

Relationship Motivation and Job Satisfaction of Secondary School Teachers in Abakaliki Education Zone of Ebonyi State

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Abstract: This paper focuses on the relationship between motivation and job satisfaction of secondary school teachers in Abakaliki Education Zone of Ebonyi State. Two research questions were formulated to guide the study with two null hypotheses. Correlational research design was used for the study. The population of the study comprised of 817 teachers in Abakaliki Education Zone. The sample of the study comprised 497 teachers in the Education selected through proportion sampling techniques. The instrument used for data collection was structured questionnaire titled Relationship between motivation and job satisfaction of secondary school teachers Questionnaire. Research questions were answered using mean (\bar{x}) while the hypotheses were tested using Pearson r . The findings of the study revealed that, there is a positive influence between teachers regular promotion and job satisfaction and there is a high positive influence between teachers social factors and job satisfaction in secondary schools. The study recommends among others that: government in all ramifications should promoting teaching profession by paying them regularly and incentives should not be ignored by school management and the government, but from time to time provisions should be made to teachers over their personnel welfares.

Key words: Regular Promotion • Incentive • Teachers' Motivation • Teachers Job Satisfaction

INTRODUCTION

Education provides a veritable tool for skilled manpower development. In this regard, the role of the teachers in the secondary schools toward this assignment is paramount. Given their significance role in ensuring national transformation through human capital development, their motivational needs are crucial. In other words, measures to improve the quality of education system at that level in different countries are continually put into consideration by different stakeholders in education through staff motivation. Many researchers believe that motivation and job satisfaction of teachers are influenced by factors such as social economic status, choice of profession, students' behavior and examination stress [1]. Teacher motivation and job satisfaction: salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to constitute factors that can increase, retain teaching profession. [2-4] stated in their findings that a sizeable increase in teachers earning will significantly

enhance teachers' commitment and performance. Through articulated well planned welfare packages for staff will surely boost job productivity in the long run. Both teachers and lecturers needs are critically significant. Several researches have been conducted on education sector through improved welfare service for academic and non academic staff of higher institution.

Teachers and lecturers' are the most important to be considered in this case if this target is to become realizable giving their significant roles. There have been researches made on motivation and job satisfaction for primary and secondary school teachers in Ebonyi State and in other states of the federation. The research on teachers' motivation and incentives by [5, 6] indicated that the current level of teachers' motivation and job satisfaction are unacceptably low and suggested that urgent measures were needed to be taken to increase the teachers' motivation and job satisfaction. Not only teachers in primary and secondary schools but also lecturers in higher learning institutions must be considered for the developing sector. From that it is difficult to have quality students without corresponding

academic staff in any university without having a motivated lecturing staff. On the other hand lecturers in Ebonyi State University were not most considered in the area of ends allowances. [7, 8]. For that reason the study aim at investigating into motivation and job satisfaction of secondary school teachers in Abakaliki Education Zone of Ebonyi State.

Purpose of the Study: The main purpose of the study was investigate into teachers motivation and job satisfaction in secondary schools in Abakaliki Education Zone of Ebonyi State. Specifically the study sought to:

- Determine the relationship between teachers regular promotion and teachers job satisfaction in secondary schools in Abakaliki Education Zone of Ebonyi State
- Find out the relationship between teachers social factors and teachers job satisfaction in secondary schools in Abakaliki Education Zone of Ebonyi State.

Research Hypotheses: The following null hypotheses were formulated to guide the study and were tested at 0,05 alpha level:

Hoi: There is no significant relationship between teachers regular promotion and their job satisfaction in Abakaliki Education Zone of Ebonyi State

H02: There is no significant relationship between teachers social factors and their job satisfaction in Abakaliki Education Zone of Ebonyi State.

Methodology: This study utilized correlational survey design because of the type of information required and was carried out in Abakaliki Education Zone of Ebonyi State. The population for the study consists of all the 817 teachers in Abakaliki Education Zone. The sample for the study consists of 497 teachers in the secondary schools which were selected through proportionate sampling techniques. The instrument used for data collection is a structured questionnaire tagged Questionnaire on motivation and job satisfaction of secondary school teachers in Abakaliki Education Zone of Ebonyi State. The questionnaire was used because it helped the researcher to collect accurate information from a larger number of teachers in a short time. The questionnaire was a 4 point modified Likert method of attitude scale construction [9, 10]. The mean score were used in answering research question while (PPMCC) Pearson's Product Moment Correlation Coefficient was employed in testing hypothesis 1 and 2 at the bases of 0.05 alpha level of significance.

Table 1: The Influence between Regular Promotion and Teachers Job Satisfaction

Computed r	r. Square	Adjusted r. Square	Std Error
0.5951	0.35410	0.35280	5.57746

Table 2: Relationship between Social Factors and Job Satisfaction among Secondary School Teachers

Computed r	r. Square	Adjusted r. Square	Std Error
0.60915	0.37106	0.36851	5.80566

RESULTS

Research Question 1: What is the Relationship between regular promotion and teachers Job Satisfaction in secondary schools in Abakaliki Education of Ebonyi State?

Data collected from teachers on regular promotion (X) were correlated with the data on job satisfaction (Y) on the same teachers using a linear model. Revealed of data analysis is presented on Table 1.

Summary of the data analysis also presented on Table 1 shows that the index of strong relationship within teachers regular promotion and job satisfaction of the teachers is 0.5951. It also indicates a positive relationship between regular promotion among teachers and their Job Satisfaction in secondary schools. The Table also indicates that the coefficient of determination (r^2) is 0.35414 implying that approximately 35% of the teachers job satisfaction could be attributed to their regular promotion.

Research Question 2: What is the relationships between social factors of motivation and job satisfaction of lecturers?, Data collected from the teachers on their social factors motivation (Xi) were correlated with the data on the job satisfaction (Y) of the same teachers also using a linear model.

Analysis presented on Table 2 shows that the computed r is 0.60915 implying a high positive relationship between teachers social factors and their job satisfaction in the secondary schools. Table 3 also reveals that the coefficient of determination (r^2) is 0.37106 implying that 37% of job satisfaction of teachers could be attributed to collective relationships between their social factors in the school.

Hypothesis:

Hoi: There is no significant relationship between regular promotion and job satisfaction of secondary school teachers.

Table 3: Test of Significant on the relationship between regular promotion and job satisfaction of secondary school teachers.

Computed r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig.of t
0.53720	0.28859	0.28715	6.16834	0.726034	14.170	0.0000

Table 4: Test of Significance of Relationship between regular promotion of salary and Job Satisfaction in Ebonyi State University.

Computed r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig.of t
0.5951	0.35410	0.35280	5.57746	0.708030	16.473	0.000

The index of relationship obtained for regular promotion (X) and job satisfaction (Y) was subjected to a test of significance at 95% confidence level using t.test of significance of r. summary of data analysis is presented on Table 3.

Result of data analysis summarized on Table 3 shows that the index of relationship between the two variables is 0.53720. As shown on the table, t. test of significance of ris 14.170 at 0.05 an alpha level. The Table further reveals that, significance oft, (probability value) is 0.000. Since the level of significance (0.05), was greater than the significant value (0.000) the researcher rejects the null hypothesis and concludes that there is a significant relationship between teachers regular promotion and job satisfaction in schools.

There is no significant relationship between social factors and job satisfaction of secondary school teachers. The index of relationship obtained for social factors (X) and job satisfaction (Y) subjected to test of significance at 95% level using the t.test of significance of r. Data analysis is presented on Table 4.

As shown on Table 5, the alpha level (0.05) is greater than the computed significance oft (I, probability) value of 0.0000. Standing on the decision rule, the researcher rejects the null hypothesis and concludes that there is a significant relationship between regular promotion and lecturers job satisfaction in Ebonyi State University.

Summary of the Findings: The results of data analysis as presented above revealed the following findings:

- There was a positive relationship between regular promotion and job satisfaction of secondary school teachers in Abakaliki Education of Ebonyi State.
- There was strong positive relationship between social reward factors and job satisfaction of secondary school teachers in Abakaliki Education of Ebonyi State.
- There was is significant relationship between regular promotion and teacher job satisfaction in secondary schools.
- There was significant relationship between social reward factors and job satisfaction of secondary school teachers in Abakaliki Education of Ebonyi State.

DISCUSSION

Findings from result of analysis of research question two as shown on table 1 revealed that there was positive relationship between regular promotion and job satisfaction of secondary school teachers in Abakaliki Education of Ebonyi State [11]. The finding anchored on the computed of 0,5951 and co-efficient of determination (r^2) of 0.35414 implying approximately 35% an indication that job satisfaction of the teachers is attributed to their regular promotion given as a motivation. Also, hypothesis 1 on table 3 shows that there is significant relationship between regular promotion and job satisfactions of secondary school teachers in Abakaliki Education of Ebonyi State as the alpha level (0.05) is t (probability) value of 0.000. In all indication, it was revealed that there was a strong positive relationship between regular promotion and teacher’s job satisfaction in secondary school in Abakaliki Education of Ebonyi State.

This findings on regular promotion and job satisfaction of teachers agree with [12, 13], in his work "managing human resources, asserted that, a reward in form of pay has strong impact on the employees' performance". Pay is one of the most powerful motivating tools similarly, [14] emphasized pay as a strong motivational factor when he asserted that money provides the means to achieve a number of different ends [15]. Result of the analysis of research question two as shown on table 2 revealed that there is a positive relationship between social reward factors and job satisfaction of secondary school teachers in Abakaliki Education of Ebonyi State. Findings anchored on computed r of 0.60915 and co-efficient of determination (r^2) of 0.37106 implying that approximately 37% indication that job 'satisfaction of the teachers is attributed to their social reward factors. Similar to the findings of other previous studies such as that of [16], [17] the social factor was proven to be a very influential factor in increasing the level of motivation.

Recommendations: The following recommendations were made based on the findings of the study.

- Regular appraisal with promotion of teachers should be regularized in secondary schools.

- Social reward factor of motivation should be highly implemented by the government in motivating teachers in order to boost quality control and assurance in Abakaliki Education of Ebonyi State.

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