

# INFLUENCE OF MOTIVATION ON SECONDARY SCHOOL TEACHERS' JOB SATISFACTION IN BENUE SOUTH SENATORIAL DISTRICT, NIGERIA

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## Abstract

*This study investigated influence of motivation on secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria. Two research questions guided the study while two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised 1,191 teachers from 100 grant aided secondary schools in the District. A sample of 291 teachers representing 24%, was drawn from 24 Secondary Schools using simple random sampling technique. A self-structured 10-item questionnaire titled "Influence of Motivation Questionnaire (IMO) was used for data collection. The instrument was validated by experts in Educational Management and Measurement and Evaluation in Benue State University, Makurdi. The reliability of the instrument was ascertained through trial testing which yielded reliability co-efficient of 0.66 using Cronbach Alpha. Data obtained from the study were analyzed using mean and standard deviation to answer the research questions, while Chi-square ( $\chi^2$ ) test of goodness of-fit to test the null hypotheses at 0.05 level of significance. The findings indicated that participatory decision making and provision of material and non-material inducements significantly influenced secondary school teachers' job satisfaction. It was recommended among others that school managers at the various hierarchical levels of administration should organized regular staff meetings/briefings so that teachers can be part of vital decision making, with the cumulative effect of ensuring school goal attainment and individual teacher job satisfaction.*

**Keywords:** Motivation, Teachers' Job Satisfaction, Participatory Decision Making and Material/Non Material Inducement.

## Introduction

The fundamental role of teachers in the fulfilment of educational objectives underscores the need to motivate them to be satisfied with their jobs. This is because, in every education settings, the teachers are the seemingly life-wire of the organization. They are the ones that do not just use and control other resources, but determine the achievement of set aims and objectives. In this regard, Inayatullah and Jehangir (2015) posit that motivation plays an important role in the school hence it enhances job satisfaction as well as increases the productivity of teachers which invariably translate to goal achievement in an efficient way. More so, the performance of teachers can be improved through motivation in any school system. Corroborating this view, Okeke (2011) asserts that school goals are unattainable without the enduring commitment of the teachers.

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Job satisfaction is the extent to which individual needs are satisfied in relation to the perception that such satisfaction is enabled by his/her total job situation (Ejiogu, 2012). Satisfaction also connotes happiness and a state of psychological feeling of contentedness as an outcome of need fulfilment. The secondary school teacher is a family man or woman with the responsibility of catering for family members/other dependants in terms of provision of food, shelter, clothing, school fees among others. It is important to stress that, whether or not they are able to do so shapes their perception and also affect their attitude towards the work place (Weirich & Knoontz, 2012, Ubom, 2014). This explains why Cameron (2014) stresses the need for employers of labour to provide the employees with the reasonable means to meet their socio-psychological needs, in order to avoid distraction. Job satisfaction is closely linked to motivation and is enhanced by job design, management style, involvement in decision making and empowerment (Russel, 2005).

Motivation is an inner state that energizes, activates or makes and channels behaviour towards goal attainment. It is a driving force that compels an individual to take some actions in order to achieve certain goals (Ali & Aroosiya, 2010). It is a general term applying to the entire class of drives, needs, wishes and similar forces. According to them, a manager motivates subordinates to do those things which the manager hopes will satisfy their drives and induce them to act in desired manner (Uche, Fiberesima & Christiana, 2011). According to Ogbonna (2014), motivation of teachers is necessary in order to enhance their job satisfaction as well as performance. Ogbonna further posits that teachers put in their best when they are given incentives and are getting satisfaction in their jobs and are made to feel that their interests are considered. According to Ogbonna, if teachers are to be retained so as to improve students' performance, it is important that they are properly motivated from time to time so that they equally feel satisfied with their job.

Job satisfaction of teachers in recent times seems difficult without proper motivation. As speculated in the study area by relevant educational stakeholders such as school administrators, teachers, parents and students among others, involving teachers in decision making and provision of material/non material inducements are crucial Job satisfaction indices which can be used as a motivational tool by school administrators to achieve predetermined goals.

Involvement of teachers in decision making is a seemingly job satisfaction variable which likely enhances teachers motivation to work. Decision making is the process of identifying a problem, creating a systematic alternative, testing the alternatives and selecting the best for implementation (Carver in Wellington, 2012). Decision making according to Akpakwu (2008) is the selection of one behaviour from two or more possible alternatives. It is the act of determining in one's mind upon an opinion or course of action.

In their opinion, Olorunshola and Olayemi (2011) assert that where teachers are adequately involved in decision making process, they are better committed to cooperate with the management towards realizing school goals, devoid of apathy and opposition. Participatory decision making is considered as higher level individual effort to provide subordinates greater voice in organizational performance (Okeke, 2011). In the secondary schools like any other school system, decisions are made at both academic and administrative level for the purpose of improving the lots of the schools. From the academic point of view, decisions are taken as to who (teacher) teaches what (subject) and when (time table). It sometimes also includes indenting the best textbooks for use from the myriads available.

Involving teachers in decision making here also implies soliciting their idea for turning situation in the school around for the ultimate goal of achieving objectives. It is believed that staff participation in decision making improves quality of decision that translates to higher performance and reduces staff turnover. This is necessary for survival in an increasingly competitive world (Awotua, 2009). The potency of participatory decision making to reduce staff turnover implies that it cumulatively influences job satisfaction. The foregoing suggests that equity is an important element to be considered in appreciating the concept of job satisfaction, particularly among secondary teachers. Equity calls for a fair balance between employees' input (Hard work, skill level, enthusiasm) and employees' reward (Salary, benefits, recognition). A situation where employee's input outweighs his/her reward, commitment to work will be grossly affected, and alternative job seeking becomes inevitable. Olorunsola and Olayemi (2011) found that where teachers are adequately involved in decision making process, there would be total commitment and the realization of school goal will be easy, where teachers are not involved in school governance, it results to teachers behaving as if they are strangers within the school environment which adversely affect students' performance. Olorunsola and Olayemi further added that where teachers lack motivation and involvement in decision making, truancy, excessive excuses and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals.

Provision of material/non material inducements is another motivational tool which seems to enhance teachers' job satisfaction. Incentive package as a form of stimuli could be material in nature (Cameron, 2011). Over time, incentive measures like salaries, secondary benefits and tangible rewards (recognitions) and sanctions have been used to motivate employees for better performance. Adams (2011) is also of the view that non material inducement like decorating employees who accomplish special feat with gold, silver or bronze plate of distinction; nominating them for national awards/honorary titles or issuing them with certificate of merit will not only spur the recipients to greater performance, but also motivate others to strive for recognizable excellent performance. Other monetary benefits like housing/vehicle allowance, pension and other retirement benefits play a major role in total compensation, such that when they are absent, they contribute to a culture of absenteeism, alternative job seeking and ultimately low productivity (Sabry, 2010). Invariably, good incentive system encourages employee to be productive, creative, innovative and loyal (Adams, 2011).

Relatedly, Ambani (2011) observes that teachers may be induced and propelled to put in their best towards job performance, mostly in a situation where the management is responsible for medical bills of their staff and families or help in subsidizing the cost of their medical bills. According to Ambani, institutions can provide medical facilities by building hospitals, clinics and dispensaries for their staff and family members. Ambani posits further that if the general well-being of a teacher is improved, he or she is bound to put in his/her best in the discharging of duties. This is because he or she would derive satisfaction from being a teacher. In another perspective, Akpakwu (2010) stresses on the need for motivating teachers for outstanding performance through the provision of incentives like transport, good recreation centres like staff club, workers canteen, and medical service among others. Akpakwu further states that, if teachers are guaranteed with the above, there is the tendency that they will perform maximally towards the growth and development of the institution.

Secondary school teachers in Benue South Senatorial District today seemed to be dissatisfied with their jobs. Evidences are seemingly high attrition rate, occasioned by alternative job seeking in the federal civil services, military, paramilitary and other lucrative job offers. This gradually, is reducing the number of available teachers and thus, constituting high teacher-student ratio, with its attendant consequences. It is obvious, that high student-teacher ratio depletes the effectiveness of teacher in carrying out their constitutional role of teaching, assessing, providing prompt feedback, and correcting students' deficiencies. This invariably affects quality of education, as students' academic performance is affected.

If school improvement depends fundamentally on improvement of teaching, then ways to increasing teacher motivation and capabilities should be the core focus. This is because highly motivated and needs-satisfied teachers can create a good social, psychological and physical climate in the classroom, being able to integrate professional knowledge (subject/pedagogy), interpersonal knowledge (human relations) and intrapersonal knowledge (ethics/reflective capacity). This has aroused interest in the researcher to embark on the study which investigated the influence of motivation on secondary school teachers' job satisfaction in southern senatorial district of Benue State.

### **Purpose of the Study**

The main purpose of this study was to investigate the influence of motivation on secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria. Specifically, the study sought to:

1. examine the influence of participatory decision making on secondary school teachers' job satisfaction in Benue South Senatorial District.
2. investigate the influence of material/non material inducements on secondary school teachers' job satisfaction in Benue South Senatorial District.

### **Research Questions**

The study was guided by the following questions:

1. How does participatory decision making influence secondary school teachers' job Satisfaction in Benue South Senatorial District?
2. How does the provision of material/non material inducements influence Secondary school teachers' job satisfaction in Benue South Senatorial District?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance.

**Ho<sub>1</sub>** Participatory in decision making does not significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District.

**Ho<sub>2</sub>**.Provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District.

### **Research Methodology**

An analytical descriptive survey design was adopted for this study. This design describes and interprets what exists at present in terms of relationship or influence that is being felt (Emaikwu, 2011). The design is suitable for this study because the influence of motivation on secondary school teachers' job satisfaction was investigated without manipulating the respondents. The study was carried out in secondary schools in southern senatorial district of Benue State which is made up of 9 local government

areas comprising–Ado, Agatu, Apa, Obi, Ogbadibo, Ohimini, Oju, Okpokwu and Otukpo. The population of the study comprised 1,191 teachers from 100 grant aided secondary schools in Benue South Senatorial District. A sample of 291 teachers representing 24% was drawn from 24 Secondary Schools using simple random sampling technique. A self-structured 10-item questionnaire titled “Influence of Motivation Questionnaire (IMO) was used for data collection. The instrument was modelled on four point rating scale with a response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, Strongly Disagree (SD) =1. The instrument was validated by experts in Educational Management and Measurement and Evaluation in Benue State University, Makurdi. A pilot study was conducted on 30 respondents randomly sampled from two schools within the district which were not part of the main sample. This yielded a reliability coefficient of 0.66 which according of Emaikwu (2011) signified high consistency. A total of 285 copies of the instrument representing 97.9% were returned. Mean and standard deviation were used to answer the research questions. The Boundary limit for Decision Making was 1.00-1.49=Strongly Disagree, 1.50-2.49=Disagree, 2.50-3.49=Agree, 3.50-4.00=Strongly Agree. The hypotheses were tested using chi-square ( $\chi^2$ ) test of goodness of fit at .05 level of significance. The decision was that if the calculated ( $\chi^2$ ) value was greater than the critical table value, the null hypothesis was rejected and the alternative hypothesis accepted and vice versa.

## Results and Finding

This section presents and discusses the results of the study.

### Research question one

How does participatory decision making influence secondary school teachers' job satisfaction in Benue South Senatorial District.

**Table 1: Mean ratings and standard deviation of responses on the influence of participatory decision making on secondary school teachers' job satisfaction**

Item no	Item description	N	SA	A	D	SD	$\bar{X}$	$\delta$	Decision
1	Teachers' have a sense of belonging when involved in decision making process.	285	113	126	19	27	3.14	0.90	Agree
2	Teachers are committed to implementing decision imposed on them by school management.	285	11	27	150	97	1.83	0.75	Disagree
3	Participatory decision making leads to goal attainment which enhances job satisfaction of teachers.	285	164	97	13	11	3.45	0.76	Agree
4	Teachers' non-involvement in decision making does not lower their morale.	285	16	8	179	82	1.85	0.72	Disagree
5	Participatory decision making improves teachers' relationship with management which tends to enhance their job satisfaction.	285	171	110	4	-	3.59	0.52	Agree
<b>Cluster Mean</b>							<b>3.09</b>	<b>0.69</b>	<b>Agree</b>

Data on Table 1 showed that the mean ratings for items 1-5 are 3.14, 1.83, 3.45, 1.85 and 3.59 respectively with their corresponding standard deviations of 0.90, 0.75, 0.76, 0.72 and 0.52. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed with items 1, 3 and 5 in the cluster which mean scores were above the cut-off point of 2.50 and disagreed with items 2 and 4 which mean score were below the cut-off point of 2.50. The cluster mean of 2.77 was also found to be above the cut-off point of 2.50. This implies that participatory decision making influences secondary school teachers' job satisfaction in Benue South Senatorial District.

### Research Question Two

How does provision of material/nonmaterial inducement influence secondary school teachers job satisfaction in Benue South Senatorial District.

**Table 2: Mean ratings and standard deviation of responses on the influence of provision of material/nonmaterial inducement on secondary school teachers' job satisfaction**

Item no	Item Description	N	SA	A	D	SD	X	$\delta$	Decision
6	Prompt payment of salaries will not boost teachers' morale.	285	9	26	134	116	1.75	0.76	Disagree
7	Prompt implementation of yearly incremental steps enhances teachers' job satisfaction.	285	125	130	20	10	3.30	0.75	Agree
8	Provision of housing loans for teachers will enhance job satisfaction.	285	154	108	12	11	3.42	0.75	Agree
9	Subsidizing medical care for teachers will enhance their job satisfaction.	285	184	51	31	19	3.40	0.92	Agree
10	Appreciating teachers' efforts through awards will not enhance their job satisfaction in the school settings.	285	18	16	101	150	1.66	0.85	Disagree
<b>Cluster Mean</b>							2.92	0.64	

Table 2 indicated that the mean ratings for items 6–10 are 1.75, 3.30, 3.42, 3.40 and 1.66 with their corresponding standard deviations of 0.76, 0.75, 0.75, 0.92 and 0.85. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed on item 7, 8 and 9 in the cluster which mean scores were above the cut-off point of 2.50. Meanwhile they disagreed with item 6 and 10 which means scores were below the cut-off point of 2.50. The cluster mean of 2.65 was also found to be above the cut-off point of 2.50. This implies that provision of material and non-material inducement influence secondary school teachers' job satisfaction in Benue South Senatorial District.

**Hypotheses Testing**

**Hypotheses One:**

Participatory decision making does not significant influence secondary school teachers' job satisfaction in Benue South Senatorial District.

**Table 3: Chi-square test of the Influence of Participatory Decision Making on Teachers' Job Satisfaction in Benue South Senatorial District**

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	$\chi^2$ -cal	P-value	Decision
SD	46	71.3	-25.3	.05	3	39.37	0.00	Sig.
D	51	71.3	-20.3					<b>Rejected</b>
A	75	71.3	3.8					<b>Ho<sub>1</sub></b>
SA	113	71.3	41.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 64.0.

Table 3 revealed that  $\chi^2 = 39.37$ , at  $df = 3$  and  $p = 0.00$ . Since  $p$ -value of  $0.00 < .05$  at 3 degree of freedom, the null hypothesis which states that participatory decision making does not significant influence secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria was therefore, rejected. This implies that participatory decision making significantly influence teachers' job satisfaction in Benue South Senatorial District.

**Hypotheses Two**

Provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in southern senatorial district of Benue State.

**Table 4: Chi-square test of the influence of Provision of Material/Non Material Inducement on Secondary School Teachers' Job Satisfaction in Benue South Senatorial District**

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	$\chi^2$ -cal	P-value	Decision
SD	61	71.3	-10.3	.05	3	122.14	0.00	Sig.
D	14	71.3	-57.3					<b>Rejected</b>
A	66	71.3	-5.3					<b>Ho<sub>1</sub></b>
SA	144	71.3	72.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 64.0.

Table 3 revealed that  $\chi^2 = 122.14$ , at  $df = 3$  and  $p = 0.00$ . Since  $p$ -value of  $0.00 < .05$  at 3 degree of freedom, the null hypothesis which states that provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in southern senatorial district of Benue State, Nigeria was therefore, rejected. This implies that provision of material and non-material inducement significantly influence teachers' job satisfaction in Benue South Senatorial District.

### **Discussion of Findings**

The first finding of the study revealed that participatory decision making influences secondary school teachers' job satisfaction in Benue South Senatorial District. This finding is in tandem with that of Mualuka, Mukasa and Judy (2009), who found that teachers desired to be involved in all areas of decision making (i.e. curriculum and instruction, student/staff personnel management, school organization, school and community relation. The finding also agreed with Olorunshola and Olayemi (2011) who discovered that teachers are happy and willing to perform their jobs effectively when allowed to be part of the decision on matters that pertain to them. The implication is that participatory decision making appreciably reduce feelings of alienation and creates an enduring working environment which promotes job satisfaction. Managers can thus motivate teachers towards aligning themselves, with Maslow's needs hierarchy based on delegating authority, and also involving them in decision making.

The second finding revealed that provision of material and non-material inducements significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District. This finding corroborates the discovery of Ololube (2006) that provision of material reward, recognition, improved pay fringe benefits and regular promotion have greater impact on teachers' performance and hence their job satisfaction. The finding however contradicts Sabry (2010), who found that pay increase does not have significant effect on teachers' job satisfaction. Specifically, this result revealed that teachers with high academic attainments were significantly less satisfied with the teaching profession in spite of the pay increase than teachers with low academic attainment. This could be because motivation and responsiveness to incentive is a function of several variables with particular reference to hierarchy of needs and its fulfilment. Motivation towards job satisfaction, job content or career development could be the strongest inducement for employees. Since organisational success depend on its ability to create the conditions and systems that entice the best workers, it becomes imperative for school managers to dynamically seek ways to attract and keep their teachers engaged in quality teaching via motivation.

### **Conclusion**

Based on the findings of this study, it was concluded that participatory decision making and provision of material and non-material inducement significantly influenced secondary school teachers' job satisfaction in Benue South Senatorial District. It therefore means that for teachers to be effective in the discharge of their duties, efforts must be made to satisfy their needs.

### **Recommendations**

1. School managers at the various hierarchical levels of administration should organize regular staff meetings/briefings so that teachers can be part of vital decision making, with the cumulative effect of ensuring school goal attainment and individual teacher job satisfaction.



2. Government should set up committees to study the needs of teachers as a prerequisite for combining incentives (financial and non-financial) into packages that will be captured on their payment vouchers so as to motivate and keep them in the profession.

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