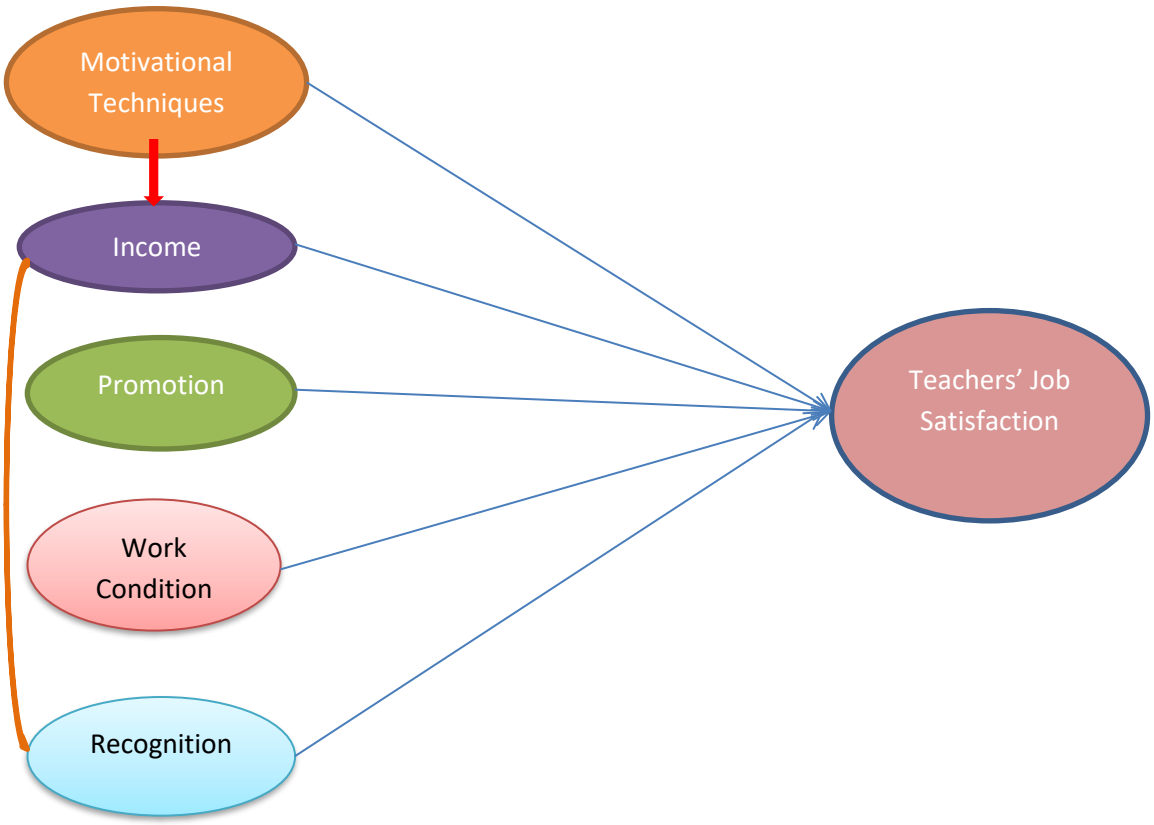

Figure 1. Motivation Techniques and Private School Teachers' Job Satisfaction Model

Figure 1 describes the linkage between the motivational techniques (income, promotion, work condition, and recognition) and job satisfaction based on the Herzberg two-factor theory. The assumption was postulated by Herzberg (1959) with two factors (satisfy or dissatisfy). The assumption concentrates on the human emotional aspects of motivation.

The model reveals that the motivational techniques (independent variable and extrinsic factors) could be linked to educators' job satisfaction. Thus, the framework portrayed the inter-linkages between motivation techniques and teachers' job satisfaction, as indicated in Figure 1. Therefore, it implies that all factors of motivation techniques could enhance private secondary school teachers. For operators of private secondary schools to attain their educational goals, the satisfaction of their teaching staff cannot be jettisoned. Hence, private school administrators should consider the factors considered in this model as instruments for attaining the job satisfaction of their teachers in the post-COVID-9 era in Nigeria.

Significance of The Study

The Nigerian educational system has been undergoing a tragic process of decay. Thus, it can never be explained without reference to the reason that many schoolteachers are not happy with their jobs. The advent of COVID-19 has further complicated the situation, especially private schools' teachers, and their families, poorer because of the non-payment of their salaries during the lockdown. This incidence further led the educational system deeper into decay. Given the above, this article stands out and is worthy of attention. Thus, the article brings effective motivational techniques to promote teachers' job satisfaction, thus facilitating better student performance. It will eventually result in a positive impact on the entire educational system and therefore positively impact every aspect of society and human living. In particular,

ISSN 2684-7167 (online)

the study's findings will help private school owners and managers to promote the satisfaction of teachers. In particular, the study will provide insight to school administrators in the direction of promoting teachers' satisfaction using the motivational techniques used to enhance school effectiveness, regardless of the situation.

RESEARCH METHOD

The non-experimental survey design was adopted for this study to establish effective motivational techniques for promoting private school teachers' job satisfaction. Twenty-five private secondary schools were randomly selected out of 70 schools with at least ten teachers per school. After that, ten teachers from each sampled 25 schools participated. Hence, the total sample was 250 participants. Teachers' self-assessed questionnaire tagged "Motivational Techniques and Teachers' Job Satisfaction Questionnaire" (MTTJSQ) with two scales were employed for data collection. Construct validity was determined through factor analysis, while Cronbach Alpha was used to ascertain the instrument's internal consistency. Data was collected from private teachers with the help of two trained research assistants.

Analysis of the data was carried out using smart PLS to model the relationship. To perform the data analysis, partial least squares structural equation modelling (PLS-SEM) was implemented through Smart PLS 3 software version 3.3.3 (Hair, Hult, Ringle, & Sarstedt, 2016; Ringle, Sarstedt, & Straub, 2012). This approach was suitable because this study explores modelling as widely applied in academic education research. Acting on the suggestion of Henseler, Ringle, and Sinkovics (2009), the current study used a two-step approach to assess the measurement model (validity and reliability) and structural model for evaluating and reporting PLS-SEM results (i,e structural paths).

FINDINGS AND DISCUSSION

Table 1. Participants' Demographic Data

Demographic Data	Frequencies	Percentage (%)
Gender		
Male	140	56.0
Female	110	44.0
Total	250	100.0
Age		
21 – 30 years	108	43.2
31 – 40 years	105	42.0
41 – 50 years	26	10.4
51 – 60 years	11	4.4
Total	250	100.0
Year of Teaching Experiences		
Less than/2 years	77	30.8

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3 – 5 years	103	41.2
6 – 10 years	49	19.6
11 and above	21	8.4
Total	250	100.0
Highest Qualifications		
NCE	84	33.6
ND	37	14.8
HND	49	19.6
Bsc/B.A./BTech	19	7.6
Bsc/B.A (Ed)/B.Ed	29	11.6
PGDE	19	7.6
Msc/M.A./M.Ed/M.Tech	13	5.2
Total	250	100.0

Data from Table 1 show the demographic data of private schools teachers in the Ilorin West Local Government Area who participated in the study. The result indicated that male teachers 140(56%) are more than 110 (44%) female teachers. Most of the participants, 108 (43.2%), fell in the age range of 21 – 30 years, suggesting that most private schools' teachers are young adults. For most of their years of teaching experience, 103 (41.2%) had between 3 to 5 years of experience. Meanwhile, most of the participants, 84(33.6%), hold Nigeria Certificate in Education (NCE) as the highest professional qualification.

Measurement Model Assessment

Therefore, the hypothesised model was developed, and parameters were estimated (See Figures 1-2). Again, Hair et al. (2014) suggested that there is a need to establish individual indicator reliability (i.e., external loadings), composite internal consistency, and construct validity, respectively.

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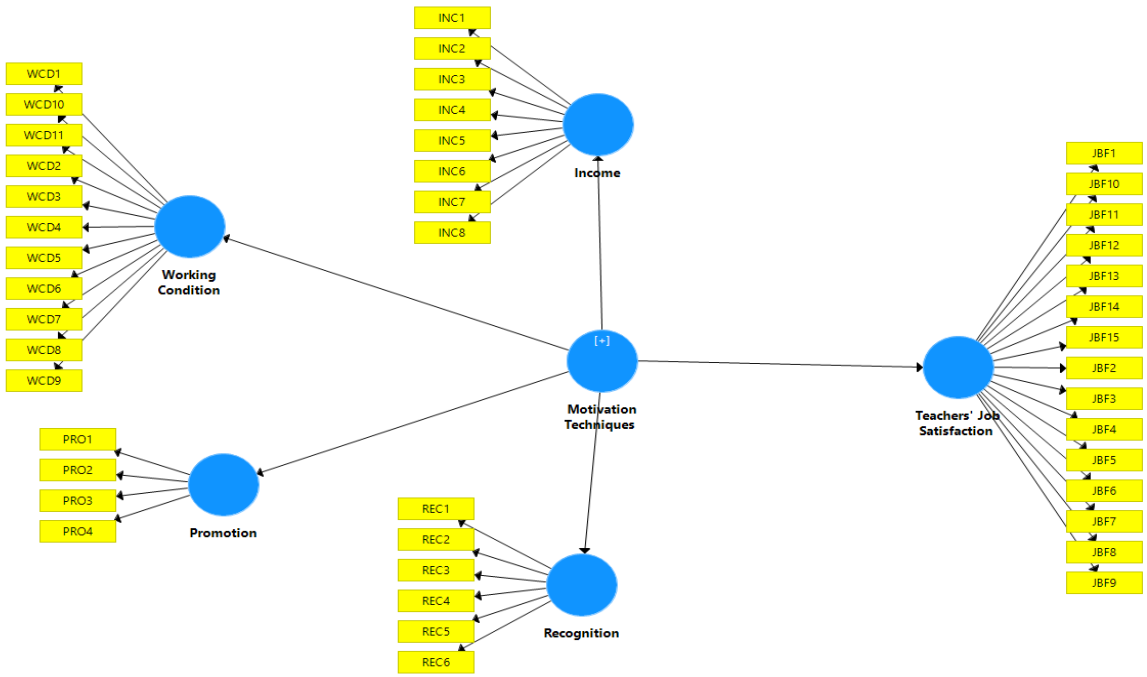

Figure 1.Hypothesised Measurement Model

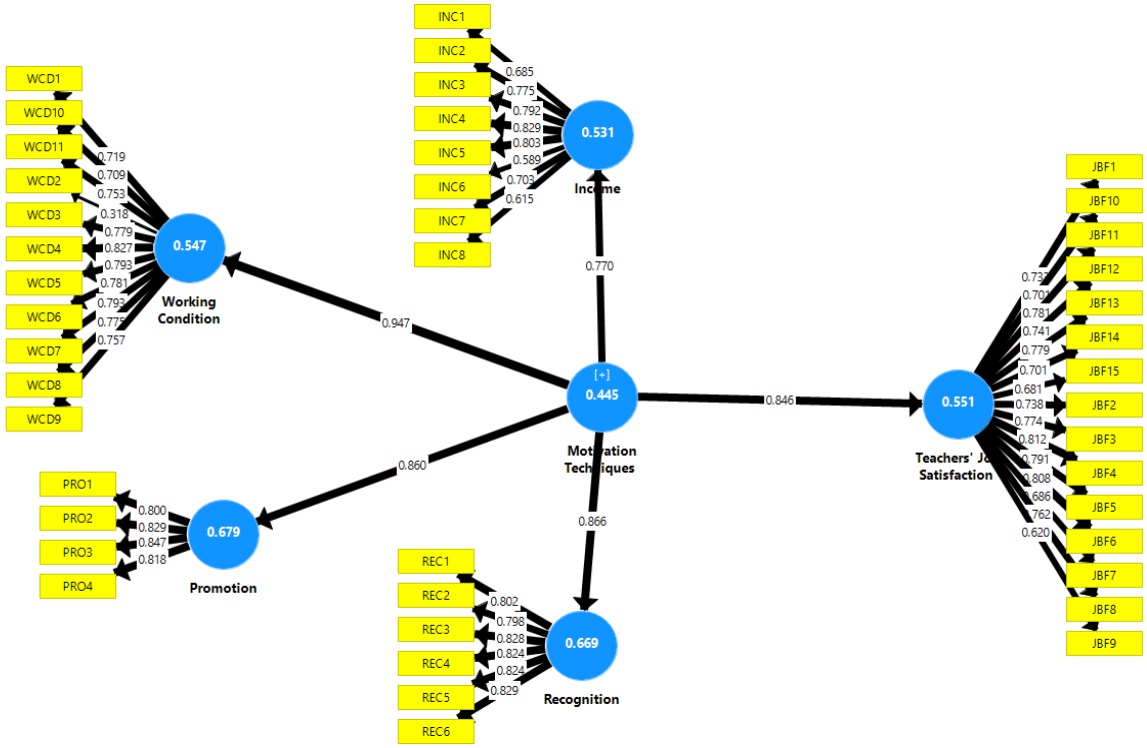

Figure 2. Measurement Model Parameter Estimate (β-values)

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Table 2: Standardised Loadings, Validity, and Reliability of the Measurement Model

Constructs and Indicators	Outer Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Income				
INC1	0.685			
INC2	0.775			
INC3	0.792			
INC4	0.829	0.872	0.899	0.531
INC5	0.803			
INC6	0.589			
INC7	0.703			
INC8	0.615			
Promotion				
PRO1	0.800			
PRO2	0.829	0.842	0.894	0.679
PRO3	0.847			
PRO4	0.818			
Recognition				
REC1	0.802			
REC2	0.798			
REC3	0.828	0.901	0.924	0.669
REC4	0.824			
REC5	0.824			
REC6	0.829			
Working Condition				
WCD1	0.719			
WCD10	0.709			

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WCD11	0.753			
WCD3	0.779			
WCD4	0.827	0.912	0.928	0.547
WCD5	0.793			
WCD6	0.781			
WCD7	0.793			
WCD8	0.775			
WCD9	0.757			
Teachers' Job Satisfaction				
JBF1	0.733			
JBF10	0.701			
JBF11	0.781			
JBF12	0.741			
JBF13	0.779			
JBF14	0.701			
JBF15	0.681	0.941	0.948	0.551
JBF2	0.738			
JBF3	0.774			
JBF4	0.812			
JBF5	0.791			
JBF6	0.808			
JBF7	0.686			
JBF8	0.762			
JBF9	0.620			

Indicator reliability: For each construct, the outer loadings of each of the items were examined. To retain substantial item loadings, Hair et al. (2014) suggested a benchmark between 0.40 and 0.70. Hence, the present study's external loadings were adequately above the benchmark

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for each item except for item WCD2, which was expunged (See Table 2). Consequently, the criterion for deciding good individual item reliability was met.

Internal consistency: This was assessed using composite reliability and Cronbach alpha, though Cronbach alpha has been criticised for its underestimation so, it has been regarded as a lower bound in this study. However, Bagozzi & Yi (1988); Hair et al. (2011) gave a threshold value of 0.70 as the minimum cut-off for interpreting good composite reliability and Cronbach alpha for each of the latent variables (i.e. sub-constructs of motivational technique and job satisfaction) in the study. Table 2 presented the composite reliability and Cronbach alpha coefficients for each of the latent variables. Thus, the composite reliability coefficient, as presented in Table 2, varied from 0.842 to 0.958, suggesting adequate internal consistency of the factors.

Convergent Validity (CV): Average variance extracted (AVE) was employed to assess CV (Fornell & Larcker 1981). Here, the AVE should be at least 0.50 to depict the appropriate CV of an individual factor, although some researchers also advanced for the 0.40 benchmark. The analysis result gave AVE values, as indicated in Table 2 that all the elements used met the criterion of 0.50 AVE. Therefore, it was established that the study has a sufficient CV.

Table 3. Constructs Cross Loadings

Indicators	Income	Promotion	Recognition	Teachers' Job Satisfaction	Working Condition
INC1	**0.685**	0.479	0.441	0.522	0.550
INC2	**0.775**	0.464	0.409	0.506	0.514
INC3	**0.792**	0.468	0.308	0.441	0.443
INC4	**0.829**	0.517	0.365	0.481	0.507
INC5	**0.803**	0.496	0.418	0.500	0.517
INC6	**0.589**	0.291	0.232	0.338	0.308
INC7	**0.703**	0.433	0.398	0.456	0.443
INC8	**0.615**	0.347	0.207	0.249	0.310
PRO1	0.526	**0.800**	0.599	0.650	0.672
PRO2	0.491	**0.829**	0.605	0.632	0.650
PRO3	0.504	**0.847**	0.593	0.593	0.615
PRO4	0.484	**0.818**	0.502	0.542	0.569
REC1	0.405	0.545	**0.802**	0.655	0.668
REC2	0.300	0.499	**0.798**	0.616	0.604
REC3	0.413	0.547	**0.828**	0.635	0.617
REC4	0.405	0.607	**0.824**	0.634	0.649
REC5	0.444	0.625	**0.824**	0.660	0.652
REC6	0.422	0.603	**0.829**	0.658	0.660
JBF1	0.458	0.606	0.588	**0.733**	0.646
JBF10	0.341	0.414	0.513	**0.701**	0.477
JBF11	0.537	0.597	0.571	**0.781**	0.615
JBF12	0.521	0.580	0.548	**0.741**	0.600
JBF13	0.451	0.582	0.612	**0.779**	0.642

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JBF14	0.516	0.560	0.503	**0.701**	0.517
JBF15	0.306	0.435	0.552	**0.681**	0.516
JBF2	0.496	0.598	0.628	**0.738**	0.645
JBF3	0.501	0.574	0.671	**0.774**	0.644
JBF4	0.538	0.604	0.683	**0.812**	0.677
JBF5	0.534	0.579	0.611	**0.791**	0.595
JBF6	0.433	0.606	0.656	**0.808**	0.621
JBF7	0.381	0.437	0.539	**0.686**	0.483
JBF8	0.439	0.553	0.595	**0.762**	0.576
JBF9	0.263	0.374	0.431	**0.620**	0.411
WCD1	0.544	0.602	0.633	0.634	**0.719**
WCD10	0.357	0.489	0.573	0.557	**0.709**
WCD11	0.463	0.627	0.620	0.585	**0.753**
WCD3	0.472	0.546	0.557	0.597	**0.779**
WCD4	0.492	0.626	0.628	0.641	**0.827**
WCD5	0.486	0.615	0.651	0.611	**0.793**
WCD6	0.554	0.618	0.600	0.576	**0.781**
WCD7	0.466	0.579	0.599	0.596	**0.793**
WCD8	0.516	0.634	0.606	0.608	**0.775**
WCD9	0.447	0.540	0.598	0.639	**0.757**

Table 4. HeteroTrait-MonoTrait Ratio of Correlations (HTMT)

Constructs	Income	Promotion	Recognition	Teachers' Job Satisfaction	Working Condition
Income					
Promotion	0.702				
Recognition	0.538	0.799			
Teachers' Job Satisfaction	0.655	0.816	0.849		
Working Condition	0.697	0.859	0.858	0.840	

The discriminant validity (DV)was assessed using the cross-loadings criterion and HeteroTrait-MonoTrait Ratio (HTMT), respectively. It was suggested that checking cross-loadings of all the indicators should load the highest on their associated constructs (Henseler et al., 2015). Hence, the present study met this condition (See Table 3). Also, HTMT DV exists if the HTMT ratio is over 0.90 (Teo et al., 2008). Thus, the result showed that the HTMT ratio is below these values (See Table 4). Therefore, it was decided that all the factors used in this study have an adequate level of DV. Succinctly, Tables 3 and 4 attested that all constructs used were distinct and independent, evidence of discriminant validity.

The Assessment of Structural Model

ISSN 2684-7167 (online)

The bootstrapping approach was adopted to test for structural path significance implemented in SmartPLS software. To achieve this deed, the method used 500 bootstrap samples and 285 cases to establish the significance of the path coefficients for the direct effect (Hair et al. 2012; Henseler et al. 2009). Consequently, Table 5 and Figures 3-6 show detailed assessments of the model combined with statistics relating to a point effect of the variables in the model.

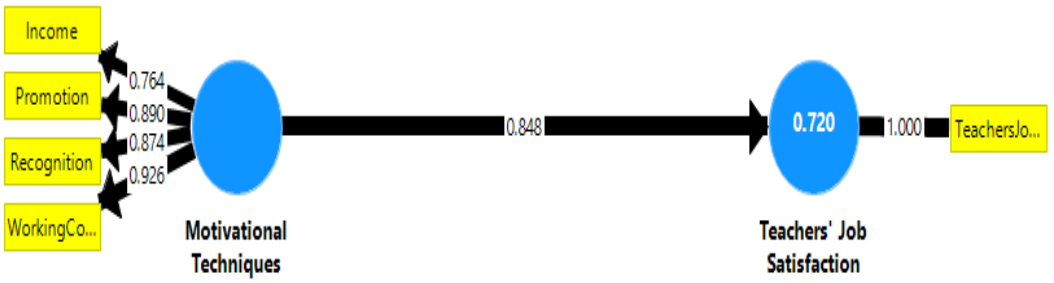

Figure 3. Structural Model Estimates (β-value)

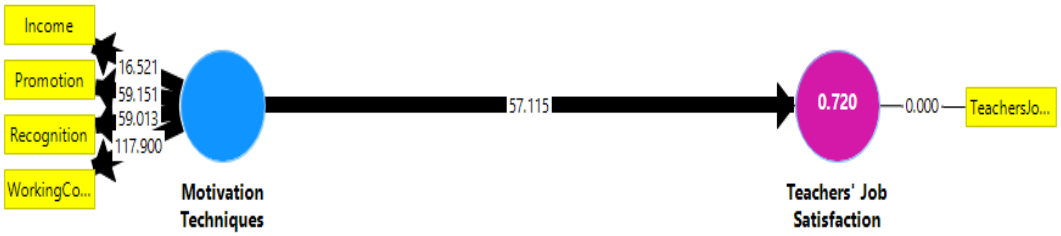

Figure 4. Structural Model Estimates (Bootstrapping)

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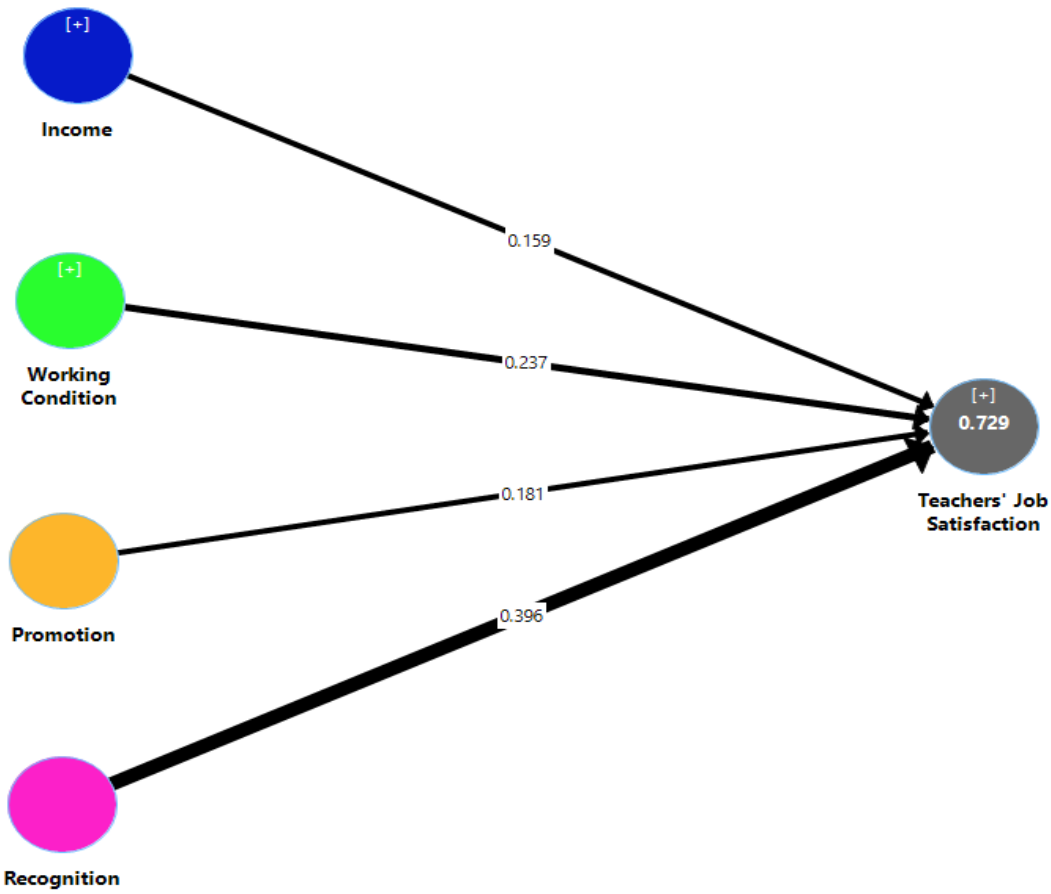

Figure 5. Sub-constructs Direct Estimates (β-value)

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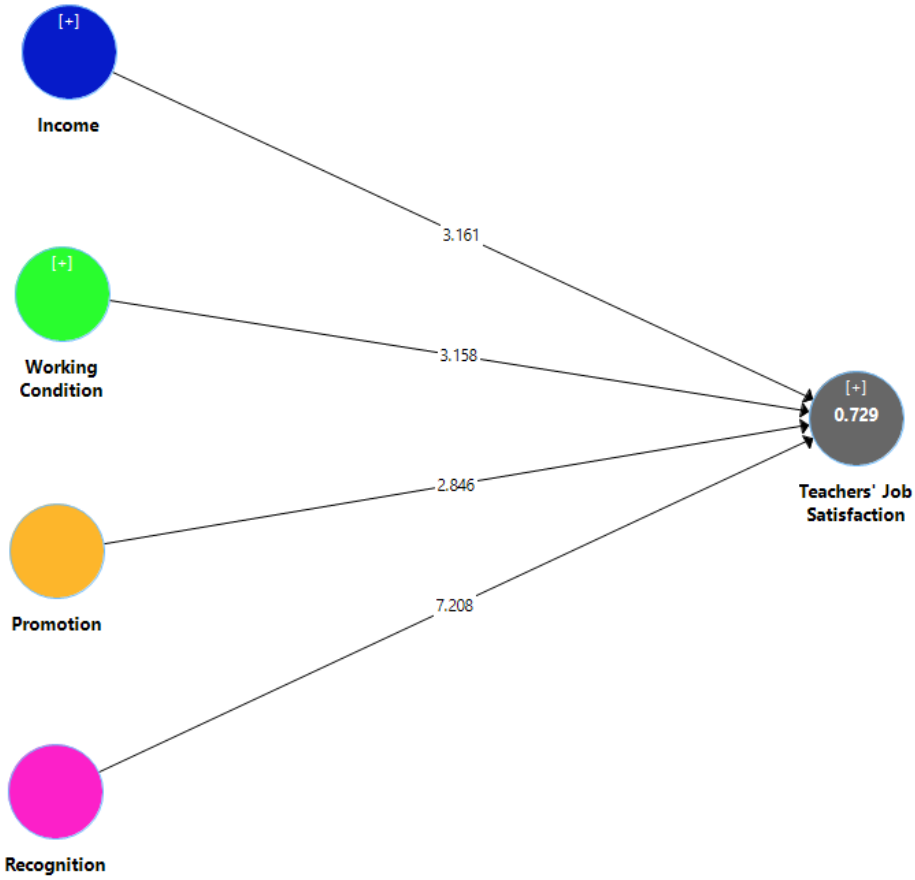

Figure 6: Sub-constructs Direct Estimates (Bootstrapping)

Originally, HO1 proposed that motivation techniques adopted by private school administrators do not significantly promote teachers' job satisfaction in Ilorin West private secondary schools. Results provided in Table 5 and Figures 3-4 revealed a positive and significant interaction between motivation techniques and teachers' job satisfaction ($\beta = 0.848$, $t = 57.115$, $p < 0.05$). Therefore, the null hypothesis was rejected. Again, results from Table 4 and Figures 5-6 report that income as a motivation technique is positive and significantly related to teachers' job satisfaction in the study area ($\beta = 0.159$, $t = 3.161$, $p < 0.05$). Thus, HO2 was rejected. Similarly, the results returned a significant positive relationship between promotion and teachers' job satisfaction with ($\beta = 0.181$, $t = 2.846$, $p < 0.05$); therefore, HO3 was also rejected. Furthermore, the same trend of significant positive relationships was observed for recognition and teachers job satisfaction with ($\beta = 0.396$, $t = 7.208$, $p < 0.05$) and working condition and job satisfaction with ($\beta = 0.237$, $t = 3.158$, $p < 0.05$) respectively. Consequently, both HO4 and HO5 were rejected.

Table 5: Structural Model Assessment

Hypothesis	Constructs Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Decision
HO_1	Motivation Techniques -> Teachers' Job Satisfaction	0.848	0.849	0.015	57.115	0.000	Reject Ho

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HO_2	Income -> Teachers' Job Satisfaction	0.159	0.158	0.050	3.161	0.002	Reject Ho
HO_3	Promotion -> Teachers' Job Satisfaction	0.181	0.187	0.063	2.846	0.005	Reject Ho
HO_4	Recognition -> Teachers' Job Satisfaction	0.396	0.398	0.055	7.208	0.000	Reject Ho
HO_5	Working Condition -> Teachers' Job Satisfaction	0.237	0.232	0.075	3.158	0.002	Reject Ho

More importantly, the assessment of variance described the endogenous latent variable (i.e. Teachers' job satisfaction). PLS-SEM model assessment suggests an alternative essential principle: the R-square (R2) value assessment (Henseler et al. 2009), also known as the coefficient of determination (Hair et al. 2012). The R-square value indicates the percentage of variation in the dependent factor that could be justified by one or more predictor variables (Hair et al., 2010). In PLS-SEM, 0.60 can be considered a substantial and acceptable value for R2, with 0.33 as mild and 0.19 as low (Chin, 2010). Thus, the R2 value found for this work was 0.729, which was very high and above the benchmark. Thus, it implies that income, promotion, recognition, and working condition jointly explain 72.9% of the variance observed in the teachers' job satisfaction.

Discussion of Findings

This study found that motivation techniques (income, promotion, work condition, and recognition) are statistically significantly related to private school teachers' job satisfaction. Therefore, it means that the more the private secondary schools' administrators adopt these techniques, the better the job satisfaction of their teachers, and the better the school performance. Although a very high-above the benchmark variance was accounted for; thus, the remaining 27% of the teachers' job satisfaction could be achieved through other factors such as a passion for the job, interest in the job, and job security. Hence, it suggests that the private secondary schools' adoption of these motivation techniques would likely benefit their teachers' satisfaction and improve their retention rate regardless of the situation. This finding is consistent with Haruddin, Gani, Sinring, and Arifin's (2017) and Maurice's (2015) studies on the correlation between motivation approaches and educators' job satisfaction.

Furthermore, the result reveals that income is positively and significantly related to private secondary school teachers' satisfaction. The relationship is logical as income plays an important function in the satisfaction of teachers. Hence, it indicates that the better the income package and regular payment, the better the level of satisfaction of teachers. Meanwhile, based on experience, most private school teachers are low-paid compared to their counterparts in public schools. However, they support their income with extra lessons and jobs. Their meagre pay level has always been the reason for attrition and to seek green pasture in government establishments or a better-paid job elsewhere. Hence, it is in line with Nyagaya's (2015) findings, which revealed that teachers' level of satisfaction with their work is positively influenced by the remuneration factor.

All other techniques of motivation that predict educators' satisfaction in private secondary schools suggest a statistically positive significant relationship. Other studies have corroborated that recognition (Katou, 2008; Ali & Ahmed 2009; Besterfield et al., 2011; Nyagaya, 2015), promotion (Paarsch & Shearer, 2000; Malik et al., 2 012; Maurice, 2015; Iqbal et al., 2018), working environment (Yusuf & Aliyu, 2013), and an increase in salaries due to promotion promote job satisfaction.

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CONCLUSION

The current study examined the relationship among the studied variables such as income, work conditions, promotion, and recognition on teachers' job satisfaction in the Kwara State of Nigeria, especially in the Ilorin West Private Schools. The examined problem was private school teachers' job satisfaction. The study was based on the Frederick Herzberg Hygiene and Motivating Factors proposed by Herzberg (1959). Results revealed that motivational dimensions like recognition, promotion, work conditions, and income are essential predictors of teachers' job satisfaction so that teachers' potential should be fully utilised. If teachers are satisfied, they can focus on the students and the rest of the academic activities. The outcome of this current study strengthens the theoretical justification of Herzberg two factor theory-based examination with the help of a conceptual framework helpful for teachers and policymakers sitting in private schools. The current study has taken motivating factors, but hygiene factors should also be used in future research after the pandemic, hopefully, to testify to the findings. The current study highlights a few practical implications for people managing those private schools as the teachers are the building blocks of society and how important is their efforts for youth building, especially in schools. If teachers are satisfied, then students are satisfied, and private schools earn more. Thus, it has a great deal of impact. Therefore, all managers handling private schools should accustom themselves to this present research to be empowered to design teachers' policies that would enhance motivation and lead to their satisfaction. A comparative study can also be done with the same model in the future, especially in Nigeria, Ghana, and Pakistan, with the more modified model on private school teachers and other industries as a matter of fact COVID-19. Moreover, future research should be conducted with the same independent and dependent variables by including other mediating factors like personality traits, organisational justice, culture, and training.

ACKNOWLEDGEMENTS

We acknowledge the support received from the management and staff of private secondary schools that participated in this study. We are grateful to all authors whose works are used in the study and our research assistant that support us in data gathering.

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