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MOTIVATIONAL STRATEGIES AND WORK ENVIRONMENT FOR EMPLOYEE (TEACHERS) WELL-BEING IN MISSION SECONDARY SCHOOLS IN THE SOUTH EASTERN NIGERIA

Ven John Nweke Ph.D
Trinity Theological College, Umuahia
(In Affiliation with The University of Nigeria Nsukka)
vendrjohnnweke@gmail.com/johnnweke@trinicol.edu.ng
08037086988

ABSTRACT

The topic of the study was motivational strategies and work Environment for employee (Teachers) well-being in mission secondary schools in the South Eastern Nigeria. There existed a high rate of staff turnover in mission secondary schools in the South Eastern states of Nigeria which had affected students ' academic performance and character. The problem of this study was how were the motivational strategies and Work environment for employee (Teachers) well-being in Mission Secondary Schools in the South Eastern Nigeria being managed? The purpose of the study was to investigate the subject matter. One research question and one hypothesis guided the course of the study. Descriptive survey design was employed in the study. The population of the study comprised of 7128 principals and teachers. One thousand eight hundred and forty-nine principals and teachers were sampled. Multistage sampling technique was used to select 25% of the total population. A researcher structured questionnaire tilted (MSWEEWB) was used in data collection. Research question was answered using mean and standard deviation scores while t-test statistic was used to analyse hypothesis. Results revealed that mission secondary schools in the study area had a number of challenges relating to human resource management. Particularly, the challenges were bordered among other things, on maintenance and retention of qualified workforce (teachers) in the mission secondary school system. Based on the findings, some recommendations were made which included that the Church should put in place motivational strategies such as promotion, job security measures, health services, housing accommodation, free medical services, health insurance scheme, and scholarship scheme for teachers and brilliant children of the staff the in the mission secondary schools in the South Eastern Nigeria.

Keywords: Motivational Strategies; Work Environment; Employee; Well-Being; Mission Secondary Schools

Introduction

Motivation has been defined as the inner derive which prompts people to act in a certain way. It is also an urge or rise within or outside an individual that makes him to take action. It could be aroused by a tangible

physical need, an emotion or an idea (Musaazi 1992).

Human resources being the life-blood of an institution, the success of any school system, depends to a large extent, on the quality of those who perform its tasks leading to the set objectives, as well as conditions, which affect their mental and physical health. To ensure that an organization functions efficiently and effectively in attaining its goals, money, physical facilities, well thought out policies, equipment and human input are necessary. These motivate the workforce to avoid deviation from the standard procedures of operation.

Therefore, Peauwe (2004) maintained that setting, maintaining and retaining efficient and effective school staff is one of the most essential tasks of school authorities. This is so because each staff with the school system exhibits his or her personality traits, needs, hopes and aspirations which are not always compatible with the demands of the organization (school). However, the extent to which these individual need dispositions are integrated to achieve organizational goals determines the success of the school administrator.

Obviously, the provision of material benefits in form of remuneration, career advancement and fringe benefits are not entirely within the powers of the school head. It lies with whoever has a role to play (stakeholders). However, Nweke (2013), noted that the school head can do a lot by filling staff confidential report forms as and when due, recommending deserving staff for promotion and further studies, recommending their annual leave and pursuing their leave bonus for them, getting staff salaries on time, rectifying abnormalities in the payment vouchers like omission or pay shortages and so on. All these are motivating factors that can stimulate staff to react positively to the school system leading to teacher retention and achievement of organizational goals.

In summary, staff motivation is concerned with how the staff, in the educational institutions perceive their work and how much love they have towards their work. It is natural that a person will always know that what he has great enthusiasm in doing is that which will give him or her maximum satisfaction and fulfillment, or at least, some contentment, will be derived from it, either to him or to the institution. This state of mind can be regarded as job satisfaction which comes through motivation and it enhances work environment.

Work environment consists of the system of work, the design of the job, working conditions and the way people are treated at work by their managers and coworkers. Well-being, according to Armstrong (2009), exists when people are happy with their lot - what they do, how they are treated, how they get on with others. The well-being of teachers depends on the quality of working life provided by their employers -the feelings of satisfaction and happiness arising from the work itself and the work environment.

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Work environment is the quality of working life. Taylor (2008) noted that it is related to the basic extrinsic job factors of wages, hours and working conditions and the intrinsic factors of the work itself. This explains working conditions as work involvement, intrinsic job motivation, job satisfaction and happiness. It stresses that people at work are entitled to be ' treated as full human beings with personal needs, hopes and anxieties and the system should bother about the wellbeing of the staff.

In view of this fact, Armstrong (2009) postulated three reasons why organizations should be concerned with the well-being of their employees. First, they have a duty of care and this means adopting a socially responsible approach to looking after their people. Second, employers are responsible for creating a good work environment not only because it is their duty to do so but also as part of the total reward system. Third, it is the interests of employers to do so because this will increase the likelihood of their employees being committed to the organization and helping to establish it as a best place to work.

A key aspect of well-being for teachers is their health and safety as it concerns everyone in the system. However, the main responsibility lies with the management in general and individual school heads in particular. Therefore, the following roles should be defined: that of managers and employee health and safety advisers, medical advisers and health and safety committee.

The other aspects of workers' well-being include creating a satisfactory work environment as mentioned above. This means dealing with how people are treated at work in the organization, managing stress, attending to work-life, balance issues which according to Kodz (2002), should be a balance between an individual's work and their life outside work, and that this balance should be healthy. Nweke (2013) stressed that work-life balance is about employees achieving a satisfactory equilibrium between work and non-work activities. That includes parental responsibilities and wider caring duties, as well as other activities and interests.

Armstrong (2009), maintained that management should provide teachers with services for individuals including employee assistance programmes, group service which according to Otu, Salawu and Ajadi (2006), will answer such questions as, what happens to a member of staff if he gets sick? How is he protected from school environmental hazards such as students uprising or parents' hostile confrontations? How safe is the staff from sexual harassment? So the services should aim at protecting the staff against bodily harm, danger, loss of job, deprivation or threat. The major areas of concern for teachers according to Otu, Salawu and Ajadi (2006), is getting permanent and pensionable appointment and confirmation of appointment because lack of these make the staff to get worried and fear discrimination or arbitrary managerial actions. This can affect morale, motivation, and job satisfaction that

bring about commitment and effectiveness of teachers in secondary school.

Secondary education is the second tier of education. It is the education children receive after primary education and before tertiary stage (FRN, 2013). In Nigeria, there exist five categories of secondary schools. They are: (1) Unity secondary schools being managed by the federal government; (2) Public or government secondary schools which are managed by various states of the federation; (3) Mission secondary schools, these are managed by different Christian denominations; (4) public -mission secondary school-owned jointly by both Government and Churches; and (5) private secondary schools which are owned and managed privately by some individuals or organizations (Nweke, 2019). The focus of this study was on mission secondary schools, those ones owned and managed by various Christian denominations.

Mission school refers to teaching and learning as organized by the church through her agencies. It is a system whereby students obtain formal education under the auspices of the church. From religious point of view, the church has a divine mandate to give true education to her children (Prov. 22: 5; Matt. 28: 18). Nweke 92013) in his "Total Man Taxonomy of Learning" believes that education must be given to the total person: spiritual, cognitive, affective and psychomotor (Deut 6:5, Luke 10: 27). In a mission school, pupils and young people, not only learn about religions but they can also experience religion as a living tradition and inheritance of faith. Mission schools are therefore, unique gifts, from the church to an increasingly secular world with a unique organization and management.

Human resource management in mission secondary schools should be adequately tailored towards achieving the goals of mission school and the second tier of education in Nigeria. These goals according to (FRN 2013) are to attain (i) useful living within the society, and (ii) higher education. The optimal achievement of these goals sustains the confidence of the people in the school system.

People seem to repose high level of confidence in mission schools that they struggle to send their children and wards to them. Thus, mission schools are highly priced by students, parents and guardians, particularly, with the issue of seemingly dwindling standard of education in State secondary schools. In the past, children who studied in mission secondary schools seemed to excel better in learning and character (Nweke, 2013). They were seen to have better results in external examinations and had better moral upbringing. They were looked upon as good citizens who were capable of transforming the society.

However, as much as the churches made efforts to live up to expectations as contained in their various policies on education, most of their qualified staff were birds of passage. (That was using teaching in mission schools as a stepping stone). The reason for this was

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that whenever any government ministry, banks and other such corporate bodies advertised and recruit personnel, mission secondary schools in the South East lost many of their workers to such establishments. This was contained in the report of the Joint Education Board of Anglican Dioceses in Anambra held on June 30, 2011. The report showed that they lost 148 teachers in 2008, 152 in 2009 and 259 in 2011. The Onitsha Archdiocesan Education Board of the Catholic Church, in July, 2011 reported that 266 of their teachers were employed by both Anambra State Universal Basic Education Board and Post Primary School Services Commission in 2011. In 2025, many mission secondary schools in Abia State lost their highly qualified teachers to the Government schools because the government recruited teachers.

Apparently, frequent staff turn-over would not be a healthy situation for any organization, especially, the mission secondary schools. This was because mission secondary schools seemed to have set a high standard that should be maintained. High rate of staff turn-over (attrition), meant a situation where by many teachers dessert mission schools whenever any Government recruits teachers; only for the mission schools to continue to employ and train others who would not stay long before they leave for greener pastures.

The high rate of staff turn-over as mentioned above did not make for teacher-retention and productivity which are the hallmarks of human resource management in the school system. Frequent staff turn-over apparently, does not promote high academic performance of the students. For example, when many teachers left the mission secondary schools for greener pastures, the remaining teachers were over-loaded with academic work, which would result to stress related issues. Even, when new ones were employed, they needed more time to adjust. These also could affect teacher effectiveness, which manifested in overall poor performance of the students.

More also, there was a prevalent seemingly wrong notion about the status of the mission secondary schools. Evidently, people still regarded them as voluntary agency schools like it was in the past. As such, condition of service in the mission secondary schools seemed to be very poor and this made people use the mission secondary schools as stepping stones. For example, in this present era of "minimum wage" saga, if teachers with bachelor's degree certificates were paid between N10, 000.00 – N25, 000.00 per month, how could the teachers remain in the service of the organization when they could get better pay elsewhere?

People seemed to look at the issue of salary as a major one. There were others that could be equally very important. For instance, it seemed that there was little or no job security measures in the mission secondary schools. No provisions seemed to be made for issues such as environmental hazards, retirement benefits and pensions, loss of job, deprivation of rights and much more. Under this

condition, any young man or woman in such service would have no prospect and would not like remaining there for a longtime. In such a condition, a teacher might come to school any day and receive a letter of termination or retirement. In each case, he would have nothing to go home with neither any policy to hold on to and fight for his or her right.

According to Nweke (2019) the other aspect of this problem was the four-dimensional model of the mission secondary education. For example, (1) there existed mission secondary schools managed by various stations (parochial schools). (2) There are others owned by parishes or religious bodies (3) there are Diocesan secondary Schools, like, seminaries, convents and vocational centers (4) there are those that are jointly owned and managed by the Missions and the Government and they are all mission secondary schools, (Diocese on the Niger Policy on Education (DONPE, 2017); (Catholic Bishops' Conference of Nigeria, (CBCN, 2005). These schools, according to the policies were run independently with little or no supervisory link with the Dioceses, especially, those in rural areas and there are disparities in their human resource management, particularly, as regards motivational strategies and work environment for employee well-being. The Dioceses only came-in when there were conflicts. The other time the Dioceses had information about these schools was in financial matters; sharing of the surplus accruing to the schools or paying of assessments to the Dioceses (CBCN, 2005, DONPE, 2017).

It was observed that nothing specifically, was laid down in the policies concerning the management of the workforce in these other mission schools than the Diocesan or Government-Mission schools. This situation was a big threat to human resource management of such schools since there seemed not to be a uniform practice. Those that were directly under the management of the Dioceses like the junior seminaries, convents and vocational schools might be getting better treatment than those of the individual churches, parishes or "religious bodies". This situation apparently, brought about poor motivation in mission secondary schools.

Considering the situation in the mission secondary schools in the South East as discussed above, there was need for an investigation of the motivational strategies and work environment for employee (Teachers) well-being in Mission Secondary Schools in the South Eastern Nigeria.
The reason was obvious as the need stemmed from the fact that the sustainability of these schools in the South Eastern Nigeria was at stake. Moreover, if the situation continues as explained, it could also affect the achievement of educational goals in the study area. The situation called for urgent attention and solution in the overall interest of education in Nigeria generally.

This study was undertaken in the South

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Eastern Nigeria because Nweke (2013) had it that a central trait of the revitalized missionary movement of the 19th century was the resolve to bring about a socio-cultural change in the mission lands. To this end, Omenka (2008) stated that the schools apostolate became a mission strategy of choice in South Eastern Nigeria, and indeed in Africa as a whole, that you could not have St John's Church of any community without St John's school. It emerged as a visible sign of mission presence within indigenous communities. With little resources at their disposal, the Christian missions began the arduous task of providing basic education for the masses in the colonies where the governments were generally disinterested in getting directly involved.

Statement of the Problem

It appeared that the human resource management of mission secondary schools in the South Eastern Nigeria could not retain their highly qualified work-force. Apparently, there exists high rate of staff turn-over which negatively affected the standards of the schools, students' character and academic performance. It also had hampered the progress of these schools. Parents and guardians were no longer very eager any more to send their children and wards to mission secondary schools.

What worried the researcher then, was that teachers were employed in mission schools but they were not retained. No sooner they were employed, than they deserted mission secondary schools for greener pastures. No teacher worked and retired in mission secondary schools since after the government take-over of schools. In view of this situation, mission secondary schools, seemed to be left with teachers who retired from government schools, who had lived out their useful ages in government and other institutions, and those with lower qualifications. Mission secondary schools therefore, continued to employ teachers who used mission schools as stepping stones. Incessant loss of highly qualified teachers in mission secondary schools which necessitated incessant employment of new ones affects educational standards generally. Academic standards and characters of students who graduated from mission secondary schools were no longer what it used to be. Parents and the society were complaining. The problem of this study therefore, was how were motivational strategies and work environment for employee (Teachers) well-being in Mission Secondary Schools in the South Eastern Nigeria being managed?

Purpose of the study

The purpose of the study was to investigate the Motivational Strategies and Work Environment for Employee (Teachers) well-being in Mission Secondary Schools in the South Eastern Nigeria.

Research Question

What were the motivational strategies and work environment for employee well-being employed by mission secondary schools?

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Hypothesis

H0: there is no significant difference in the mean ratings of mission secondary School principals and teachers with regard to motivational strategies and work environment for employee well-being employed by mission secondary schools.

Research Method

The design of this study was a descriptive survey, which investigated human resource management in mission secondary schools in the South Eastern States of Nigeria. The population of the study consisted of 7,128 principals and teachers in Mission Secondary Schools in the South Eastern Nigeria. One hundred and thirteen principals and 2373 teachers were from Anglican Secondary Schools while 211 principals and 4431 teachers were from Catholic Secondary Schools. They were drawn from the 113 Anglican Secondary Schools and 211 Catholic Secondary Schools. This population included principals and teachers in Junior Seminaries, Convents and Vocational Centres. The sample size of this study was 1848. Through the process of multistage sampling technique, 25% of schools from the five states (Anambra, Imo, Enugu, Ebonyi and Abia) were selected from Anglican and Catholic mission schools respectively. The instrument for the study was a researcher structured questionnaire, titled motivational strategies and work environment for employee well-being questionnaire (MSWEEWBQ). This was developed by the researcher in line with the research questions. The instrument was graded according to modified four-point Likert scale processing theory. The instrument was subjected to the scrutiny and vetting by experts and a test of reliability was conducted to validate the internal consistency of the instrument using Cronbach's Alpha method. The results were .97 and an overall reliability co-efficient of .99 and these results were adequate for the study. The questionnaire was administered by the researcher and his team of research assistants and 1643 questionnaires returned successfully. Research question was answered using the mean scores and standard deviation while t-test statistic was used to test each of the hypothesis at 0.05 level of significance.

Research Question

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Table 1: Mean and Standard Deviation Scores of Principals and Teachers' Responses on Motivational Strategies and work environment for employee well-being employed by Mission Secondary Schools in the South Eastern Nigeria (N = 1643)

S/N	Items	Mean Scores X	Standard Deviation	Remarks	Decision
1	Encourages teachers to participate in decision making to give them sense of Belonging.	2.04	.99	D	Rejected
2	Provides adequate and sufficient working tools for teachers to make their jobs easier and without much stress,	2.56	.98	A	Accepted
3	Pays salaries and allowances as and when due to encourage teachers not to look for other jobs,	2.52	1.09	A	Accepted
4	Recommends teachers for further studies to help them grow on the job.	1.87	.94	D	Rejected
5	Effects equitable payment of salaries and allowances so that none will feel cheated.	1.86	.90	D	Rejected
6	Gives cash awards for excellent performance to encourage diligence and hard work.	1.69	.91	D	Rejected
7	Effect prompt payment of retirement benefits and pensions that teachers can repose high confidence the system and remain long on the job.	1.52	.89	D	Rejected
8	Encourages effective interaction of management with teachers to maintain good human relation.	2.54	1.07	A	Accepted
9	Recognizes teachers for good performance and meritorious awards to boost self-fulfillment and motivate them to give their best.	1.68	.96	D	Rejected
	Overall mean and standard deviation for cluster F	2.03	.91	D	Rejected

From the results of the analysis in table 1, it was glaringly clear that mission secondary schools did not motivate teachers adequately. This was revealed by an overall mean score of 2.03 of the respondents which fell within little extent of the decision rules and was rejected by many respondents as common practice in mission secondary schools. It was obvious from the result of the analysis that mission secondary schools performed poorly in items 1, 4, 5, 6, 7 and 9 in relation to staff motivation. The items mentioned above got mean scores within (1.50-2.49) showing that many of the respondents disagreed that the items were not practiced in many of the mission schools. However, items 2, 3 and 8 received mean scores within 2.50-3.49 of the decision rule and were accepted by the respondents as good motivational strategies adopted in Mission Secondary Schools. These revealed that Mission Secondary Schools performed better in those areas.

Hypothesis

H0: There is no significant difference in the mean ratings of mission secondary school principals and teachers with regards to strategies for staff motivation.

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Table 2: Summary of t-test Analysis of Mean Ratings of Principals and Teachers on motivational strategies and work environment for employee well-being employed by Mission Secondary Schools in the South Eastern Nigeria.

Item	Variable	N	X	SD	DF	T	Sig. (2-tailed)	Decision
1	Teachers	1559	2.01	.99	1641	-3.98	.00	S
	Principals	84	2.46	.98				
2	Teachers	1559	2.53	.98	1641	-4.98	.00	S
	Principals	84	3.08	.83				
3	Teachers	1559	2.49	1.09	1641	-4.84	.00	S
	Principals	84	3.08	.90				
4	Teachers	1559	1.85	.94	1641	-3.06	,00	S
	Principals	84	2.17	.98				
5	Teachers	1559	1.85	.90	1641	-.68	.49	NS
	Principals	84	1.92	.90				
6	Teachers	1559	1.67	.90	1641	-3.61	-.00	S
	Principals	84	2.04	1.05				
7	Teachers	1559	1.51	.88	1641	-.65	.51	NS
	Principals	84	1.58	.99				
8	Teachers	1559	2.51	1.07	1641	-52	.00	S
	Principals	84	3.13	.83				
9	Teachers	1559	1.66	.95	1641	-3.91	.00	S
	Principals	84	2.08	1.15				
Over	Teachers	1559	2.01	.91	1641	-3.75	.00	S
All	Principals	84	2.39	.89				

T-test analysis of mean ratings of principals and teachers on strategies for staff motivation in mission secondary schools in table 2 revealed that the respondents were not unanimous in their opinion about the subject matter in all the items except 5 and 7. The overall t-test analysis corresponded with the t-test analysis of each of the other items in the table. They all had less significant 2-tailed t-values than 0.05 level of significant and therefore they were all rejected. And so, there was significant difference in the agreement of principals and teachers on motivational strategies and work environment for employee well-being employed by Mission Secondary Schools.

Discussion of Results

It was observed that items 2, 3 and 8 in table 2 had mean scores that fell within great extent (2.50-2.59) of the decision rule showing that mission schools performed better in those areas. These items, one should believe, focused on the institutions than the workers. So, the management could be more interested in providing facilities, holding meetings to dish out orders than to look into the affairs of the staff and provide for their motivation.

This agreed with the findings of Nweke (2009), which stated that lack of pension scheme, in-service programmes for teachers, lack of uniformed payment of salaries and allowances, no provision for transfer from one school to the other, militate against

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effective management of mission secondary schools.

Actually, the items in table 8 were motivational variables but they were not adequately provided in mission secondary schools according to the views of the respondents. Nweke (2013) noted that the school head can do a lot by filling staff confidential report forms as when due, recommending deserving staff for promotion and further studies, recommending annual leave and pursuing leave bonus for them, paying staff salaries on time, rectifying abnormalities in the payment vouchers like omission or pay shortages and so on. All these are motivating factors that can stimulate staff to react positively to school system, leading to teacher retention and achievement of organizational goals.

Odor, Okonkwo, Ezindu, Gatsi and Ngini (2010) earlier stressed this point by saying that the firm should be able to achieve its set goals by optimally utilizing its limited human resources by providing motivational factors such as prompt payment of staff salaries and allowances, providing adequate and sufficient working tools, recommending workers for further studies, giving workers equitable payment of salaries and allowances, maintaining good human relations and provision of staff job security. This result supported Otu, Salawu and Ajadi (2006) who posited that maintaining and retaining efficient and effective school staff is one of the most essential tasks of school authorities. To achieve this, the staff should be adequately motivated.

Conclusion

Motivational strategies such as good human relations, promotion, transfer, retirement benefits, appropriate reward management, equitable salary, prompt payment of salary and so on were not adequately provided in mission secondary schools in South Eastern Nigeria.

Recommendations

In the light of the research findings, the following recommendations were postulated: -

1. Every Diocese or Christian denomination should first and foremost, appoint an education board. It will be made up of renowned educationists who understand the implications of their position to posterity and transformation of the society. It will be their duty to organize all educational institutions in the Diocese. Those parochial institutions established by individual parishes or religious bodies should be under this Education Board.
2. The Education Board should institute policy on education for the Diocese. Where possible, all Dioceses of any denomination should have one policy on education for common practice. The policy should take into account, the educational objectives of the Church, National Policy on education and other issues that enhance smooth running of the educational system.

3. Harmonization of standards is very necessary for mission secondary schools. The standard for diocesan schools like the junior seminaries and convents should be the same in parochial schools and those owned by religious organizations within the Diocese. The same standard should be applied both in human resource and financial management as well as other managerial issues.
4. The church should establish adequate reward system that will take care of the welfare of the staff in mission secondary schools.
5. Salaries and allowances should be harmonized, so that all teachers in the Diocese should receive equal pay according to status and grade levels.
6. An employment committee should be appointed by the Diocesan Education Board and there should be a common practice in the recruitment and appointment of teachers within a Diocese or State, following adequate recruitment procedures.
7. Human resource development must be given priority in order to maintain a virile workforce who will be current with modern trends in education and alive to their responsibilities.
8. The education board should make it possible for teachers and principals to be transferred from one school to the other within the Diocese. This will motivate the teachers and ensure their motivation, security and safety.
9. The Church should put in place motivational strategies such as promotion, job security measures, health services, housing accommodation, free medical services, health insurance scheme, and scholarship scheme for teachers and brilliant children of the staff.
10. Retirement scheme should be provided for as it was before government take-over of schools. This will give the teachers sense of security.

Summary of the study

The title of the study was motivational strategies and work environment for employee (Teachers) well-being in mission secondary schools in the South Eastern States of Nigeria. It was observed that there existed a high rate of staff turnover in mission secondary schools in the South Eastern states of Nigeria which had affected students ' academic performance and character. The problem of this study was, therefore, how were the motivational strategies and Work environment for employee (Teachers) well-being in Mission Secondary Schools in the South Eastern Nigeria being managed? The purpose of the study was to investigate the subject matter. One research question and one hypothesis guided the course of the study. Descriptive survey design was employed in the study. The questionnaire for data collection titled motivational strategies and work environment for employee well-being questionnaire (MSWEEWBQ) was structured by the researcher. It had 9 items in 1 cluster. The population of the study comprised of 7128 principals and teachers in

mission secondary school in the study area. One thousand eight hundred and forty-nine principals and teachers were sampled through multistage sampling technique, selecting 25% of the total population.

Face, construct and content validation were done by three experts from the Faculty of Education, University of Nigeria Nsukka. Two of them were from the Department of Educational Foundations while one was from Measurement and Evaluation. A trail test was conducted in Delta state to validate the internal consistency of the instrument. The result was analyzed using Cronbach's alpha method and the result was high enough for the study. The researcher with his research assistants administered 1849 questionnaires to the respondents and 1643 questionnaires returned successfully. Research questions were answered using mean and standard deviation scores while hypotheses were analyzed using t-test statistic.

Results revealed that mission secondary schools in the South East Nigeria have a number of challenges bordering, among other things, on maintenance and retention of highly qualified workforce (teachers). A number of recommendations were made, including that the Church should put in place motivational strategies such as promotion, job security measures, health services, housing accommodation, free medical services, health insurance scheme, and scholarship scheme for teachers and brilliant children of the staff

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