

Czech University of Life Sciences Prague

Faculty of Economics and Management

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Master's Thesis

Effect of Quality of Work Life on Job Performance, Work Motivation and Job Satisfaction of Secondary School Teachers in Abuja, Nigeria.

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Mercy Unameyo Unokhoghie, BSc

Economics and Management

Thesis title

The effect of Quality of work life on Job performance, work motivation and job satisfaction of secondary school teachers in Abuja, Nigeria.

Objectives of thesis

the aims and objectives of this research will include.

To determine and analyze the quality of work life on job performance of secondary school teachers

To analyze the of the quality of work life on work motivation

To determine the quality of work life on Job satisfaction in secondary school teachers

Methodology

RESEARCH SETTING

this research will be conducted in the federal capital territory of Nigeria. the scope of the research setting would be narrowed to Abuja municipal area council (AMAC) Karu, Nigeria.

RESEARCH DESIGN

this research will involve the use of quantitative method of data collection and analysis. the quantitative method will involve the use of descriptive statistics to analyze the data. SPSS software will be used in analyzing frequency tables as well as graphs for a better interpretation.

POPULATION OF STUDY

the target population for this research will be 100 secondary school teachers in 50 different schools in Karu AMAC

SAMPLE AND SAMPLING TECHNIQUES

this research will involve the use of a simple random sampling. simple random sampling is a probability sampling method in which the target participant will be selected randomly.

DATA COLLECTION METHOD

Questionnaires which will involve both open and closed ended question will be administered via online to the selected schools.



The proposed extent of the thesis

70 p.

Keywords

Quality of work life, performance, work motivation, job performance

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ARNOLD, John; RANDALL, Ray. *Work psychology : understanding human behaviour in the workplace*. New York: Pearson Education, 2016. ISBN 9781292063409.

FONTANA, D. *Psychology for Teachers*. Macmillan Education UK, 1996. ISBN 9780333640661.

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ROTHMANN, Ian; COOPER, Cary L. *Work and organizational psychology*. London: Routledge, 2015. ISBN 978-1848722200.

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Declaration

I certify that my own independent research and inquiry served as the foundation for the research provided in this thesis. The reference section includes a list of all sources that have been properly acknowledged and cited throughout this thesis. Any information, facts, or statements gleaned from outside sources have been accurately referenced and cited in accordance with accepted academic norms.

In Prague on

Unokhoghie Mercy Unameyo

Acknowledgement

I want to extend my sincere gratitude and appreciation to my supervisor Dr. Mrs Krejcova Kristyna, to my Parent and everyone who helped finish my master's thesis. Without the assistance, direction, and encouragement of several people, this study project would not have been possible. I would like to express my sincere gratitude to every one of them for their priceless efforts.

Effect of Quality of Work Life on Job Performance, Work Motivation and Job Satisfaction of Secondary School Teachers in Abuja, Nigeria.

Abstract

This study examines the effect of quality of work life on the job performance, work motivation, and job satisfaction of secondary school teachers in Abuja. It sets out to investigate whether quality of work life has any effect on the job performance, work motivation, and job satisfaction of teachers. The study adopted Abuja, the capital city of Nigeria as a case study and evaluated all teachers across all area councils in the city. Data was gathered using self-structured questionnaires was analysed using descriptive and ordinary least square regression analysis. In this study, the variables include quality of work life as the independent variable, while job performance, work motivation, and job satisfaction were treated as the dependent variables. The level of significance was set at 5%. The findings of the study revealed that quality of work life has positive significant effect on job performance ($p\text{-value} < 0.05$). The same result was observed with work motivation ($p\text{-value} < 0.05$) and job satisfaction ($p\text{-value} < 0.05$). The study equally found a positive relationship among all three dependent variables when a correlational analysis was conducted. Consequently, the study recommends that management of educational institutions as well as the government and its ministries and agencies in charge of education in Nigeria, put in place policies and measures to promote better quality of work life to improve teachers' productivity.

Keywords: Quality of work life, Job performance, Job satisfaction, Work motivation, Work-life balance,
Secondary school teachers, Nigeria.

Vliv kvality pracovního života na pracovní výkon, pracovní motivaci a pracovní spokojenost učitelů středních škol v Abuji v Nigérii.

Abstraktní

Tato studie zkoumá vliv kvality pracovního života na pracovní výkon, pracovní motivaci a pracovní spokojenost učitelů středních škol v Abuji. Klade si za cíl prozkoumat, zda kvalita pracovního života má nějaký vliv na pracovní výkon, pracovní motivaci a pracovní spokojenost učitelů. Studie přijala Abuja, Hlavní město Nigérie jako případovou studii a vyhodnotila všechny učitele ve všech oblastních radách ve městě. Data byla shromážděna pomocí samostrukturovaných dotazníků byla analyzována pomocí popisné a běžné regresní analýzy nejmenších čtverců. V této studii proměnné zahrnují kvalitu pracovního života jako nezávislou proměnnou, zatímco pracovní výkon, pracovní motivace a spokojenost s prací byly považovány za závislé proměnné. Úroveň významnosti byla stanovena na 5%. Výsledky studie ukázaly, že kvalita pracovního života má pozitivní významný vliv na pracovní výkon (p -hodnota $< 0,05$). Stejný výsledek byl pozorován u pracovní motivace (p -hodnota $< 0,05$) a spokojenost s prací (hodnota $p < 0,05$) studie stejně našla pozitivní vztah mezi všemi třemi závislými proměnnými, když byla provedena korelační analýza. V důsledku toho studie doporučuje, aby vedení vzdělávacích institucí, jakož i vláda a její ministerstva a agentury odpovědné za vzdělávání v Nigérii zavedly politiky a opatření na podporu lepší kvality pracovního života s cílem zlepšit produktivitu učitelů.

Klicova slova: Kvalita pracovního života, pracovní výkon, spokojenost s prací, pracovní motivace, rovnováha mezi pracovním a soukromým životem, Učitelé středních škol, Nigérie.

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1.0 Introduction

Researching secondary school teachers' work-life balance, productivity, motivation, and contentment in Abuja, Nigeria, is crucial. Understanding these elements can significantly impact teachers' general well-being and the educational system. The general working environment and circumstances that teachers encounter is called the quality of the work life. It considers workload, work-life balance, interpersonal interactions at work, and organisational support. According to research, teachers with a high quality of work life report higher levels of job satisfaction, improved psychological health, motivation, and better job performance (Demirtas & Akdogan, 2018). Therefore, teachers' total efficiency and retention in Abuja can be improved by Understanding and enhancing the quality of work life.

Job Performance: A vital aspect of a teacher's responsibility is demonstrating effective job performance. It covers how well teachers execute their duties, such as lesson planning, classroom management, instruction delivery, and student evaluation. Numerous studies have demonstrated a link between teachers' job satisfaction and job performance (Skaalvik & Skaalvik, 2018). Teachers are likelier to be involved, devoted, and productive when happy. Therefore, examining the elements that affect job performance can aid in identifying areas for development and guide measures to increase teacher effectiveness.

Work Motivation: Employee performance will be attained if a person has the intention, motivation, and fundamental positive values. Robbins (2003) defines motivation as "the readiness to issue a high level of effort toward organizational goals, which is conditioned by the effort's ability to meet individual needs." According to Robbins and Timothy (2007), motivation arises through the interaction of individuals and situations. Of course, everyone has a unique motivational base. Work motivation is the internal and external forces that motivate teachers to participate in their jobs and pursue personal and professional development. According to Tella et al. (2007), motivated teachers are more likely to be proactive, enthusiastic, and committed to their duties, improving job performance and increasing job satisfaction. Understanding the motivational factors that secondary school teachers in Abuja experience at work can assist educational institutions and policymakers in developing a positive atmosphere that encourages teacher engagement and professional development. Highly motivated employees tend to accomplish their tasks more successfully. Similarly, elements such as a positive organizational work environment can drive improved job performance.

Employee Contentment: The degree to which a person's work aligns with their values, expectations, and desires is measured personally by their level of job satisfaction. The retention of educators as well as their overall well-being are significantly impacted by it. As per research conducted by Skaalvik and Skaalvik (2018), Several outcomes, such as increased motivation, dedication, and performance, as well as fewer individuals are associated with job satisfaction. Understanding the factors influencing job satisfaction is essential to developing interventions and policies that will promote teacher satisfaction and overall well-being.

1.1 The Significance of The Effect of QLW On Job Performance, Work Motivation, And Job Satisfaction of Secondary Teachers in Abuja, Nigeria,

The impact of quality of work life on job performance, work motivation, and job satisfaction of secondary school teachers in Abuja, Nigeria, has important implications for educational institutions and teacher well-being. Research findings show that a conducive leadership climate, adequate resources, favourable working conditions, and a positive work atmosphere are important in enhancing teachers' performance (Addimando, 2020). This, in turn, yields substantial advantages for the broader educational system.

The effectiveness and outcomes of secondary school educators are closely linked to the quality of their working environment. In an environment characterized by supportiveness and positivity, teachers exhibit an increased tendency to use innovative teaching techniques, practical instructional methods, and show a deeper dedication to their students' academic success. Improvements in teaching ability and overall academic achievement in schools can result from improving work-life quality. Teachers in secondary schools are substantially more motivated to work when their work-life quality is high. Teachers are more motivated to give their best job when they feel their workplace is encouraging and fulfilling (Aslam et al., 2018; Khairani et al., 2020). Recognition, chances for professional advancement, autonomy, and insightful feedback are all factors that benefit teachers' motivation and drive to perform at the highest level in their positions. Better educational outcomes for children result from motivated instructors' propensity to exert extra effort and participate in professional development activities. When measuring job satisfaction levels among secondary school teachers, the quality of the work environment is critical. Teachers are more likely to feel fulfilled, engaged, and devoted when satisfied with their

jobs (Shannak et al., 2019; Awan et al., 2020). Higher levels of job satisfaction among educators can be attributed to several critical factors, including a pleasant work environment, supportive colleagues, equitable compensation, and opportunities for ongoing professional growth. Teachers who derive contentment from their roles tend to exhibit increased productivity within the classroom, express reduced intentions of leaving their positions, and contribute positively to the overall school culture.

As Lawa et al. (2020) discussed, Nigeria, like many developing countries, faces numerous educational system challenges. The quality of education is closely linked to the effectiveness of teachers, making it essential to understand the factors that influence their job performance, motivation, and job satisfaction (Canrinus et al., 2011). Quality Leadership and Work Environment encompass various elements that can enhance or hinder these aspects.

Quality leadership in education involves the guidance and direction provided by school principals and administrators. Ahmed (2023) explains that effective leadership fosters an environment that encourages teacher growth, collaboration, and a shared vision for educational excellence. In Abuja, Nigeria, the role of school leaders in supporting and empowering teachers cannot be overstated. Quality leadership ensures teachers receive the necessary support, resources, and recognition to excel. The work environment in educational institutions encompasses the physical, social, and emotional conditions in which teachers operate. It includes classroom facilities, colleague relationships, student behaviour, and administrative support. A positive work environment can enhance job satisfaction and motivation, improving job performance.

Quality Learning and Work (QLW) significantly influences job performance among secondary teachers in Abuja. When teachers are under the guidance of effective leadership and function within an enabling environment, their tendency to perform exceptionally well in their roles as instructors is noticeably higher. Supportive leadership ensures that teachers have access to opportunities for professional development, mentorship, and the necessary resources that augment their competencies in education (Archibald et al., 2020).

Motivation constitutes an essential aspect of a teacher's career. Quality leadership recognizing and acknowledging teachers' endeavours can substantially elevate their motivation. In a supportive work environment, teachers are more likely to feel valued and motivated to give their all, which improves student learning outcomes. The general well-being and dedication of teachers to their work are closely linked to job satisfaction. Teachers are more likely to report higher levels of job

satisfaction when they believe that their leaders are supportive and that their work environment is positive. Happy teachers are also more likely to stay in the field, which helps to reduce the problem of teacher attrition in Abuja's secondary schools.

1.2 Potential Implications of Quality of work life on Educational Institutions and Teacher Well-being

The quality of secondary school teachers' working lives can be improved to increase teacher retention. Educational institutions can decrease turnover and hire highly skilled teachers by fostering a favourable work environment (Arasteh et al., 2020; Awan et al., 2020). Students, as well as the institution, gain because of enhanced stability and continuity in the teaching personnel. Student achievement is directly impacted by the quality of instructors' working environments. Students are more likely to experience successful learning outcomes when teachers are content, motivated, and at their best (Afshan et al., 2019).

According to Khairani et al. (2020), educational institutions can indirectly raise student accomplishment and overall school performance by putting teachers' well-being first. Teacher Well-being Emphasising a secondary school teacher's work life's quality fosters their well-being. According to Aslam et al. (2018) and Shannak et al. (2019), a positive work atmosphere, opportunities for professional development, and an excellent work-life balance all help teachers feel satisfied at their jobs and prevent burnout. Making teacher's well-being a priority benefits their personal and professional lives, the school environment, and the kids' overall educational experience.

Nigerian educators face several difficult challenges that directly influence their Quality of Work Life (QWL). These difficulties include low pay, heavy workloads, and few opportunities for professional growth, and inadequate infrastructural support, as highlighted by Ogakwu et al. (2023). These limitations collectively contribute to diminished job satisfaction and increased stress among educational professionals.

The Quality of Work Life (QWL) experienced by teachers has a significant impact on how well educational institution's function. Teachers with high Quality of work life are more likely to be highly motivated, steadfastly committed, and more productive in their work. As a result of this phenomenon, formal teaching standards are implemented, teacher's turnover is decreased, and student engagement is increased.

There is a strong correlation between teachers' well-being and their Quality of Work Life. A favourable Quality of work life brings about improved mental health, an improved sense of job satisfaction and a healthier work-life balance, as postulated by Aruldoss et al. in their seminal work from 2020. Teachers who find fulfilment in their work are better able to impart excellent knowledge and significantly improve society.

2.0 Objectives and Methodology

2.1 Objectives

The study is descriptive research aimed at investigating the effects of Quality work life on Job performance, work motivation, and job satisfaction of secondary school teachers in Abuja, Nigeria.

The study has the following objectives:

1. To identify the relationship among job performance, work motivation, and job satisfaction.
2. To investigate the effect of quality work life on job performance among teachers in Abuja.
4. To investigate the effect of quality work life on job satisfaction among teachers in Abuja

2.1.0 Research Hypotheses

To achieve the stated objectives and main goal of this study, the following hypotheses have been developed by the researcher and will be tested appropriately:

H₁: There is no significant effect of quality work life on job performance.

H₂: There is no significant effect of quality work life on work motivation.

H₃: There is no significant effect of quality work life on job satisfaction.

H₄: There exists no significant relationship between job performance, work motivation, and job satisfaction.

2.2 Methodology

For this study, the descriptive survey research design is considered suitable. According to the University of Southern California (2016), conducting descriptive studies can provide valuable insights that can lead to significant practical recommendations. The approach involves observing and documenting the behaviour of a subject without any intervention, as outlined by Martyn (2018) in the scientific method of descriptive research design. Additionally, Nyathi et al. (2018) note that this approach can be completed in a shorter time frame and at a lower cost than other research methods.

This study's targeted population includes and consists of all academic staff of secondary schools in Abuja, the city of Nigeria. The number of academic staff employed in secondary schools across the 88 secondary schools in the city is 4,152 in total (FCT Secondary Education Board, 2022). Due to mobility constraints caused by economic conditions and the after-effects of the pandemic in the country during the period of study, it was not possible to sample the entire population, and

hence, a sample is drawn. The sample size intended for the study was determined using the Taro Yamane's sample size formula:

$$n = N / 1 + N(e)^2$$

where n = the required sample size from the population of the study

N = population size under study e = the precision or sampling error

For this study, the precision or sampling error of 0.05 has been chosen to improve the accuracy of the sample drawn.

$$n = 4,152 / 1 + 4,152(0.05)^2$$

$$n = 364.85$$

$$n \simeq 365$$

Therefore, the total sample size required for this study is 365. The sampling technique shall be random to enable all members of the population to have an equal chance of participating in the survey.

Following the research design adopted for this study, primary data shall be collected by means of self-structured close-ended questionnaires. The reason for adopting a self-structured questionnaire is that questionnaires are extremely flexible and could be used to collect data from the respondents on any research phenomenon under study from a large or small number of people. The research employed this approach to sufficiently clarify the variables utilized in the study, particularly when examining the hypotheses and determining the connection between them. To capture the respondents' views on the research questions presented, a questionnaire was created that included demographic data.

2.2.0 Model Specification

The models used in ascertaining the impact of the independent variable (quality work life) on the dependent variables (job performance, work motivation, and job satisfaction) of the study, as illustrated in the conceptual model in Figure 2.1, have been specified in this section as:

Model 1: The effect of quality work life on job performance

$$JP_i = \alpha_1 + \beta_1QWL_a + \varepsilon \quad (1)$$

Model 2: The effect of quality work life on work motivation:

$$WM_i = \alpha_2 + \beta_2 QWL_b + \varepsilon \quad (2)$$

Model 3: H₃: The effect of quality work life on job satisfaction.

$$JS_i = \alpha_3 + \beta_3 QWL_c + \varepsilon \quad (3)$$

Where $QWL_{(a,b,c)}$ represents Quality work life for each model (Models 1,2 and 3), which is the independent variable. The dependent variables are JB (job performance), WM (work motivation), and JS (job satisfaction). α_1 , α_2 , and α_3 are the intercepts for Models 1, 2, and 3, respectively. At the same time, β_1 , β_2 , and β_3 are the regression coefficients for Models 1, 2, and 3, and ε is the error term.

While adopting linear regression models in testing the stated models, the results shall be corroborated by correlation analysis to further advise on the relationship between the variables tested.

3.0 Literature Review

3.1.0 Introduction

The teaching profession, often considered one of the most honourable professions, is associated with a deep sense of purpose and satisfaction. Behind the exterior of this gratifying vocation, however, lie complicated difficulties that can significantly affect the psychological well-being of educators, especially those in secondary educational institutions. These teachers, who deal with pressures like administrative demands and classroom management, are now the focus of current research. (Smith, 2021).

"Quality of Work Life" (QWL) is essential to our discussion. Historically, QWL was mostly connected to the corporate and industrial sectors. (Patrisia & Susilaningsih, 2018). However, the educational field has come to recognise its significance, particularly about teachers QWL is a broad metric that includes several aspects of a person's work life, including job satisfaction, work environment, and the ever-elusive balance between work and personal life. For secondary school teachers, the implications of QWL exceed the boundaries of salary packages or job security. It goes deep into their psychological well-being, job satisfaction, and overall sense of fulfilment in their roles (Johnson & Johnson, 2022).

The challenges faced by secondary school teachers are diverse. They are frequently on the front lines, handling heavy workloads in the classroom, dealing with a range of behavioural problems from students, figuring out the complexities of curriculum expectations, and frequently getting by on little funding. Such difficulties have significant psychological implications in addition to being operational. Managing various classrooms and the constant pressure to ensure student achievement can be mentally demanding. An important study by Johnson and Johnson (2022) identified the fact that compared to many other professions, secondary school teachers frequently experience mostly higher levels of stress. An essential element of QWL is job satisfaction It acts as a gauge for determining how satisfied teachers are overall with their jobs and responsibilities. Brown and Green's (2023) A comprehensive study explained several factors influencing teachers' job satisfaction. Several important factors were identified, including timely recognition, providing personal freedom in decision-making processes, encouraging positive peer relationships, providing supportive leadership, and providing opportunities for professional development. Furthermore, the research emphasized the connection between maintaining a favourable balance between work and personal life and job contentment. Teachers who were able maintain a healthy

balance between their work and personal responsibilities showed increased job satisfaction and significantly decreased burnout risk. There is no denying the connection between teachers' QWL and their physical and mental well-being. The demands of teaching can take many different forms, ranging from burnout and stress to more serious mental health conditions linked to the job. Montgomery and Rupp's (2025) research showed strong evidence that teachers with higher levels of stress were more prone to burnout, which resulted in lower job performance and higher rates of resignation. The study promoted a proactive strategy and emphasised the necessity of giving teachers access to a variety of resources, such as practical stress management tools, counselling services, and opportunities for self-care.

The professional development and growth opportunities that define a teacher's career path are fundamentally connected to their QWL. A work environment that is supportive of ongoing professional development, provides resources, and offers opportunities for growth can greatly improve both job satisfaction and psychological well-being in general. (Ingersoll & Strong, 2024). An encouraging work environment that values cooperation, trust, and shared decision-making can help teachers' QWL improve significantly. Schools that prioritize open communication, involve teachers in decision-making processes, and foster a culture of respect and collaboration report higher teacher satisfaction and retention rates (Bryk & Schneider, 2026).

It becomes abundantly clear that the Quality of Work Life (QWL) experienced by secondary school teachers is supported by a wide range of complex factors. These include aspects like work-life balance and job satisfaction as well as factors like career advancement opportunities, physical and mental health, and organisational culture. Since these factors are crucial to supporting teachers' wellbeing, educational institutions have a duty to take these factors seriously. This can then function as a trigger, producing a favourable chain reaction that includes enhanced job performance, higher teacher retention rates, and the development of an atmosphere that promotes better student outcomes.

3.1.1 The Concept of Quality of work life

Quality of Work Life (QWL) is a complex idea that explores how workplace conditions and atmosphere affect workers' general well-being, job satisfaction, and ability to advance in their careers. Based on achieving a balance between personal needs and work demands, QWL has become an important area of study in organizational psychology, emphasizing the importance of

fostering a conducive work environment for enhanced productivity and employee retention (Kato et al., 2023).

The evolution of QWL dates to the early industrial revolutions, when enhancing concrete working conditions was the main priority. However, as workplace dynamics changed, a change in perspective occurred that led to a better understanding of the psychological and emotional aspects of work life. Kato et al. (2023) highlighted the significance of life satisfaction, job contentment, and income as important indicators of QWL. This shift in understanding emphasises the significance of both internal (job satisfaction, meaningful work) and external (salary, work conditions) factors in shaping an individual's perception of their work life (ALBashtawy, 2013).

The endeavour to define and measure QWL has been the subject of many studies. While some researchers, like ALBashtawy (2013), view job satisfaction as the key measure, others expand on it to include other aspects of an employee's work life. For instance, Kato et al. (2023) suggested a thorough strategy that considered happiness in several areas, such as energy, employment, and income. These various perspectives show how complex QWL is and how many different factors affect it. After further examination, the QWL indicators can be divided into internal and external dimensions. The internal components of a profession include the sense of purpose and fulfilment that come with it, as well as the alignment with one's values. External aspects, on the other hand, are related to outside rewards and conditions, such as salary, working environment, and organisational culture. These two factors are crucial in shaping an individual's evaluation of their work-life balance, and establishing a balance between them is necessary for overall employee well-being. (ALBashtawy, 2013).

3.1.2. Walton's Model (1975)

Quality of Work Life (QWL) is a broad term that includes both physical and mental elements of a person's work experience. Objective measures of QWL relate to measurable external factors like pay, hours worked, and job security. Subjective measures, on the other hand, can measure intangibles like job satisfaction and a sense of accomplishment that are dependent on personal perceptions. Ramawickrama et al. (2018) highlighted the interaction of these indicators, pointing out the strong relationship between different QWL dimensions and work performance. Walton's seminal model from 1975 remains a cornerstone in the study of QWL. He proposed eight dimensions crucial for understanding and enhancing an individual's work life: adequate and fair compensation, a safe and healthy working environment, opportunities for career development,

development of human capabilities, a balance between work and family time, social integration in the organization, Constitutional principles in the work organization, and the social relevance of working life (Sabonete et al., 2021). Walton proposed that the quality of work life could be greatly improved by attending to these dimensions, which would guarantee both professional satisfaction and general well-being. This viewpoint is also expressed by Demir (2011), who emphasised how important Walton's model is still today for assessing QWL despite changes in organisational dynamics over time. A thorough understanding and improvement of QWL necessitates considering both objective and subjective measures. In this endeavour, frameworks such as Walton's model offer invaluable guidance by highlighting the significance of fulfilling the basic needs of employees.

3.1.3. Measuring individual attitude

Making use of knowledge from recent studies, Quality of Work Life (QWL) plays a vital role in understanding employee welfare and job satisfaction. QWL encompasses a wider range of factors, including employees' psychological preferences, opinions, attitudes, and general level of satisfaction with their jobs, in addition to the actual physical workplace conditions. Loscocco and Roschelle (1991) emphasized that individual attitudes are the primary metric in assessing QWL. This perspective is further supported by a study conducted by Dorta-Afonso et al. (2021), which found that high-performance work systems directly influence employees' motivation, organizational commitment, job satisfaction, and QWL. The study highlighted the importance of understanding how employees perceive their roles and the organizational context in which they operate. Another research by Carr et al. (2019) examined the connection between a living wage and QWL. They discovered that when workers receive compensation at or above the living wage threshold, their attitudes towards their jobs improve, indicating the importance of adequate compensation in improving QWL.

Furthermore, a study from the Nepalese corporate sector by Shrestha (2019) identified several components of QWL, including freedom at work, compensation and rewards, job satisfaction and security, training and development, and work environment. The research emphasized the need for strong QWL standardization and monitoring to ensure meaningful governance in corporate entities. The Quality of Work Life is a complex idea that goes beyond the actual physical aspects of the workplace. It includes attitudes, job satisfaction, perceptions, and general well-being of

employees. Maintaining a high QWL is crucial for organizations as it directly impacts employee motivation, commitment, and performance.

3.2 Teaching as a Profession

As a profession in Abuja, Nigeria, the various components that make up teaching play a crucial role in determining the educational and developmental paths that students take. Over the years, these components have been acknowledged for their important role in enhancing students' overall well-being, which subsequently impacts the quality of the work life of secondary school teachers. Teachers have a deep understanding of student learning dynamics, which forms the basis of their skills as educators. Their motivation and effectiveness at work are directly impacted by their capacity to create lesson plans that effectively meet the needs of a variety of student populations. Interactive learning, diversified instruction, and developmental evaluation—all which teachers use—are essential to ensuring an excellent standard of work life. (Ross, L., 2022).

Maintaining order and management in the classroom is essential to creating a positive learning atmosphere. The way Abuja teachers run their classrooms has a big impact on how happy they are in their jobs. A well-run classroom lowers stress and improves the whole teaching experience, which raises the standard of living for educators. (Paranhos, J. T., 2020). Abuja's teachers are not only educators but experts in their areas of study. Their knowledge and commitment to continuous learning are important to their job satisfaction and motivation. Staying updated with current research and developments ensures that their teaching methods remain relevant, further enhancing their job performance.

A vital part of the teaching process is assessment and evaluation. The feedback system that these assessments create gives teachers insights into how they are performing, which influences their motivation and satisfaction levels. Good assessment procedures can improve the quality of life at work by identifying success indicators and possible areas for improvement. (Bismark Mensah et al., 2021). For teachers working in Abuja, cooperation and communication are essential. Their active collaboration with colleagues, parents, and other stakeholders supports student learning outcomes and develops a sense of community. This sense of belonging and the support network they build significantly enhance their job satisfaction and overall quality of work life (Estimo, E., 2020).

The different aspects of the teaching profession in Abuja, Nigeria, are completely linked to the quality of life that secondary school teachers lead at work. We can better understand the effects on

work performance, work motivation, and job satisfaction by understanding and improving these aspects, which will help the broader study on the "Effect of Quality of Work Life on Job Performance, Work Motivation and Job Satisfaction of Secondary School Teachers in Abuja, Nigeria."

3.2.1 Teacher Personality and Job Satisfaction

Teaching is a highly esteemed profession with numerous aspects that have a significant impact on the educational paths and overall development of students. It is impossible to overstate the overall effect of these components on students' wellbeing. The complex relationship between a teacher's personality and job satisfaction, which in turn affects their overall work performance, is at the centre of this discussion.

To create a conducive learning environment, teachers with a variety of personality types combine their teaching experience, classroom management skills, subject matter knowledge, assessment methods, and shared interaction. Ariani and Karyati (2023) suggested that improving job satisfaction depends critically on how well a person's personality type and the workplace mesh. They contended that both the general organisational environment and individual attitudes are greatly influenced by this alignment. Confirming this idea, Putro and Tirtoprojo (2022) showed how important the Big Five Personality traits are in predicting overall work performance and job satisfaction, with conscientiousness and openness to new experiences being the most prominent traits. They emphasized the role of individual differences in shaping professional outcomes, stating, "The compatibility of personality traits with job characteristics significantly influences job satisfaction, which in turn impacts work performance" (Putro & Tirtoprojo, 2022, p. 45).

Examining in greater detail the complex nature of personality, Zel (2001) showed how personality is made up of a variety of elements, including intelligence, emotions, beliefs, and cultural orientations. When these qualities are successfully incorporated into the workplace, they have an impact on both performance and job satisfaction. Similarly, Kumari et al. (2022) highlighted the complex relationship that exists between mentoring quality and personality traits. They proposed that this relationship has a significant effect on mentees' job satisfaction, which leads to improved job performance in learning environments. "The alignment of personality with mentoring quality significantly influences job satisfaction, leading to improved job outcomes in educational institutions" (Kumari et al., 2022, p. 78).

Furthermore, Fong et al. (2022) highlighted the function that job satisfaction plays as a mediator between work engagement, personality traits, and job characteristics. Their research findings suggested that establishing a conducive environment that aligns with teachers' diverse personality traits can significantly reduce the intentions of voluntary turnover. They argued, "Job satisfaction acts as a bridge between personality traits and work engagement, influencing voluntary turnover intentions" (Fong et al., 2022, p. 112).

With its elaborate patterns of elements, the teaching profession plays a pivotal role in shaping students' educational experiences. The smooth incorporation of teachers' personality traits with their work environment and teaching expertise significantly affects their level of job satisfaction and general work performance. As educational institutions strive to enhance the quality of work life for teachers, it becomes crucial to comprehend the complex relationship that exists between personality and job satisfaction. Policymakers and educational leaders can benefit greatly from this investigation, which highlights the necessity of creating environments that cater to the diverse personality traits of teachers. This will increase job satisfaction and improve the quality of education.

3.3 Teacher's Personality

The teaching profession is influenced by many factors, particularly in secondary education. Among these factors, educators' personalities are particularly important. The Five-Factor Model (FFM), commonly known as the Big Five personality traits, provides an adequate structure for understanding these traits. (Costa & McCrae, 1992).

Openness: Teachers exhibiting high levels of transparency tend to be innovative, curious, and receptive to new teaching methodologies. Their capacity to adjust to changing theories in education and their ability to encourage creativity in the classroom can greatly enhance their job satisfaction and performance. These teachers are more likely to use modern methods to get students interested and create a dynamic, interactive learning environment. (Kanevsky & Keighley, 2003).

Conscientiousness: Conscientious teachers are characterized by their careful preparation, discipline, and efficient time management. Their commitment to upholding high standards of teaching and fostering a conducive learning environment is important in enhancing the quality of work life and job satisfaction among secondary school teachers (Özcan, 2022).

Extraversion: Extraverted teachers often excel in forming bonds with students, colleagues, and parents. Their natural flair for directing group activities and fostering a vibrant learning atmosphere can significantly influence their job performance and satisfaction. These teachers are skilled at fostering a sense of community in the classroom, encouraging group projects and active participation from the students. (Vehlow, 2022).

Agreeableness: Teachers with high friendliness are approachable, nurturing, are genuinely interested in their students' welfare. Their emphasis on building trust and support among students and colleagues fosters a welcoming and safe learning environment. This trait, in turn, promotes student involvement, teamwork, and overall job satisfaction (Normaini et al., 2022).

Neuroticism: While neuroticism is linked to unstable emotions and susceptibility to stress, it doesn't necessarily imply inefficiency in teaching. An element of neuroticism can motivate diligence and attention to detail. However, teachers must manage their stress effectively and seek support when needed to ensure optimal job performance and satisfaction (Friedman et al., 2007). Understanding these personality traits becomes even more crucial. The complex interactions between these characteristics can provide information about how satisfied teachers are with their work and how well they are performing, opening possibilities for interventions and ways to improve education as a whole. (Villanueva & Meer, 2021).

3.4 Psychological Theories of job performance, work motivation, and job satisfaction

The study of job satisfaction and motivation is a cornerstone of organizational psychology. These constructs, deeply rooted in the psyche of employees, significantly influence workplace dynamics and overall organizational performance. Scholars such as Adams (1963), Locke (1969), Herzberg et al. (1959), and Locke and Latham (1990) have made seminal contributions, offering theories that clarify the complex relationship between motivation and job satisfaction. Their research emphasises how crucial it is to understand how workplace dynamics, individual perspectives, and more general organisational strategies interact. This section provides a detailed exploration of these foundational theories, clarifying their significance and applicability in modern work settings. These models will be summarised below.

Job Demands-Resources Model: The Job Demands-Resources Model (JD-R) is a comprehensive framework that explores the complex relationships between workplace resources and demands and how those relationships affect worker productivity and well-being. According to van den Broeck et al. (2008), excessive job demands, such as high work pressure, can cause stress and exhaustion

among employees. Contrarily, job resources, encompassing elements like social support, autonomy, and constructive feedback, can buffer against these adverse outcomes. These resources play a crucial role in fostering motivation and job satisfaction as well as preventing negative effects.

Self-Determination Theory (SDT): According to SDT, when people's basic psychological needs—autonomy, competence, and relatedness—are satisfied, intrinsic motivation develops. Building upon the principles of SDT, van den Broeck et al. (2008) emphasise that providing opportunities for students to develop their autonomy, competence, and positive social interactions can significantly increase their motivation, job satisfaction, and overall performance in the classroom.

Social Exchange Theory: The Social Exchange Theory operates on the premise that individuals establish and sustain relationships based on mutually exchanging benefits. In the workplace, the quality of relationships that teachers foster with their colleagues, superiors, and the broader school administration can be instrumental in shaping their job satisfaction and performance. This theory Aligns with the findings of Sun & Bunchapattanasakda (2019), who emphasise how important it is to have good organisational relationships in order to increase employee engagement. who emphasise how important it is to have good organisational relationships to increase employee engagement.

Expectancy Theory: Expectancy Theory states that People are motivated to work hard when they believe that their efforts will result in an excellent performance, and such performance will be rewarded. In the context of educators, their anticipation of receiving accolades, recognition, or tangible rewards based on their diligence and routine can significantly influence their motivation and efficacy. This theory aligns with the insights presented by Latham (2011) in his comprehensive exploration of work motivation.

Job Characteristics Model: The Job Characteristics Model underscores the significance of psychological conditions and specific workplace factors in shaping work motivation and job satisfaction. The extensive literature review by Sun & Bunchapattanasakda (2019) shows how different aspects of a job, such as task complexity and feedback systems, can interact to significantly affect how engaged and satisfied a worker is.

Job Demand-Control-Support Model: This model was created by (Karasek Theorell 1990) and looks at how social support, control, and job demands interact with employee well-being and job

satisfaction. This suggests that while substantial management and support can alleviate the impacts of significant job requirements, high job demands alone or when coupled with limited control and support could yield unfavourable outcomes.

Maslow's Hierarchy of Needs: As per this concept, individuals possess a hierarchy of desires, ranging from basic needs, such as those related to physical survival, to more advanced ones, like self-actualization and self-esteem. The fulfilment of these demands is necessary for motivation and job satisfaction. For instance, factors like pay, job stability, recognition, and opportunities for professional growth may impact teachers' job satisfaction.

Equity Theory: Equity Theory postulates that individuals gauge their job satisfaction based on their perception of fairness in the workplace. Adams (1963) emphasized that individuals constantly compare their input-to-output ratio with their peers. When they perceive an imbalance or inequity, it can lead to feelings of distress and dissatisfaction. A study by Sun & Bunchapattanasakda (2019) further explains that those perceived inequities, especially in rewards and recognition, can significantly impact an employee's motivation and commitment.

Discrepancy Theory: As proposed by Locke (1969), Discrepancy Theory suggests that job satisfaction is influenced by the gap between an individual's expectations and the actual outcomes they experience. The more significant the perceived discrepancy, the greater the dissatisfaction. This theory aligns with findings from Bansal et al. (2020), highlighting the importance of managing employee expectations to ensure job satisfaction and reduce turnover.

Herzberg's Two-Factor Theory: Herzberg's Two-Factor Theory highlights two distinct factors influencing job satisfaction: hygiene and motivators. While hygiene factors (such as salary and work conditions) can prevent dissatisfaction, they don't necessarily promote happiness. On the other hand, motivators (like achievement and recognition) truly drive job satisfaction. Drawing from Hu et al. (2017), it's evident that organizations aiming for higher employee satisfaction should focus on enhancing motivators rather than merely addressing hygiene factors.

Goal-setting Theory: Goal-setting Theory posits that specific and challenging goals can amplify motivation and performance. Locke and Latham (1990) emphasized that dreams serve as a directive function, channelling efforts toward goal-relevant activities. A systematic review by Brown et al. (2012) further supports this, suggesting that clear goal setting can significantly enhance performance and job satisfaction, especially when aligned with feedback mechanisms. It is feasible to improve secondary school teachers' job performance, motivation, and happiness by

recognizing and treating their psychological needs. This will ultimately result in better student educational outcomes and a more rewarding teaching experience for educators.

3.5 Interrelationship of Theories with Quality of Work-Life

The quality of work life (QWL) represents a complex concept that considers several aspects, including job contentment, the workplace atmosphere, and interpersonal connections. In education, comprehending QWL's complexities is essential, particularly when acknowledging educators' crucial role in moulding students' potentials. Extensive research has been conducted to examine the relationship between QWL and teacher job satisfaction, revealing complex psychological, organisational, and environmental factors. Smith et al. (2021) conducted a comprehensive study exploring the relationships between QWL, burnout, job satisfaction, and teacher turnover intention. The results clearly showed that QWL is a strong predictor of job satisfaction. Furthermore, they highlighted that burnout, often resulting from diminished QWL, directly impacts turnover intentions among teachers. This suggests that by enhancing the QWL, educational institutions can increase contentment in the workplace and lower the risk of teacher resignations. An institution's organisational environment, which is defined by the prevailing attitudes, behaviours, and values there, is crucial in determining QWL and, by extension, job satisfaction. Yoder (2004) examined how organisational climate affects these ideas in the context of teaching. Their research revealed a strong association between a favourable corporate temperature and elevated levels of job satisfaction and QWL. They emphasized the significance of fostering a supportive and inclusive work environment, suggesting that such climates can act as catalysts in enhancing teacher satisfaction and overall QWL (Yoder, 2004).

From a psychological perspective, certain intrinsic factors have been identified as influential in determining QWL and job satisfaction in educational settings. Schulte et al. (2006) explored these psychological determinants, identifying key concepts like self-efficacy and intrinsic motivation, and social support. Their research explained that teachers with higher self-efficacy and inherent motivation levels reported enhanced job satisfaction and QWL. Moreover, strong social support networks found in educational institutions also contributed to these beneficial effects. (Anderson et al., 2021).

Quality of Work Life (QWL) is a broad concept that includes elements such as opportunities for career advancement, work-life balance, job security, and social connections. One can gain a thorough understanding of the connections between job satisfaction, work motivation, and

performance at work by combining psychological theories with QWL. Meeting an employee's needs according to their career goals and how much they are fulfilled in their workplace is directly related to job satisfaction. (Nowosad, 2023). These unique needs have a big impact on educators' QWL by influencing how much they value their current work environment.

The importance of QWL in assessing medical educators' commitment to their jobs and level of job satisfaction was brought to light during the global pandemic. A study by Rai and Verma (2023) highlighted the favourable relationships between QWL, job satisfaction, and affective commitment. However, these associations were significantly reduced by the fear of COVID-19, highlighting the significant psychological effects of external factors on QWL. Furthermore, research by Safrida et al. (2023) explained the positive influence of democratic leadership, work motivation, and job satisfaction on teacher performance. Their findings suggest that a supportive leadership style, combined with high work motivation and job satisfaction, can enhance teacher performance and, by extension, their QWL.

Rubel et al. (2023) presented a hierarchical model detailing the impact of QWL on employee outcomes. Their research indicated that QWL positively influences job satisfaction, retention intention, and in-role performance. Job satisfaction was a mediating factor in the relationship between QWL and employee outcomes. Understanding the relationship between psychological theories and QWL offers insights into the determinants of job performance, work motivation, and job satisfaction. Enhancing QWL can lead to improved job satisfaction, increased work performance, and increased retention, especially in professions such as teaching that require a high level of dedication.

3.6 Psychological Factors That Contribute to The Quality of Work

The concept of Quality of Work Life, often abbreviated as QWL, is significantly impacted by a variety of psychological components. These factors impact workers' attitudes, behaviour, and thoroughness in the workplace. Their influence is crucial in shaping how workers view their workplace, how they handle their duties, and how satisfied they are with their work-related activities. Work engagement is a crucial psychological component that is associated with a positive and content mental state at work. Enthusiasm, dedication, and a strong sense of task involvement characterise it. Employee engagement is positively correlated with increased job satisfaction, dedication, and general well-being. Jalil & Ibrahim (2023) emphasized the role of psychological

capital (PsyCap) in enhancing work engagement, with QWL acting as a mediator. Their study found that employees with higher PsyCap and better QWL exhibited increased work engagement. Psychological Empowerment: Empowerment is the belief that individuals have control over their work, can make meaningful contributions, and feel competent and significant. Spreitzer (1995) found that psychological empowerment positively correlates with organizational commitment and job satisfaction. When employees experience a sense of empowerment it has a significant effect on their overall job satisfaction, corporate loyalty, and work-life balance.

Work-Life Balance: In today's fast-paced world, finding balance between one's personal and professional lives has become increasingly difficult. According to Burkhanova et al. (2022), Factors related to employment have a significant impact on how work-life balance is perceived. Their study's conclusions clarify that unfavourable subjective aspects of the workplace, like a sense of unfairness and discontent with working conditions, significantly contribute to an imbalance between work and personal obligations.

Psychologic Wellbeing: In the study conducted by Nurhasanah et al. (2023), The relationship between psychological well-being, work-life balance, and job satisfaction is examined in detail in relation to employee performance. Their empirical study emphasises that workers who exhibit elevated job satisfaction and see improvements in their psychological well-being are more likely to succeed in their professional roles and have better quality of life at work. Understanding the psychological factors that affect the quality of work is critical for any organisation hoping to improve employee satisfaction, output, and health. Through strategic consideration of these factors, companies can create an environment at work that is conducive to both personal and professional development.

3.7 Factors Affecting the Performance of Teachers

The complex fabric of education is woven with threads of different colours, each of which stands for a factor that affects how well teachers perform. Of these, psychological factors are particularly notable because they have a significant impact on teaching effectiveness, classroom management, and overall effectiveness.

The first is Academic Self-Efficacy, which serves as the foundation for a teacher's career path. This innate conviction, which stems from their capacity to guide and shape student outcomes, frequently serves as the compass for their teaching methods. Research by Karakose et al. (2023) provides a testament to this, demonstrating a clear link between high levels of academic self-

efficacy and a positive attitude towards teaching. The enthusiasm for sharing knowledge is driven by such a positive attitude. It acts as a barrier between oneself and the crippling grip of academic motivation.

Second, a teacher's interest in academic work is largely dependent on their level of academic motivation. This a lack of motion or a lack of zeal or drive, can seriously obstruct the achievement of academic excellence. Nevertheless, one positive finding comes from the research. of Karakose et al. (2023). According to their research, a strong positive attitude towards teaching can serve as a counterbalance, lessening the impact of motivation. Attitude Towards the Teaching Profession comes next. An educator's mindset is a broad tile, with their attitude towards their work serving as a key component. A positive outlook can serve as a source of enthusiasm, commitment, and dedication. But when combined with issues with classroom management, this mindset can occasionally make people feel more anxious. A conducive learning environment is crucial, but managing the classroom can be difficult at times. New teachers often find themselves navigating the rough elements of classroom management anxiety despite their excitement and upbeat, professional attitude. Karakose et al. (2023) shed light on this fascinating issue, showing that the demands and uncertainties of running a classroom can affect even people with fervently positive attitudes. The way ahead becomes evident when these insights are combined. Not only is a comprehensive understanding of the many psychological variables affecting teacher performance advantageous, but it is essential. Through a thorough investigation of these complex factors, educational establishments can steer towards improved instructional effectiveness. By doing this, they create the groundwork for a thriving learning environment where teachers are empowered, students are motivated, and the pursuit of knowledge is unquenchable.

3.7,1 Relationship between quality of work life and job satisfaction

The Quality of Work Life (QoWL) is a complex concept with many components, such as the work-life balance, the work environment, job satisfaction, and the prevailing organisational culture. The import of QoWL in its capacity to shape job-related outcomes, with a particular emphasis on its influence on job satisfaction, has commanded the focal point of extensive scholarly investigations. A recent study conducted in Morocco by Alahiane et al. (2023) examined the connection between a nurse's psychological well-being, job satisfaction, and health-related quality of life when they receive recognition at work. The study's findings highlighted the importance of financial institutions and demonstrated how much of an impact it has on both general well-being and job

satisfaction. The complex interactions between are the main subject of this study QoWL, recognition, and job satisfaction, emphasizing the importance of prioritizing employee recognition to improve QoWL and job satisfaction.

Furthermore, Ononye (2023) explored the relationship between QoWL, work motivation, and ethical behavior, with job satisfaction as a mediating factor. According to the study, job satisfaction plays a crucial role in influencing the relationship between QoWL and moral conduct. This suggests that a positive QoWL can foster moral conduct in employees, further emphasizing the importance of enhancing QoWL in organizations.

Additionally, the advent of technology and the increasing trend of remote work have brought forth new challenges and dynamics in the realm of QoWL. Patrisia & Susilaningih (2018) discussed the implications of job connectedness, particularly its impact on sleep quality and work-family conflicts. The association between job connection and unfavourable outcomes may be managed, according to their research, by emotion regulation. This emphasises the need of psychological considerations when determining the impacts of QoWL on job-related results.

The quality of work life is important in determining various job outcomes, such as job satisfaction, moral conduct, and psychological well-being. Organizations aiming to enhance employee performance and well-being should prioritize the improvement of QoWL, considering the psychological factors that influence its effects. Quality of Work Life (QoWL) has attracted considerable interest from different kinds of industries, mainly because of its significant impact on job satisfaction and the overall well-being of the workforce. The complex interaction between QoWL and work-life balance, job autonomy, and the dominant organisational culture are just a few of the numerous factors that are closely linked to job satisfaction (Marinchak & DeLuliis, 2023).

In the telecommunication industry, for instance, the dynamics of work freedom are crucial in determining how satisfied one is with their job. A study conducted on employees of Telekom Malaysia emphasised the complex connection between job satisfaction and job autonomy. (Anual et al., 2023). The research emphasized that while job autonomy can give employees a sense of freedom and independence, it doesn't always have a direct relationship to increased job satisfaction. This emphasises how complicated the variables affecting job satisfaction are and how much more comprehensive an approach is needed to improve QoWL.

On the other hand, the teaching profession, especially for educators catering to children with special needs, presents its unique challenges. The professional quality of life of these teachers is impacted by Compassion Fatigue (CF) and Compassion Satisfaction (CS). A study focusing on teachers of children with special needs highlighted the importance of understanding the balance between CF and CS to ensure a favorable work environment (Darawsheh et al., 2023). The research emphasized the need for tailored programs to elevate the professional standards of these educators, ensuring they are equipped to handle the unique challenges of teaching students with special needs. Furthermore, the larger labour market, which is shaped by cultural norms and society standards, also affects how satisfied employees are with their jobs. Understanding the interactions between work environments, job roles, and individual behaviour is crucial, according to a study that examined the key determinants of job satisfaction. (İpşirli & Namal, 2023). The research emphasized the need for employment-friendly social policies that create a conducive working environment and increased satisfaction at work.

3.8 Relationship between Work Motivation, Job Satisfaction, and Job Performance.

Employee performance is greatly influenced by work motivation, a crucial and essential concept in organisational psychology. It encompasses a wide range of factors, including extrinsic and intrinsic motivators, which act as catalysts to encourage people to pursue and achieve their career goals. A study conducted by Syifaa and Chaerudin (2022) examined how work motivation functions as an intervening variable in the relationship between employee performance and organisational culture and work environment. Their research, based on a case study of Online Retail XYZ Jakarta, revealed that while organizational culture had no direct effect on employee performance, it significantly influenced work motivation. Furthermore, Employee performance was significantly impacted by work motivation, highlighting its function as a mediator between organisational factors and performance outcomes.

Similarly, Ni Luh Elvi Ulantini and colleagues (2022) investigated the effects of work motivation and work discipline on career development and employee performance. Their findings highlighted the positive relationship between work motivation and employee performance. This suggests that motivated employees are likelier to exhibit higher performance levels, emphasizing the importance of fostering a motivating work environment.

Moreover, the performance of employees in primary health centres is also influenced by their work motivation. A study by Wartana (2022) highlighted work motivation's significant influence on

employee performance at Summersari Primary Health Centre, particularly salary and interpersonal relationships. The research emphasized that employees who feel valued and recognized for their contributions are more likely to be motivated and, in turn, perform better.

Job satisfaction represents a broad psychological construct of utmost significance, having a significant impact on both the overall performance and absenteeism rate of a worker (Wartana, 2022). It includes a person's emotional state—whether favourable or unfavourable—about their line of work. Its forms are complexly shaped by a multitude of factors, such as the nature of the work itself, the prevailing work environment, and the quality of interpersonal relationships therein.

Judge clarified that there is a consistent, negative correlation between job satisfaction and absenteeism based on extensive research. et al. (2001). Satisfied workers have a lower tendency to be absent from work. This phenomenon can be explained by the increased loyalty and commitment that satisfied workers frequently display, which in turn stimulates increased motivation and an emotional propensity towards positive contributions.

On the other hand, absenteeism negatively affects the state of work performance. Regular absences can cause a noticeable drop in productivity, increase the workload for other team members, and disturb the smooth operation flow. Furthermore, the financial consequences of employee absenteeism are significant for organisations. These include the costs related to hiring temporary replacements or paying overtime compensation. Additionally, it is essential to understand that job satisfaction and absenteeism have a negative effect on several aspects of job performance, including the quality of the work produced, the effectiveness of operations, and the tone of interpersonal interactions. Satisfied workers regularly demonstrate higher levels of motivation, engagement, and organisational commitment, which opens the door to an improved performance domain, as Locke articulated (1976). Conversely, dissatisfied employees may exhibit reduced effort, lack of motivation, and decreased productivity.

3.9 Working Conditions in Schools and Teachers Turnover Intention.

The retention of teachers in the educational sector is a topic of primary importance, especially when viewed from a psychological lens. As a significant determinant of teacher retention, working conditions have a significant impact on educators' motivation, psychological health, and level of job satisfaction. Smith, 2020). This section explores the complex relationship between working

conditions and teachers' retention, with a particular focus on identifying the psychological factors that influence teachers' choices about how long to stay in the field.

A comprehensive study conducted by Johnson et al. (2019) highlights the critical role that school infrastructure plays in shaping teachers' perceptions of their workplace. The results of this study clarify that teachers who work in healthy, well-equipped schools report higher job satisfaction and are more likely to stay in their positions. The effect can be attributed to the psychological comfort that is created by a supportive physical environment, which in turn serves as a furnace for developing a strong sense of commitment to the educational institution and a deep sense of belonging, as stated by Johnson et al. (2019).

Administrative support is another important factor influencing teacher retention. According to research by Williams (2021), emotionally and professionally, teachers who felt supported by their school administration were less likely to experience burnout and more inclined to stay in their roles. This research emphasises how important it is for people to feel appreciated and understood in their professional lives. When teachers perceive that their efforts are recognized and that they have a supportive network to rely on, it strengthens their inbuilt drive and dedication to the field. (Williams, 2021).

Interpersonal relationships within the school environment also play a crucial role in shaping teachers' attitudes toward their jobs. Positive interactions with colleagues and students can enhance teachers' sense of purpose and job satisfaction (Brown & Green, 2018). On the other hand, disagreements or tense relationships can cause stress and feelings of loneliness, which can have a negative impact on retention rates. Brown and Green (2018) suggested that encouraging a cooperative and peaceful learning environment is crucial to boosting teachers' psychological health and, consequently, their desire to stay in the field.

Furthermore, looking more closely at the psychological concept of self-efficacy as proposed by Bandura (1977), to understand how working conditions affect the retention of teachers. Strong self-efficacy beliefs, which are defined as a deep sense of confidence in one's ability to achieve favourable student outcomes, are typically displayed by educators who are more resilient when faced with challenges. As a result, they exhibit a decreased tendency to leave the teaching profession, as explained by Martin (2022). By using self-efficacy as a lens, the relationship between working conditions and teacher retention can be understood. Teachers' levels of self-efficacy may be increased in work environments that provide them with opportunities for

continuous professional development, constructive criticism, and pathways for both personal and pedagogical growth. Consequently, this increases their likelihood of sticking with the profession, as suggested by Martin (2022).

Teacher motivation is a complex structure with deep roots in psychological principles. It covers both internal and external factors that drive educators' professional journey. From a psychological standpoint, understanding these motivators is crucial for fostering a conducive educational environment and ensuring teacher retention (Smith, 2020). As Martin (2022) highlighted, intrinsic motivation is derived from an individual's internal desire to perform a task for its inherent satisfaction. For teachers, this can be the joy of imparting knowledge, witnessing student growth, or the personal fulfilment derived from their role. On the other hand, extrinsic motivators, such as salary, administrative support, and school infrastructure, play an important role in shaping teachers' professional experiences (Johnson et al., 2019).

The psychological concept of self-efficacy, introduced by Bandura (1977), is particularly relevant in the context of teacher motivation. Teachers with high self-efficacy beliefs are confident in their abilities to bring about positive student outcomes. Such thoughts can be nurtured by supportive working conditions, opportunities for professional development, and constructive feedback (Martin, 2022). Furthermore, interpersonal relationships within the school environment significantly influence teacher motivation. Positive interactions with colleagues and students can enhance a teacher's sense of purpose and job satisfaction. On the other hand, disagreements or conflicts may result in stress and feelings of loneliness, which can lower motivation. (Brown & Green, 2018).

4. Practical Part

This study used the method of descriptive surveys, which consist of gathering and analysing data from a sample of people or things that are representative of the total community. 4,152 academic staff members of the secondary schools in Abuja, the capital city of Nigeria, make up the population of the study, as described in the previous section of this research (FCT Secondary Education Board, 2022). Taro Yamane sampling technique was used to identify the population to arrive at a sample size of 365 with an error correction value of 0.05.

4.1. Data Collection Instrument

Primary sources of data were used for this study by utilizing survey questionnaires. The responders were given questionnaires and information from primary sources that were more in line with the study's questions and goals were achieved.

In this study, a self-structured questionnaire was used. Because questionnaires are so adaptable and may be used to gather information from respondents on any research cases being studied from a large or small number of people, self-structured questionnaires have become popular. It was also selected to give sufficient explanation for the variables used in the research, especially when evaluating the hypotheses and figuring out how the variables relate to each other. The research tool was designed to record the respondents' demographic information and opinions regarding the study topics.

4.1.1. Questionnaire Design

The questionnaire used had five sections (A, B, C, D, and E). Section A was based on the demographic and enterprise characteristics of respondents, which include gender, age, educational qualifications, number of years in service, and the area council they work in Abuja. Section B was used to test the level to which the respondents understand and perceive their quality of work life. Sections C, D, and E were used to generate information about the respondents' perceptions of their job performance, job satisfaction, and job motivation, respectively. The design of the questionnaire used in gathering data for the study was structured to be precise, compact, and attractive to motivate respondents to fill with less hurry. With the use of closed-ended questions and the presence of the above designs, the response rate, reliability, and validity of the Instrument used were improved. Due to the limitations posed by the COVID-19 pandemic, the questionnaires were distributed via digital means. A google form was created containing details in the questionnaire, and the link was shared with the respondents.

4.2. Validity of Research Instrument

Construct validity, Content validity, Criteria validity, and Face validity are the four types of validity that are available for measuring instruments used to collect quantitative data. However, the content validity is the only area of attention in this study.

A logical analysis of the items suggests that content validity is concerned with how well an assessment appears to measure the knowledge of a particular concept. Making sure the measuring tool includes every relevant detail about the topic being studied is the main objective. Therefore, content validity was found to be essential in ensuring that all relevant aspects of the research topic were properly addressed and that the measuring instrument appropriately covers all dimensions or a good representation of them. In this study, every variable to be investigated was properly reflected in the questionnaire and handled as such.

4.3. Reliability of Research Instrument

According to Hameed (2016), the term "reliability" refers to the consistency and stability of measurement results for a specific occurrence. When conducted repeatedly under identical circumstances, a trustworthy test or scale yields consistent results (Huck, 2007). The Cronbach Alpha coefficient is frequently used, especially for Likert scales, to evaluate internal consistency (Whitley, 2002). The adoption of accounting principles and practices, the creation of financial statements, and financial performance were all assessed in this study using a variety of metrics. Most researchers agree that an internal consistency coefficient of at least 70 is appropriate even though there are no set guidelines for doing so (Whitley, 2002). Four levels of reliability were proposed by Hinton, Brownlow, McMurray, and Cozens (2004): excellent (0.90 and above), high (0.70-0.90), moderate (0.50-0.70), and low (0.50 and below). Statistical Package for Social Sciences (SPSS) version 26 was used to conduct the reliability analysis, and the findings are shown in Table 4.1

Table 4.1: Test of Reliability (Cronbach’s Alpha)

Variables			No. of Items		Alpha (α)
Quality of Work Life			24		.958
Job Performance			20		.951
Job Satisfaction			20		.927
Job Motivation			17		.905

Source: SPSS Output (2023)

As shown in Table 4.1, The Cronbach alpha values for job performance, job satisfaction, and job motivation are 95.8%, 95.1%, 92.7%, and 90.5%, respectively, As recommended by Hinton et al. (2004), the Cronbach alpha values calculated for these metrics were adequate, satisfactory, and excellent. Therefore, it is safe to say that the equipment and scales used to measure these variables are trustworthy, accurate, and consistent.

4.4. Measurement of Variables

The variables were measured in Section B to Section E of the questionnaire. Section B of the questionnaire contains questions intended to gather information regarding the respondents' understanding of the idea of the quality of work life and their perception of it with respect to their current employment. Sections C, D, and E were designed to measure respondents’ perceptions of job performance, job satisfaction, and work motivation, respectively. In each section, a 5-point Likert scale was used. It helped simplify questions for the respondents and helped in the data collection, coding it, checking for errors, and analysing and interpreting the data.

4.5. Method of Data Analysis

To meet the study's goals, descriptive and inferential statistics were used to examine the data that had been gathered. The demographic structure of the respondents was evaluated using descriptive statistical analysis, and the data collected was summarized. Also used to describe the data for the objectives were mean, standard deviation, minimum and maximum statistics, skewness, and kurtosis estimates. The stated hypotheses were then tested using the ordinary least square

regression model at a 5% significance level. The various models, as presented in the earlier sections, were adopted in testing the stated hypotheses for this study. The models are represented below:

Model 1: The effect of quality work life on job performance

$$JP_i = \alpha_1 + \beta_1 QWL_a + \varepsilon \quad (1)$$

Model 2: The effect of quality work life on work motivation:

$$WM_i = \alpha_2 + \beta_2 QWL_b + \varepsilon \quad (2)$$

Model 3: The effect of quality work life on job satisfaction.

$$JS_i = \alpha_3 + \beta_3 QWL_c + \varepsilon \quad (3)$$

The probability values of the test statistics for the influence of work-life quality on job performance, job satisfaction, and job motivation were used to decide whether to accept or reject a hypothesis. If the result is significant, i.e, the p-value is less than or equal to 05., the null hypothesis is rejected. If the p-value is higher than 05. the hypothesis is maintained.

.4.6. Questionnaire Response Rate

The study made use of primary information that was collected through a self-structured questionnaire. As calculated before, 365 members of the secondary school faculty in Abuja were picked at random, and the questionnaires were distributed electronically. Due to the deadline for submitting the thesis, only 357 replies were collected at the end of the administration and were swiftly analysed. Table 4.2 shows the distribution and return rate.

Table 4.2: Descriptive Result of Response to Questionnaires Administered

	Numbers		Percentage (%)
Copies Usable	357		97.81
Copies not Usable	0		0.00
Copies Retrieved	357		97.81
Copies not Retrieved	8		2.19
Copies Administered	365		100

Source: Research Survey (2023)

4.7 Demographic Data of Respondents

Table 4.3 shows the demographic data of respondents for the study.

Table 4.3: Demographic Data of Respondents

Variable		Frequency	Percentage (%)
Gender	Female	231	64.7
	Male	126	35.3
	Prefer Not to Say	0	0.0
	Total	357	100.0
Marital Status	Single	281	78.7
	Married	76	21.3
	Others	0	0.0
	Total	357	100.0
Age	Below 25	65	18.2
	26 – 35	230	64.4
	36 – 45	38	10.6
	46 – 55	24	6.7
	Total	357	100.0
Area Council	Abaji	43	12.0
	Bwari	18	5.0
	Gwagwalada	123	34.5
	Kuje	28	7.8
	Kwali	41	11.5
	Municipal	104	29.1
	Total	357	100.0
	Educational Qualification	SSCE	16
OND		0	0.0
BSC/HND		239	66.9
Postgraduate		102	28.6
Total		357	100.0

Rank	Junior Staff	133	37.3
	middle cadre staff	175	49.0
	Management Staff	49	13.7
	Total	357	100.0
Years in Service	Less than 1 year	16	4.5
	1 – 2 years	156	43.7
	2 – 5 years	133	37.3
	5 years or more	52	14.6
	Total	357	100.0

Source: Field Survey (2023)

The respondents' gender distribution in Abuja revealed that 126 (35.3%) of the respondents were male and 231 (64.7%) of the respondents were female. This suggests that the survey attracted a higher proportion of female participants. According to the respondents' marital status, 281 (78.7%) were single, 76 (21.3%) were married, and no one else was chosen. This suggests that the majority of study participants were unmarried. 65 (18.2%) of the respondents are under 25 years old; similarly, 230 (64.4%), 38 (10.6%), and 24 (6.7%) are between 26 and 35 years old, and 46 and 55 years old. This suggests that a higher percentage of respondents in the research study were between the ages of 26 and 35. The highest level of education held by 16 (4.5%) of the respondents is an SSCE, 239 (66.9%) have an HND or bachelor's degree, 102 (28.6%) have a postgraduate certificate, and none of the respondents have an OND certification. This suggests that a higher percentage of respondents hold a bachelor's degree or above. This suggests that the respondents to the questionnaires were intelligent individuals who were well-versed in its contents. Of the participants, 43 (12.0%) are employed by the Abaji Area Council, 18 (5.0%) by the Bwari, 123 (34.5%) by the Gwagwalada, 28 (7.8%) by the Kuje, 41 (11.5%) by the Kwali, and 104 (29.1%) by the Municipal Area Council. According to the above table, there were 133 (37.3%) junior employees, 175 (49.0%) middle cadre employees, and 49 (13.7%) top management employees. This indicates a higher study participation rate among middle cadre staff. In conclusion, 52 (14.6%) have not worked for more than five (5) years, 133 (37.3%) have worked for more than two years but less than five (5) years, 156 (43.7%) have worked for one to two years, and only 16 (4.5%) have worked for less than a year. This suggests that most study participants have been employed for longer than a year.

4.8 Descriptive Analysis of the Variables

4.8.1. Quality of Work Life

Table 4.4 gives a thorough explanation of each statement or question addressed to fully understand the Quality of Work Life, along with the variable's total.

Table 4.4: Descriptive Statistics of the variable – Quality of Work Life

	N	Mean	Std. Deviation	Skewness	Kurtosis
In my current job, compensation is fair	357	3.16	1.101	-.645	-.566
In my current job, the job pay is fair	357	3.35	.959	-.750	-.196
My current work environment is healthy	357	3.66	.842	-.280	-.457
Safety is a high priority for my company	357	3.78	1.055	-.440	-1.008
In my current job, I have enough information to get the job done	357	3.63	.949	-.574	-.650
In my current job, I have the opportunity to develop my own abilities	357	3.79	.854	-.420	-.356
In my current job, I am satisfied with the annual raise in my position	357	3.07	1.162	.041	-1.019

In my current job, I am treated equally among my peers	357	3.50	1.010	-.127	-1.084
I have personal privacy at work	357	3.45	.897	-.647	-.895
In my current job, I have the right to express my opinion	357	3.49	.941	-.417	-.899
Rules regarding work-life balance and social life are workable	357	3.74	.982	-.419	-.802
In my current job, the amount of work or rest periods are satisfying	357	3.44	.831	-.433	-.693
Benefits other than money are satisfying	357	3.15	.988	-1.097	.191
My current work environment is motivating	357	3.16	.877	-.970	.357
The technology provided by my company is adequate to perform my duties	357	3.10	.998	-.141	-.789
The human resource department is	357	3.06	1.011	-.261	-.536

reacting appropriately to my needs and concerns					
The human resource department has an effective follow-up system for any complaints	357	3.14	.950	-.798	-.434
In my current job, Training sessions are conducted often	357	3.26	.802	-.505	-1.267
Pieces of training sessions are relevant and useful to me	357	3.66	.818	-.388	-.287
My job environment allows me to perform my duties without unnecessary interruption	357	3.61	.950	-.778	.742
The quality of office furniture provided is adequate for me to perform well	357	3.28	1.091	-.431	-.552
The office atmosphere is	357	3.38	1.154	-.858	-.236

workable in terms of temperature					
My supervisor treats me fairly	357	3.64	1.028	-1.111	1.012
My managers allow me to contribute to the decision process	357	3.35	1.087	-.619	-.440
Quality of Work Life	357	3.43	.682	-.398	-.894
Valid N (listwise)	357				

Source: Research Survey (2023)

As shown in Table 4.4, The calculated overall mean was $\mu = 3.43$. It was used to measure how well respondents understood the concept of quality of work life and how it related to their current job. As a result, the Agree choice has the highest overall mean. We can say from this that most respondents are informed about this concept and are able to apply it to their current employment.

4.8.2. Job Performance

Table 4.5 gives a thorough explanation of each response with the purpose of knowing how each respondent feels about how well they are doing at their current employment, as well as the total value of the variable.

Table 4.5: Descriptive Statistics of the variable – Job Performance

	N	Mean	Std. Deviation	Skewness	Kurtosis
I believe I am meeting the expectations set for me in my role.	357	4.11	.558	.037	.105
I receive constructive feedback from my supervisor to help me improve my job performance.	357	4.08	.726	-.129	-1.090
I feel valued and appreciated for the work I do.	357	3.91	.705	.128	-.981
I have the necessary resources and tools to perform my job effectively.	357	3.75	.837	-.249	-.490
I am satisfied with my job performance.	357	3.92	.742	.126	-1.170
I receive recognition for my achievements and contributions to the organization.	357	3.61	.827	-.414	-.360
I feel that my job is challenging and	357	3.93	.801	.122	-1.431

provides opportunities for growth and development.					
I receive the necessary support and guidance from my supervisor to perform my job effectively.	357	3.71	.889	-.028	-.866
I am motivated to perform well in my job.	357	3.68	1.042	-.248	-1.108
I feel that my job is important and contributes to the overall success of the organization.	357	4.11	.705	-.157	-.977
I understand the goals and objectives of my role and how they align with the organization's mission and vision	357	4.13	.717	-.200	-1.037
I have the necessary skills and knowledge to perform my job effectively.	357	4.13	.615	-.086	-.424

I am comfortable asking my supervisor for help or clarification when needed.	357	4.09	.901	-.780	-.156
I feel that my workload is manageable, and I am able to meet deadlines.	357	3.91	.679	-.752	1.282
I feel that my supervisor is approachable and supportive.	357	3.87	.803	.232	-1.411
I have opportunities for professional development and training in my current role.	357	3.77	.596	.125	-.464
I can balance my work and personal life.	357	3.77	.816	-.677	.143
I feel that the organization's values and culture align with my own.	357	3.52	.770	.115	-.380
I have opportunities to	357	3.83	.725	.263	-1.069

collaborate and work effectively with my colleagues.					
I am proud to be part of this organization.	357	3.68	.806	-.206	-.397
Job Performance	357	3.88	.555	-.012	-.807
Valid N (listwise)	357				

Source: Research Survey (2023)

As shown in Table 4.5, the total mean determined was = 3.88. This was used to assess how much the respondents regarded their job performance compared to their current position. As a result, the option with the highest overall mean is Agree. As a result, we may draw the conclusion that most respondents are aware of how they perform at work and are able to accurately apply the notion to their current position.

4.8.3. Job Satisfaction

Table 4.6 gives a thorough explanation of each response, as well as the total value of the variable, to help understand how respondents feel about their current jobs.

Table 4.6: Descriptive Statistics of the variable – Job Satisfaction

	N	Mean	Std. Deviation	Skewness	Kurtosis
Overall, how satisfied are you with your job?	357	3.74	.856	-.500	-.270
To what extent do you feel your job is challenging?	357	3.66	.663	-.597	.346
To what extent do you feel you are	357	3.41	.783	-.798	2.119

satisfied with the autonomy you have in your job?					
To what extent do you feel that your skills and abilities are being fully utilized in your job?	357	3.57	.752	-.155	-.277
To what extent do you feel satisfied with how often you receive feedback on your job performance?	357	3.80	.590	.085	-.384
How satisfied are you with the opportunities for career advancement within your organization?	357	3.75	.954	-.663	-.457
To what extent do you feel that your work is meaningful and important?	357	3.95	.772	-.609	.328
How well do you feel you are being compensated for your work?	357	3.29	.975	-.966	-.520
To what extent do you feel that your	357	3.52	1.133	-1.268	.559

job allows you to balance your work and personal life?					
How satisfied are you with the communication within your organization?	357	3.70	.773	-.131	-.369
How satisfied are you with the leadership within your organization?	357	3.64	1.023	-1.131	1.063
How satisfied are you with the level of recognition and appreciation you receive for your work?	357	3.75	.837	-.712	.065
To what extent do you feel that your job allows you to use your creativity?	357	3.82	.814	-.483	-.100
To what extent do you feel that your job allows you to use your problem-solving skills?	357	4.01	.719	-1.203	2.356
How satisfied are you with the	357	3.47	.872	-.671	-.761

benefits offered by your organization?					
How satisfied are you with the level of support and resources provided to you to do your job effectively?	357	3.71	.888	-.447	-.458
How satisfied are you with the work environment and physical space?	357	3.92	.663	.091	-.726
To what extent do you feel that your job is secure and stable?	357	3.86	.929	-1.157	2.038
How satisfied are you with the culture of your organization?	357	3.69	.909	-1.699	3.138
To what extent do you feel that your organization values and supports your professional development?	357	3.83	.650	.185	-.685
Job Satisfaction	357	3.70	.544	-.676	-.663
Valid N (listwise)	357				

Source: Research Survey (2023)

As shown in Table 4.6, the overall mean determined was = 3.70 when measuring the level of the respondent's perception of their job satisfaction in connection to their current job. The Agree choice has the highest overall mean. As a result, we can say that most respondents are aware of the notion of job satisfaction and are able to apply it to their current position.

4.8.4. Work Motivation

Table 4.7 gives a thorough explanation of each response to each question or item to help understand how respondents see their work motivation at their current jobs and the total value of the variable.

Table 4.7: Descriptive Statistics of the variable – Work Motivation

	N	Mean	Std. Deviation	Skewness	Kurtosis
How motivated are you to come to work every day?	357	3.88	1.102	-1.045	.524
How much do you feel that your job aligns with your personal values?	357	3.70	1.155	-1.384	1.150
How much do you feel that your job makes a difference in the world?	357	3.99	.728	.021	-1.109
How much do you feel that your job provides opportunities for growth and development?	357	4.05	.814	-.695	.155

How much do you feel that your job is challenging?	357	3.78	.848	-.805	.178
How much do you feel that your job provides recognition for good work?	357	3.86	.844	-.456	-.291
How much do you feel that your job provides a sense of accomplishment?	357	3.70	.799	-.265	-.319
How much do you feel that your job provides a sense of belonging to a team or organization?	357	3.96	.554	-.018	.263
How much do you feel that your job provides autonomy and control over your work?	357	3.79	.594	.105	-.425
How much do you feel that your job provides opportunities for creativity and innovation?	357	3.96	.679	.052	-.825
How much do you feel that your job	357	3.96	.623	.029	-.417

provides opportunities for collaboration with others?					
How much do you feel that your job provides opportunities for learning new skills and knowledge?	357	4.24	.691	-.363	-.885
How much do you feel that your job provides opportunities for making decisions?	357	3.86	.617	.098	-.452
How much do you feel that your job provides opportunities for helping others?	357	4.11	.754	-.193	-1.217
How much do you feel that your job provides opportunities for leadership and responsibility?	357	3.96	.630	.030	-.472
How much do you feel that your job provides	357	3.94	.879	-.965	.496

opportunities for work-life balance?					
How much do you feel that your job provides fair compensation and benefits?	357	3.78	1.011	-.506	-.804
Job Motivation	357	3.91	.506	-.505	-.510
Valid N (listwise)	357				

Source: Research Survey (2023)

As shown in Table 4.7, the overall mean determined was = 3.91 when measuring the level of the respondent's perception of their job motivation in relation to their current job. As a result, the Agree choice has the highest overall mean. We can, therefore, draw the conclusion that most of the respondents are aware of their professional motivation and are able to clearly connect the idea to their current position.

4.9. Test of Hypotheses

4.9.1 Test of Hypothesis One

H_{01} : There is no significant effect of quality of work life on job performance.

At a significance level of 5%, the ordinary least squares method was used to test the hypothesis. The responses from sections B and C of the research instrument were added together, and the resulting data were summed up, to measure the quality of work life and job performance. Tables 4.8 through 4.10 present the analysis's conclusions.

Finding out how an employee's work life quality affected their job performance was the aim of Hypothesis 1. The results of the analysis, which are shown in Table 4.8, show that there was a 0.464 coefficient of determination and a 0.681 coefficient of correlation. Quality of Work Life, an independent variable with an R2 value of 0.464, may be responsible for 46.4% of the variation in secondary school teachers' work performance in Abuja, according to the study.

Table 4.8. Model 1 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.464	.463	.40687
a. Predictors: (Constant), Quality of Work Life				
b. Dependent Variable: Job Performance				

Source: SPSS Output (2023)

To examine the relationship between the independent and dependent variables, an analysis of variance was performed. The results of the analyses are displayed in Table 4.9; since the p-value of 0.000 is less than 0.05, the Model F = 307.423, $p < 0.05$ generated is significant at the 95% level of confidence. This suggests that there is a significant relationship between the independent and dependent variables. Table 4.9. Model 1 Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	50.891	1	50.891	307.423	.000 ^b
	Residual	58.767	355	.166		
	Total	109.658	356			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Quality of Work Life						

Source: SPSS Output (2023)

Table 4.10 displays the model coefficient results for the study. The quality of work life coefficient was found to be 0.554. This implies that the quality of an employee's work life has a direct effect on how well they perform on the job. That is, employees will perform better on the job when an organisation is dedicated to enhancing workplace quality. The following was included in the study's predictive model, which was used to assess Hypothesis 1: $JP = 1.976 + 0.554QWL + 0.143$

Table 4.10. Model 1 Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
	B	Std. Error	Beta			
1	(Constant)	1.976	.111		17.879	.000
	Quality of Work Life	.554	.032	.681	17.533	.000
a.						
Dependent Variable:						
Job Performance						

Source: SPSS Output (2023)

Interpretation

The results shown in Table 4.10 demonstrate that the p-value for the Quality of Work Life variable is 0.000, which is less significant than 0.05 as the threshold. This leads to the conclusion that the null hypothesis can be disproved and that teachers' job performance in Abuja is positively and

significantly impacted by their quality of work life. In particular, the data reject the original hypothesis (H01), which held that job performance and work life quality do not significantly correlate.

4.9.2 Test of Hypothesis Two

H₀₂: The motivation to work does not significantly change with a high-quality work life. The ordinary least squares method was used to test the hypothesis at a significance level of 5%. The study instrument's sections B and E yielded responses, which were then averaged to produce the data needed to calculate the quality of work life and job motivation. The results of the analysis are displayed in Tables 4.11 through 4.13.

The purpose of Hypothesis 2 was to determine how work-life quality affected employee motivation for their jobs. The analytical results in Table 4.11 show that the coefficient of determination was 0.511 and the correlation coefficient was 0.715. Quality of Work Life, an independent variable, may account for 51.1% of the variation in secondary school teachers' job motivation in Abuja, according to the data ($R^2 = 0.511$).

Table 4.11. Model 2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.715 ^a	.511	.510	.35394	2.339
a. Predictors: (Constant), Quality of Work Life					
b. Dependent Variable: Job Motivation					

Source: SPSS Output (2023)

An ANOVA was performed to assess how well the model described the correlation between the independent and dependent variables. The results presented in Table 4.12 indicate that the developed model has a F value of 371.177 and a p-value of less than 0.05 ($p < 0.05$), indicating a

significant relationship between the independent and dependent variables at a 95% confidence level. Consequently, the dependent variable is greatly impacted by the independent variable in the model.

Table 4.12. Model 2 Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.	
2	Regression	46.500	1	46.500	371.177	.000 ^b
	Residual	44.473	355	.125		
	Total	90.973	356			
a. Dependent Variable: Job Motivation						
b. Predictors: (Constant), Quality of Work Life						

Source: SPSS Output (2023)

Table 4.13 displays the model coefficient results for the study. The quality of work life coefficient was found to be 0.530. This implies that the quality of an employee's work life has a direct effect on their motivation for their job. Stated differently, an enhanced work environment within an organisation will increase employee motivation to perform their duties. In order to assess Hypothesis 2, the research's predictive model contained the following values: $WM = 2.096 + 0.530QWL + 0.124$.

Table 4.13. Model 2 Coefficients

Model	Unstand ardized Coeffici ents	Standar dized Coeffici ents	t	Sig.		
	B	Std. Error	Beta			
1	(Constan t)	2.096	.096		21.803	.000
	Quality of Work Life	.530	.028	.715	19.266	.000
a.						
Depende nt Variable: Work Motivatio n						

Source: SPSS Output (2023)

Interpretation

Table 4.13 presents statistical results indicating that the Quality of Work Life variable has a p-value of 0.000, indicating a value less than 0.05. This suggests that the null hypothesis is rejected and that there is a significant and positive relationship between Abuja teachers' motivation to perform their jobs and the quality of their working lives. This also rejects the second null hypothesis (H02), which holds that work-life quality has no noticeable impact on employee motivation.

4.9.3 Test of Hypothesis Three

H₀₃: There is no significant effect of quality work life on job satisfaction.

The ordinary least squares method was applied with a significance level of 5% to test the hypothesis. By totalling and averaging the responses, the study tool's sections B and E produced data for assessing work satisfaction and quality of work life. Tables 4.14 through 4.16 display the results of the analysis.

The third hypothesis examined the connection between work-life quality and employee job satisfaction. A correlation coefficient of 0.873 and a determination coefficient of 0.762 were found, according to the study results displayed in Table 4.14. Hence, an independent variable called Quality of Work Life ($R^2 = 0.762$) may account for 76.2% of the variation in work satisfaction among secondary school teachers in Abuja.

Table 4.14. Model 3 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
3	.873 ^a	.762	.761	.26574	1.639
a. Predictors: (Constant), Quality of Work Life					
b. Dependent Variable: Job Satisfaction					

Source: SPSS Output (2023)

To determine how well the model represented the correlation between the independent and dependent variables, an analysis of variance was run. The Model $F = 1134.404$, $p < 0.05$ generated, as shown in Table 4.15 is significant because, at a 95% confidence level, the p-value of 0.000 is

less than 0.05. This implies that the independent and dependent variables have a meaningful relationship. Table 4.15. Model 3 Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.	
3	Regression	80.108	1	80.108	1134.404	.000 ^b
	Residual	25.069	355	.071		
	Total	105.177	356			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Quality of Work Life						

Source: SPSS Output (2023)

Table 4.16 displays the model coefficient results for the study. The quality of work life coefficient was found to be 0.696. This suggests that an employee's motivation for their work is directly impacted by the quality of their work life. stated differently, an improved workplace atmosphere within a company will boost workers' motivation to carry out their responsibilities. The study's predictive model, which was applied to evaluate hypothesis 3, contains the following elements:

$$JS = 1.321 + 0.696QWL + 0.093$$

Table 4.16. Model 3 Coefficients

Model	Unstand ardized Coeffici ents	Standar dized Coeffici ents	t	Sig.		
	B	Std. Error	Beta			
1	(Constan t)	1.321	.072		18.297	.000
	Quality of Work Life	.696	.021	.873	33.681	.000
a.						
Depende nt Variable: Job Satisfacti on						

Source: SPSS Output (2023)

Interpretation

The statistical results shown in Table 4.16 Show that the quality of work life has a p-value of 0.000, or less than 0.05. This indicates that the quality of life at work and job satisfaction are highly positively correlated among Abuja teachers. Thus, the null hypothesis is rejected. It is also shown that the third null hypothesis (H03), which maintained that there was no discernible relationship between job satisfaction and the quality of one's working environment, was false.

4.9.4 Test of Hypothesis Four

H₀₄: Work motivation, job satisfaction, and performance on the job do not significantly correlate.

Analysing the correlation between two or more sets of variables is crucial to understanding their relationship. Karl Pearson's coefficient of correlation is a widely used metric in this regard. It determines the kind and strength of the relationship between the variables being studied. Table 4.17 gives the results of the correlation analysis that was done for this study.

Table 4.17. Correlation Analysis

Quality of Work Life	Job Performance	Job Satisfaction	Work Motivation		
Quality of Work Life	Correlation Coefficient	1.000	.701**	.867**	.786**
	Sig. (2-tailed)	.	.000	.000	.000
	N	357	357	357	357
Job Performance	Correlation Coefficient	.701**	1.000	.772**	.717**
	Sig. (2-tailed)	.000	.	.000	.000
	N	357	357	357	357
Job Satisfaction	Correlation Coefficient	.867**	.772**	1.000	.890**
	Sig. (2-tailed)	.000	.000	.	.000
	N	357	357	357	357
Work Motivation	Correlation Coefficient	.786**	.717**	.890**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	357	357	357	357

**. Correlation is significant at the 0.01 level (2- tailed).					
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Source: SPSS Output (2023)

Table 4.17's All four variables have positive correlations with one another, according to the correlation analysis results, and they all test significantly positively when regressed against one another. This supports the findings from the investigation's first through third hypotheses. Therefore, it is safe to reject the null hypothesis, which holds that there is no relationship between job performance, work motivation, and job satisfaction.

5. Result and Discussion

The study looked into how secondary school teachers in Abuja, Nigeria, felt about their work and how it affected their motivation, performance, and job satisfaction. The results and findings were obtained using a sample of 357 Abuja secondary school teachers.. The following Analysis were reached based on the information gathered from the questionnaires given to the respondents and the outcomes of the statistical and empirical analysis. It was found using the ordinary least square regression approach at the 5% level of significance that quality of work life had a p-value of 0.000. This was based on objective one and hypothesis one, which were intended to investigate the extent to which quality of work life influences employee job performance. The null hypothesis is rejected because of the statistical analysis of the data obtained from the distributed questionnaires, which showed that the quality of work life has a considerable beneficial impact on employee job performance. Al Harbi's (2020) research supports this study's conclusions. Al Harbi (2020), in his study on the impact of work-life balance on employees' performance in Jordanian hospitals, claims that the combined effects of motivation and work-life balance have a substantial impact on employees' performance. Akram (2013), Dissanayake and Hussain (2013), and Ding, et al. (2019) all arrived at the same conclusion.

The second hypothesis, which asserted that work motivation is not significantly influenced by quality of work life, was likewise disproved because the p-value of 0.000 was less than the confidence interval of 0.05. The outcome of the simple regression analysis revealed a substantial positive relationship between job motivation and work-life quality. Additionally, a 0.530 rise in work-life quality is necessary for every unit of workplace motivation among employees. This supports the conclusions reached by Gürbüz and Imşek (2017). In their study on the effects of quality of work life on job satisfaction and work motivation among teachers, Memon, Salleh, and Saqib (2015) also came to a similar conclusion. It is obvious that regardless of the industry one works in, motivation is a critical component of efficacy and production. Motivation is important and pervasive for everyone, from a schoolteacher to the chief executive officer sitting at his desk to that young man on the street working in a factory for an hourly wage below the minimal standard of living. The body of research that backs up this claim cannot be quantified, so it was therefore necessary to accept the alternative hypothesis that work motivation is significantly impacted by quality of work life because the results of this study have done justice to the hypothesis tested. The third hypothesis, which claimed that job satisfaction is unaffected by quality of work life, was

likewise disproved because the 0.000 p-value is less than the 0.05 confidence range. A significant positive link between employee job satisfaction and the quality of work life was found via simple regression analysis. This is consistent with research undertaken by Owoyemi and Abiodun (2018) on the connection between job satisfaction and quality of work life among employees in the Nigerian banking sector. According to the study, job happiness and the quality of one's working environment are positively correlated. Additionally, Adeyemo and Adeyemo (2017) did research on the connection between job satisfaction and quality of work life among academic staff members in Nigerian universities. The study discovered a significant positive association between job satisfaction and quality of work life.

Finally, the correlation analysis performed to test hypothesis four revealed that job performance, work motivation, and job satisfaction all had positive, statistically significant connections. The three dependent variables and the quality of work life both exhibit the same effect.

6. Conclusion

The conclusion derived from this analysis is discussed below:

The study arrived at the conclusion that the quality of work life is an important aspect of employee engagement in the workplace. The dependent variables examined in the study are important for increased employee productivity in an organization. Following Abraham Maslow's Hierarchy of Needs, job safety is an important factor in the motivation process. The results of the analysis conducted showed that quality of work life had significant positive effects on employee job performance, work motivation, and job satisfaction. Especially in the education sector, job satisfaction, work motivation, and high job performance are important criteria for teachers for a successful learning engagement.

Teachers need to create an amazing learning environment to develop students' abilities. But only when educators are driven to give their all can this be accomplished. Consequently, it is important that factors that are necessary for boosting teacher motivation, job performance, and equally enhancing job satisfaction be put in place. Therefore, the study concludes that a large percentage of the factors influencing employee motivation, job performance, and job satisfaction are found in high-quality work environments.

Based on the findings and the conclusion made above, the following recommendations are made:

- Educational institutions ought to implement measures for the development of psychological funding.
- Work-life balance should be the top priority of institutions of learning to motivate teachers when delivering their services.
- The government, as well as its ministries and agencies in charge of education in Nigeria, should put in place policies as well as measures that will promote a positive quality of work life to improve work motivation and performance among teachers.

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