

# Motivation as Correlates of Teacher Job Satisfaction in Senior High Schools at Kassena Nankana East Municipality

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## Abstract

The objectives of the study were to established relationship between motivation and job satisfaction of teachers in senior high school teachers at Kassena Nankana East Municipality. The study assessed the influence of motivation on teacher job satisfaction of teachers. Two hypotheses directed the study. Descriptive survey design was employed for the study. The respondents were selected through census technique. A total of 120 teachers were drawn from six senior high schools in the Kesena Nankana East Municipality. Questionnaire, which contains mostly Likert-type scale, was the main instrument used to gather data. The overall reliability coefficient obtained from the pre-test was .747. Data were analyzed using Pearson product moment correlation coefficient and simple regression. The findings were discussed in relation to the literature. The study established statistically significant, inverse and positive relationship between motivation and job satisfaction of teachers. Findings revealed statistically significant influence of motivation on teachers' job satisfaction. It was therefore, recommended among others that heads should strengthen the use of motivation by regularly applying and making it attractive to teachers. Heads should organize durbar every academic year where issues bothering teachers could be welcomed, discussed and managed.

**Keywords:** motivation, job satisfaction, de-motivate, fringe benefits, instructional decisions

## Introduction

Teachers constitute an integral part of the nation's human resource and the pillar upon which the educational system in any society grows. The achievement and failure of any educational system depend highly on teachers' motivation and their satisfaction with the job. Therefore, efforts should be made by all stakeholders of education to ensure that teachers are well motivated to work effectively in order to experience utmost job satisfaction.

Motivation is essential for improving work output which is the ultimate goal of educational system. Institutions have devoted a great deal of time and resources in motivating staff with the view of utilizing the best talents of staff to achieve set targets (Arif, Zainudin, & Hamid, 2019). Shbail and Shbail (2020)

postulated that motivation enhances teachers satisfaction and largely determines how satisfied they are with their teaching. Ministry of Education in Ghana demands high measure of loyalty, dedication, patriotism, hard work, and commitment from teachers and thus need to be motivated (Vulley, 2021). The role of motivational techniques cannot be underestimated since attractive motivational techniques promote high performance among teachers. In the same vein, the level at which teachers motivate students depends on how motivated teachers are (Tasçi, 2019; Lambert, 2019).

Shabaya and Konadu-Agyemang (2004) postulated that Ghanaian educational system seems to lack the quality it deserves because there are probably many schools, which cannot boast of decent teaching and learning environment. There is an enormous pressure on facilities as many teachers and students compete for limited classroom spaces in the country. Standard and modern library facilities are hardly found in many of the senior high schools in Ghana which impede quality teaching and learning. These make teachers dissatisfied with the job.

The dissatisfaction of teachers may be characterized by inadequate motivation such as low remuneration and poor conditions of service (Vulley, 2021)

The West African Certificate Examination results in Ghana over the years have indicated continuous decline in percentage pass despite numerous efforts made by Ministry of Education in conjunction with the private sector, non-governmental organizations and religious bodies to improve students' academic achievement (Hervie & Winful, 2018). Several supervision and monitoring programmes are put in place to improve percentage pass in the senior high school examinations yet all efforts seem to prove futile (Hervie & Winful, 2018).

Previous studies on teacher motivation in education have revealed different factors that motivate and demotivate teachers (Khumalo, 2021). Research has also shown that teachers are aggrieved about several issues concerning their teaching career (Purwanto, Purba, Bernarto & Sijabat, 2021). Teachers are held more accountable for student achievement. If teachers are to conduct good teaching activities that would result in high students outcome, then their motivation and job satisfaction should be investigated.

### **Statement of the Problem**

Teacher motivation and job satisfaction are management strategies that promote effectiveness of teachers in schools. Unfortunately, these strategies seem not to be experienced by teachers of senior high schools at Kassena Nankana East Municipality. An interaction with teachers within the municipality seems to reveal that motivation and job satisfaction are not given adequate attention. Teachers to a large extent do not enjoy unattractive working conditions and seem to be denied of other motivational benefits yet these teachers ought to perform their duties with distinction.

Literature showed that there are a lot of discontent about opportunities for career advancement, unattractive working conditions, compensation and poor human relations in schools (Shbail, & Shbail, 2020). Little attention has been given to teacher motivation that ensures quality teaching (Vulley, 2021). The questions that arise are that what relationship exists between motivation and job satisfaction of senior high school teachers at Kassena Nankana East Municipality? What influence does motivation have on job satisfaction of senior high school teachers at Kassena Nankana East Municipality? These issues had motivated the researchers to investigate motivation and job satisfaction of senior high school teachers at Kassena Nankana East Municipality.

### Objectives of the Study

1. To establish whether statistically significant relationship exists between senior high school teachers motivation and job satisfaction at Kassena Nankana Municipality.
2. To assess whether there is statistically significant influence of motivation on teachers job satisfaction at the Kassena Nankana Municipality.

### Hypotheses Testing

1.  $H_0$ : There is no statistically significant relationship between senior high school teachers' motivation and job satisfaction  
 $H_1$ : There is statistically significant relationship between senior high school teachers' job satisfaction and motivation
2.  $H_1$ : There is statistically significant influence of motivation on teacher job satisfaction  
 $H_0$ : There is no statistically significant influence of motivation on teacher job satisfaction

### Methodology

#### The design

The paper adopted a descriptive correlation design since the researchers wanted to measure the degree of relationship between motivation and teacher job satisfaction. The correlation research results in rich data that is collected from large population (Fraenkel & Wallen, 2022). The design allows the study to predict the outcome of the variables (Creswell, 2012). Correlation establishes relationship between two or more variables of interest and determines the direction and magnitude of the relationship (Morrison, 2022). Consistent with Morrison's assertion, the study established relationship between motivation and teacher job satisfaction.

A weakness of correlation design is that it cannot prove casual relationships (Singh & Masuku, 2014). In spite of these weaknesses, correlation research design was considered appropriate for the study because the researchers were interested in establishing relationship between motivation and job satisfaction of senior high school teacher.

### Population of the Study

The target population of the study comprised all teachers and all senior high schools at Kassena Nankana municipality. The accessible population was six public senior high schools and 120 teachers at Kassena Nankana Municipality of the Upper East Region of Ghana.

### Sampling Technique

Census sampling was used to select all the six senior high schools and all the teachers. Census provides data on all the individuals in small population. The entire population is sampled to achieve desirable level of precision (Singh & Masuku, 2014). Census sampling was used because all the schools and teachers were included in the study. A total of 120 teachers constituted the sample size for the study.

### Instrumentation

The main instrument used to gather information was questionnaire. Questionnaire was used because it prevents interference on the part of the researchers (Sarantakos, 2013). Questionnaire was suitable because the study was conducted in educational institutions where all the respondents were literates A

weakness of questionnaire is that it is hurriedly filled and it delves into private matters of respondents. One set of questionnaire was developed from the literature and it was mostly likert-type scale items. Cronbach Alpha was used to analyze data from the pre-test and the overall reliability estimate of the instrument was 0.747.

**Data Analysis**

Data were edited, coded and fed into the computer for processing with the help of Statistical Package for Service Solution (SPSS) version 24.0. Pearson product moment correlation coefficient was used to test hypothesis one and establish relationship between motivation and job satisfaction of teachers. Hypothesis two was tested using simple regression analysis to find out the influence of motivation on job satisfaction.

**Results and Discussion**

<b>Hypothesis 1</b>			
<b>H<sub>0</sub>: There is no statistically significant relationship between motivation and teachers Job satisfaction</b>			
<b>H<sub>i</sub> : There is a statistically significant relationship between motivation and teacher job satisfaction</b>			
This hypothesis was addressed by analyzing motivation identified as independent variable and job satisfaction as dependent variable. Pearson product-moment correlation coefficient was computed to assess the relationship between motivation measured on motivation scale and satisfaction measured on job satisfaction scale. Table 1 presents the results.			
<b>Table 1: Correlation Matrix between motivation and job satisfaction</b>			
		Total motivation	Total satisfaction
Total motivation	Pearson Correlation	1	-.324**
	Sig. (2-tailed)		.000
	N	120	120
Total satisfaction	Pearson Correlation	-.324**	1
	Sig. (2-tailed)	.000	
	N	120	120
Correlation is significant at 0.01 level		(2-tailed testing)	

Results from Table 1 showed an inverse (negative) relationship between motivation and job satisfaction. At the alpha level of .01, motivation correlated with job satisfaction at a moderate correlation coefficient (r = -.324). The significance level (.000) was lower than alpha level .01 (r = -.324, n = 120, p ≤ .01). This showed that there was a moderate, negative and statistically significant relationship between motivation and job satisfaction. The result implies that teachers motivation is related to their job satisfaction. This suggests that teachers will deliver lessons up to expectation and help the schools to achieve their goals. Therefore, null hypothesis was rejected and the alternate hypothesis was retained because there was adequate information to support the claim that statistically significant relationship exists between motivation and job satisfaction of teachers. The finding is in

support of Čulibrk, Delić, Mitrović and Čulibrk’s (2018) finding that significant relationship existed between job satisfaction and perceived motivation of employees.

**Hypothesis 2**

**H<sub>0</sub>: There is no statistically significant influence of teachers motivation on job satisfaction.**

**H<sub>1</sub>: There is a statistically significant influence of teachers motivation on job satisfaction.**

**Table 2: Model Summary of job satisfaction and motivation**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> change	Std Error of Estimate	F change	df1	Sig
1	-.324 <sup>a</sup>	.105	.098	.105	3.02594	13.856	1	.000

a. Predictor: (Constant), total motivation  
 b. Dependent Variable: Job satisfaction

From Table 2, in the model summary, R<sup>2</sup> of .105 indicated that 10.5% of the variance in total job satisfaction was accounted for by teachers motivation. The F change of 13.856, degrees of freedom ‘1’ and significance level of .000 showed that the model was significant.

ANOVA test on regression analysis of motivation and job satisfaction variables was further analyzed. Details are provided in Table 3.

**Table 3: ANOVA Results of motivation and job satisfaction**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	126.871	1	126.871	13.856	.000b
	Residual	1080.448	118	9.156		
	Total	1207.319	119			

a. Dependent Variable: Total satisfaction  
 b. Predictor: (Constant), Total motivation

Output from ANOVA test showed that the value of ‘F’ statistics was 13.856 and degree of freedom had 119 groups. The significance value was .000, which was well below .01. The test showed that the model as a whole was significant at .01 (F (1, 118) = 13.856, P<.01). It could be concluded that motivation has influence on teachers job satisfaction. Job satisfaction significantly improves when motivation is applied.

**Table 4: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta T		Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	25.902	1.914		13.536	.000				

total motivation	-.285	.077	-.324	-3.722	.000			-.324	-.324	-.324	1.000	1.000
<p>a. Dependent Variable: Job satisfaction</p> <p>b. Predictor: (Constant): Motivation</p>												

The predictor was determined by using simple regression analysis with significance level of .000. As indicated in Table 4, the coefficient of motivation (Beta. -324) was significant. The ‘t’ -3.722 was significant at .01 level. That is, motivation has influence on the regression model. It be said that motivation best predicted job satisfaction. The Beta coefficient (-324) at significance level of .000 was for motivation. Therefore, the hypothesis that there is statistically significant influence of motivation on job satisfaction was retained since there was enough evidence to support the alternate hypothesis. The finding is in agreement with Ali and Anwar’s (2021) conclusion that motivation has influence on job satisfaction of teachers.

**Conclusions**

Findings indicated statistically significant and inverse relationship between job satisfaction and motivation of teachers. It could be concluded that motivation is related to job satisfaction. It found that the frequency in providing motivation to teachers has effect on their satisfaction of the job. This leads to job commitment and increase performance of teachers.

The study found statistically significant influence of motivation on job satisfaction of teachers. The significant influence of motivation on teacher job satisfaction shows that effective application of motivation techniques results to teacher effectiveness in senior high schools. It could thus, be concluded that job satisfaction depends on motivation for effective teaching and learning to take place.

**Implications for practice**

The significant relationship between motivation and job satisfaction implies that these variables are important in teacher management. Effective use of the variables in the administration of senior high schools could ensure changes in teachers’ performance, which could lead to achievement of the overall goals of senior high schools. Adequate attention to these variables may boost the morale of teachers and reduce their intentions to leave the schools.

**Recommendations for practice**

1. The findings of the study showed that teacher motivation was related to job satisfaction. Heads should strengthen the use of motivation by regularly applying and making it attractive to teachers.
2. Heads should organize durbar every academic year during which issues bothering teachers could be welcomed, discussed and managed.
3. There is a continuous need for Ghana Education Service to improve the conditions of service in order to sustain teachers job satisfaction.

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