Original Research Article

The Relationship between Teacher's Motivation and their Job Satisfaction in Secondary Schools in Onitsha Education Zone, Anambra State, Nigeria

ABSTRACT

Aims: The relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone.
The relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone.
The relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone.
The relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone.
Study design: Correlation Survey Research Design
Place and Duration of Study: This study was conducted among secondary school teachers in secondary schools in Onitsha Education Zone of Anambra State, Nigeria.
Methodology: The population of this study comprised 1,179 (male = 92, female = 1087) teachers in government owned secondary schools in Onitsha education zone. The sample for this study is 300 teachers (175 – schools in urban areas, 125 – schools in rural areas). The instruments adopted for data collection were the Work Task Motivation Scale for Teachers (WTMST) and the Minnesota Satisfaction Questionnaire (MSQ). The Work task Motivation Scale for Teachers was developed by Fernet, Senecal, Guay, Marsh, Dowson (2008). The questionnaire contains 15 items on why teachers are motivated to carry out teaching tasks. The MSQ is developed by Weiss, Dawis, England and Lofquist (1967) to measure an employees' satisfaction with his or her job. The MSQ consist of 20-items from the long form MSQ that best represent each of the 20 scales. The instruments for data collection were not subjected to further validation. However, both the WTMST and MSQ have been adopted for use in other studies in Nigeria. Based on this usability, the instrument will be adopted for the present study. The instrument adopted for data collection was developed and its original reliability established, hence no further reliability was done. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of some research assistants. The data collected was analyzed using the Pearson Product Moment Correlation Coefficient (Pearson r). The statistical package for social science (SPSS) was applied for data coding and analysis.
Results: The finding of this study revealed a high positive relationship of 0.632 exist between intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone, A moderate positive relationship of 0.530 exist between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha Education zone, A moderate positive relationship of 0.482 exist between teacher's intrinsic motivation and job satisfaction in secondary schools in urban area in Onitsha Education zone, A high positive relationship of 0.70 exist between teacher's extrinsic motivation and job satisfaction in secondary schools in urban area in Onitsha

Education zone.
Conclusion: This study concludes that a high and positive relationship exist between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas, a moderate and positive relationship exist between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas, a moderate and positive relationship exist between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas, a high and positive relationship exist between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone

Keywords: Teachers, Motivation, Teachers Motivation, Job Satisfaction, Secondary school students.

1. INTRODUCTION

The concept of formal education in Nigeria is perceived as the key to National development, this is similar among the thought-minds of citizens in Nigeria. In Nigeria, the federal government through its Ministry of Education among other regulatory bodies is saddled with the responsibility of foresing school activities. The post-primary school system in Nigeria has continued to expand, through service providers such as government and the private sector who have continued to encourage establishment of schools. In view of this Government has recommended use of distance education and opening up of learning centres which have created challenges of increased demand for education and expansion of the education system. [1] reported that there is a growing fear that perhaps a massive number of teachers without commensurate expansion in facilities, learning and teaching materials may have comprised the quality of education along remuneration.

This adds-up to the fact that today's workplace demand implies among others the organizations' need to understand the preference and need of employees and offer more than a good pay check [2]. [3] indicated that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools indicated that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. Furthermore, a similar study carried out in Uganda by as reported by [2] reveals that teachers' salaries are low and they are sometimes obliged to have a second job to sustain themselves and their families. All these, coupled with frequent delays in the payment of these salaries, lack of staff accommodation, poor or no meals for staff; tend to reinforce absenteeism, low morale and lack of commitment to work.

According to [2], the changing expectations of employees present various challenges to managers. suggests that employees seek more meaningful and challenging opportunities, an alignment between personal and organization values as well as tolerance to individual preferences and differences. These employees include teachers among other individuals. Hence, remuneration is important to teachers, but what really impacts people on a daily basis are the quality of their work experience. Most work environment are not sensitive to the different needs of their employees and as a result do not differentiate between different form of rewards [4]. This is because teachers are direct beneficiaries of rewards, their different needs and demographics should be considered before constructing a reward package.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement [2]. Motivation guide people's actions and behaviours toward achievement of some goals [5]. In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature. Intrinsic motivation,

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deriving from within the person or from the activity itself, positively affects behaviour, performance, and well-being. Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. [6] argues that employees' motivation is the psychological force that determines the direction of person's behaviour, level of effort and level of persistence in an organization.

Broadly, motivation may be classified as either extrinsic or intrinsic. According to [7], extrinsic motivation occurs when things are done to or for people (employees) to motivate them. These include rewards, increased pay, promotion, praise, awards, and punishments such as disciplinary action, withholding of pay or criticism. Intrinsic motivation, on the other hand, is provided by the work itself and is associated greatly with engagement. It may come in the form of a feeling of accomplishment or recognition [7]. [8] claimed that in the new era, the teacher has assumed a very important role for student learning and performance, meaning teacher performance has become intricately linked to student performance. The increasing role of the teacher in driving student excellence and community development has compelled many governments and nongovernmental institutions to invest huge resources into the development and empowerment of teachers. Previous research has shown that the teacher constitutes one of the most important assets of any nation especially in this 21st century [8].

It was further stated that reward systems date back to the 18th century when Taylor perceived and advanced theories and concepts of the economic man. He argued that man is predominantly motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance. The use of money as a motivator linked to various objectives would offer the best motivation for performance. Based on this, teachers who are at the fore front of imparting knowledge on students should be motivated by obtaining the highest possible wages through working in the most efficient manner possible thereby satisfying the employee and the employer. Poor working conditions depress initially high levels of both ability and motivation. Lack of resources, crowded and depressing physical facilities, too much paperwork, disruptions to instruction, impossible numbers of curricular expectations, excessive marking erode teacher motivation.

However, over the last few decades, efforts have been made by the government of Nigeria and Anambra state at large to improve job satisfaction, positive workplace attitudes, emotions and values through a number of deliberate programmes and projects. Sadly, statistics show that at the national level, teacher performance continues to dwindle [9]. The increasing reliance on teachers' performance as a vehicle for improving student performance and achieving development has led to a growing interest in teacher motivation that unreservedly leads to improve job satisfaction, enrichment and teacher commitment [8]. According to [9] the fallen standard of education in Nigeria is due to the lack of motivation and incentive packages for teachers in the educational system. The regular cry of teachers about governments' inadequate concern for the needs of the teaching profession is the bone of contention. Poor attention to teachers' problems has resulted to teachers going on strike to register their dissatisfaction.

In practice, many factors do affect the job satisfaction of teachers. According to [11] these factors are easily classified into three categories: Innate Ability, Effort Expended and Support. It is widely acknowledged in management literature that employee performance or performance in general is the result of ability (A), times effort (E) and times support (S). According to this model, the teachers' satisfaction is diminished if any of these factors are reduced or absent. In furtherance, from a survey by an author on students in countries where teachers earn higher pay for higher performance achieve higher competence in math,

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science and reading. The study results show that students in countries that permit teachers' salaries to be adjusted for outstanding performance score approximately one-quarter of a standard deviation higher on the international math and reading test, than students in countries without performance pay. Hence, in the context of this study, job satisfaction is a situation whereby teachers are satisfied with the working conditions and environment with which they carry out their duties to the fulfilment of its obligations of the schools.

[12] stated that creating an environment that motivates employees is one of the toughest challenges our managers and leaders face today. It takes tremendous energy and time to build a motivated team, but the incremental benefits are critical to the long-term success of the organization. Recent studies provide evidence that teachers choose to leave schools with poor work environment, and that these conditions are most common in schools that are minority which low-income students typically attend. The conditions in which teachers work matters a great deal to them and ultimately to their students. In addition, providing a supportive context in which teachers can work appears to contribute to improved student achievement. Favourable conditions of work predict higher rates of student academic growth as well as improve job satisfaction. This has been the loop-hole in schools generally in Anambra state and particularly in Onitsha education zone. The missing link between teacher's motivation and job satisfaction in secondary schools propels the present research to find out the relationship that exist among secondary school teachers' motivation and job satisfaction in Onitsha education zone, Anambra state, Nigeria.

1.1 Purpose of the study

1.The relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone.
2.The relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone.
3.The relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone.
4.The relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone.

1.2 Research questions

1.What is the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone?
2.What is the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone?
3.What is the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone?
4.What is the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone?

2. MATERIAL AND METHODS

Correlation survey research design was adopted for this study. According to [13], a correlational research design seeks to establish the relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables. This study was conducted in Onitsha education zone in Anambra State, Nigeria. The population of this study comprised 1,179 (male = 92, female = 1087) teachers in government owned secondary schools in Onitsha education zone (Source: Anambra State Post Primary Service Commission, Awka, 2020/2021). The sample for this study is 300 teachers (175 – schools in urban areas, 125 – schools in rural areas). The simple random sampling technique of toss of die was used to select 5 secondary schools from each of the three local government areas in Onitsha education zone. Furthermore, the simple random

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sampling technique of balloting with replacement was used to select 20 teachers from each secondary school samples. This results in a total of 100 teachers from each LGA in Onitsha education zone, and a grand total of 300 Tutorial staffs selected from 15 secondary schools in Onitsha education zone.

The instruments adopted for data collection were the Work Task Motivation Scale for Teachers (WTMST) and the Minnesota Satisfaction Questionnaire (MSQ). The Work task Motivation Scale for Teachers was developed by Fernet, Senecal, Guay, Marsh, Dowson (2008). The questionnaire contains 15 items on why teachers are motivated to carry out teaching tasks structured on the response options of Does not correspond at all, correspond very little, correspond a little, correspond moderately, correspond strongly, correspond very strongly, correspond completely. These response options have values from 1,2,3,4,5,6,7 respectively.
The MSQ is developed by Weiss, Dawis, England and Lofquist (1967) to measure an employees' satisfaction with his or her job. The MSQ consist of 20-items from the long form MSQ that best represent each of the 20 scales. Factor analysis of the 20-items resulted in two factors plus a general satisfaction score may be obtained. The instrument was structured using the following response options; very satisfied, satisfied, neither satisfied nor dissatisfied, very dissatisfied. These response options have scoring weights of 1,2,3,4,5 respectively. The instruments for data collection were not subjected to further validation. However, both the WTMST and MSQ have been adopted for use in other studies in Nigeria. Based on this usability, the instrument will be adopted for the present study. The instrument adopted for data collection was developed and its original reliability established, hence no further reliability was done. The work task motivation scale for teachers (WTMST) adopted for this study has an internal consistency of 0.761. To determine the extent of usability of this instrument Emeka and Onyebuchi (2020) adopted the WTMST to determine teacher's motivation and job satisfaction: A strategy for achieving educational transformation of secondary education in Anambra state, Nigeria. The internal consistency for the Minnesota Satisfaction Questionnaire yielded high coefficients. The coefficients stood at 0.841, the MSQ has been adopted by different researchers for their study in Nigeria. This instrument has been adopted by Nhuta and Nhuta (2017) to determine job satisfaction levels and motivation among teachers: A comparative analysis of teachers in Government Public and Private Schools. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of some research assistants. The data collected was analyzed using the Pearson Product Moment Correlation Coefficient (Pearson r). The statistical package for social science (SPSS) was applied for data coding and analysis.

3. RESULTS AND DISCUSSION

Research Question 1: What is the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone, Anambra state, Nigeria?

Table 1 shows the high positive relationship of 0.632 exist between intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone. This finding aligns with the finding of [14] which reported that there are differences in job satisfaction levels between teachers in private and government schools in terms of variables, such as school type, work, intrinsic rewards and working conditions. This is further explained in the view that poor academic performance of students in general has been linked to poor teachers' performance over the years. While such allegations have been intensified in both debates and research, there is a formidable array of disagreements as to what measures teachers' satisfaction. However, the findings of the present study justify the above assertion.

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Research question 2: What is the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone, Anambra state, Nigeria?

Table 2 reveals that a moderate positive relationship of 0.530 exist between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha Education zone. This finding agrees with the finding of [15], who found that participatory decision making and provision of material and non-material inducements significantly influenced secondary school teachers' job satisfaction. Justifying this, it could be observed form other scholars that the degree of job performance increases with an increase in the level of motivation, three important facts arose from this observation thus; there is significant difference between public and private school performance. There is a significant difference in job motivation in public and private school teachers. Lastly, they found a significant relationship between teachers' motivation and relationships with colleagues.

Research question 3: What is the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone, Anambra state, Nigeria?

Table 3 reports that a moderate positive relationship of 0.482 exist between teacher's intrinsic motivation and job satisfaction in secondary schools in urban area in Onitsha Education zone. The findings of [16] conforms with the present finding as it reported that the identification of formal performance targets set in the schools; inadequate motivational packages in the Ghana Education Service for the teachers; teachers not satisfied with their condition of service; opportunity for further studies as a very important variable in driving teacher motivation and performance; pay and fringe benefits as the most important motivators to teachers; and job security as a pivotal role in motivating the teachers. Despite being reported outside the shores of Nigeria, the present study duplicates a similar result with the reviewed study.

Research question 4: What is the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone, Anambra state, Nigeria?

Table 4 reports that a high positive relationship of 0.70 exist between teacher's extrinsic motivation and job satisfaction in secondary schools in urban area in Onitsha Education zone. This finding conforms to the findings of [17] which found a positive and significant effect of teachers' job satisfaction on both their organizational commitment and job performance in the remote state elementary schools of Merauke District. In another study by Arshad (2018), he found that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in government. and private sector in job satisfaction. The study also states that there is significant interaction effect of sex with type of institute/school on job satisfaction. Justifying this, observations have shown factors such as workload, salary, disruptive pupils and status of the profession resulted in some teachers leaving the profession early. The researcher agrees with the findings because in developing countries workers prefer to work where salaries are high enough to cater for their needs.

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Table 1: Pearson r summary on the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone (*N=300*).

Sources of variation	N	Intrinsic motivation r	Job satisfaction r	Remark
Intrinsic motivation	175	1.00	0.632	High positive relationship
Job satisfaction	125	0.632	1.00	

Table 2: Pearson r summary on the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in rural areas in Onitsha education zone (*N=300*).

Sources of variation	N	extrinsic motivation r	Job satisfaction r	Remark
Extrinsic motivation	175	1.00	0.530	Moderate positive relationship
Job satisfaction	125	0.530	1.00	

Table 3: Pearson r summary on the relationship between teacher's intrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone (*N=300*).

Sources of variation	N	Intrinsic motivation r	Job satisfaction r	Remark
Intrinsic motivation	175	1.00	0.482	Moderate positive relationship
Job satisfaction	125	0.482	1.00	

Table 4: Pearson r summary on the relationship between teacher's extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone (*N=300*).

Sources of variation	N	extrinsic motivation r	Job satisfaction r	Remark
Intrinsic motivation	175	1.00	0.70	High positive relationship
Job satisfaction	125	0.70	1.00	

4. CONCLUSION

This study concludes that a high and positive relationship exist between teacher’s intrinsic motivation and job satisfaction in secondary schools in rural areas, a moderate and positive relationship exist between teacher’s extrinsic motivation and job satisfaction in secondary schools in rural areas, a moderate and positive relationship exist between teacher’s intrinsic motivation and job satisfaction in secondary schools in urban areas, a high and positive relationship exist between teacher’s extrinsic motivation and job satisfaction in secondary schools in urban areas in Onitsha education zone.

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