UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (4);
January-June, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

WORK-RELATED VARIABLES AS CORRELATES OF TEACHER JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Umeh, Nathaniel Chukwumobi (Ph.D.)
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Nigeria
nc.umeh@unizik.edu.ng

and

Ferdinand Nwafor Okoye
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Nigeria
Gmail: fn.okoye@unizik.edu.ng
08032655838

ABSTRACT

The study examined work-related variables as correlates of teacher job satisfaction in public secondary schools in Anambra state. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study is 6,915 teachers in the 263 public secondary schools from the six Education Zones in Anambra State. The sample of 277 teachers was used for the study (that is, 4% of the population of teachers). Proportionate stratified and simple random sampling techniques were used for the study. Two instruments were used for data collection: Work Related Variables Questionnaire (WRVQ) and Job Satisfaction Questionnaire (JSQ). The instruments were subjected to face and construct validation by three experts. Pearson Product Moment Correlation was used for the study. The findings of the study revealed that work-related variables such as motivation significantly correlated to teachers' job satisfaction while workload negatively and significantly correlated to teachers' job satisfaction in public secondary schools in Anambra State. The study concluded that a positive and significant correlation exists between teachers' work-related variables and teachers' job satisfaction in public secondary schools in Anambra State.

Keywords: Work-Related Variables; Correlation; Teachers; Job Satisfaction.

Introduction

Education is the bed rock for the development of any nation in this world. By supplying the economy with the needed valuable resources and human capital needed for production of goods and services it serves as a valuable tool for fostering development of any society where people find themselves. Thus, role of education towards finding solutions to the problems militating against the growth and development of any society cannot be over-emphasized.

The Federal Republic of Nigeria (FRN, 2013, p. 9 – 10) indicated in the National Policy on Education (NPE) that accomplishment of the goals of education solely depends on defining the structure

and strategies for educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities and other incentives for teachers. The accomplishment of the goal of education, maintaining effective control and service delivery is something that should start right from the primary school through the secondary school to the tertiary institutions. Secondary education serves as a link between primary education and higher education.

The aim of secondary education in Nigeria therefore cannot be successfully achieved in the absence of quality teachers' service delivery. A teacher is one who delivers instruction to the students with the aim of helping them to acquire knowledge during teaching and learning exercise in the school. Abbasi and Hollman (2020) explained that teachers are charged with important responsibilities of offering guidance and counseling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality secondary education when they experience satisfaction.

The concept of job satisfaction refers to an individual's feelings the degree to which somebody is satisfied with his or her job in any given organization. According to Spector in Ngimbudzi (2019), job satisfaction is defined as how people feel about their different aspects of their jobs. It is the extent to which people like or dislike their jobs. Additionally, Mbua (2017) defined job satisfaction as the fulfillment acquired by experiencing various job activities and rewards. Moreover, job satisfaction is defined as the amount of importance a school places on its human resources (Lunenburg & Ornstein, 2014). Operationally, job satisfaction is a situation whereby a worker enjoys and is happy with his or her duties in an organization. Chamundeswari (2016) asserted that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning. The lack of job satisfaction among teachers results in a lot of problems like depression in the work place, lack of professional growth, avoidance of one' duties' making unnecessary mistakes and a other problems.

Work-related variables as opined by Nyagaya (2018) are factors which impact either positively or negatively teachers' job satisfaction and productivity. Various work-related variables influence teachers' job satisfaction. Examples of these work-related factors as identified by Akpan (2017), Nyagaya (2018) include teachers' remunerations like their incentives, benefits and salary, working conditions, motivations, ability to collaborate with their colleagues, workload, leadership style and behaviour, physical school environment atmosphere and culture and opportunities for career development. In the context of this study, work-related variables include in-service training, communication process, and motivation of teachers, physical school environment, leadership style and workload. These work-related variables are considered very crucial as far as promoting teachers' job satisfaction is concerned in public secondary schools in

Anambra State. In this study the researcher will focus on motivation and workload as work-variables of teachers in the school.

Robbins and Judge (2018) defined motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. According to Mbua (2017) the term motivation refers to "the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals. Vanbaren (2020) explained that teachers' motivation is a process of encouraging and inspiring teachers to perform their duties effectively. Teachers' motivation depends on an array of factors such as levels of remuneration, location of the school, students' behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Dinah, 2020).

Motivation is often described as being intrinsic or extrinsic in nature. Intrinsic motivation is the type that is derived from within the person or from the activity itself, positively affects behavior, satisfaction, and well-being (Ryan & Deci, 2020). The authors emphasized that extrinsic motivation occurs as a result of externally administered rewards, including pay, material possessions, prestige, and positive evaluations. The study of Akpan (2017) in Cross-River State, revealed that teacher's motivation seems to be low as a result of work overload, poor pay and incentives; poor working environment and obsolete facilities to facilitate learning, poor remuneration and incentives to teachers thereby hindering them from being motivated in their work.

Workload is another work-related variable that can positively or negatively impact on teachers' job satisfaction. The negligence of issues arising from workers workload in school can cause a lot of setbacks in successful implementation of the objectives of the school objectives. Operationally workload can be said to be varieties and combinations of duties and assignments required of a worker to carry out in the process of carrying out his or her duty as a teacher. This is in terms of lesson note preparation, test and assignment, examination, house mastership and any other routine work that may be assigned to a teaching staff by the principal. Nkweke and Dollah (2021) remarked that the distribution of workload by the principal is dependent on the teaching staff strength of the school. Where this is small, the workload will be high per teacher and some work will be left undone. Following the above explanations, it is glaring that teachers can only be satisfied if work-related variables (motivation, and workload) are adequately provided in the school system.

Ogbu (2020) lamented that secondary school teachers have expressed high level of dissatisfaction. This could be that teachers are not placed under conditions that will improve their job satisfaction such as; assigning tasks to them according to their competence, recognition of teachers' efforts in the school system, giving deserved reward and compensation and allowing teamwork, ineffective communication process from the school administration to the teachers; lack of in-service training to keep teachers abreast of latest teaching methods and use of instructional materials. It is therefore quintessential that if the work-related variables under study are adequately present in secondary schools, there will be high teachers' job satisfaction and if otherwise, there will be low teachers' job

satisfaction. It is therefore upon this background that this study seeks to determine how teachers' work-related variables correlate with teachers' job satisfaction in public secondary schools in Anambra State.

Statement of the Problem

The problems associated with teaching effectiveness, and teachers' incompetency affecting instructional delivery in the classroom, has continued to draw attention of education stakeholders and researchers. To some scholars and researchers this problem (s) is associated with mismanagement and poor utilization of work-variables in the educational sectors. Observations has shown that poor and ineffective utilization of work-variables for effective teaching and learning is evident and visible in such problems like: poor students' academic satisfaction and achievements, mass failure in examinations (both internal and external), boredom in the classroom, poor presentation of lesson by teachers in the classroom, teacher truancy, depression at the work place and general loss of interest by teachers in the profession.

The researcher has therefore embarked on this study to look into work-related variables as correlates of teacher job satisfaction in public secondary schools in Anambra state with the view of improving teaching and learning activities in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to determine how teachers' work-related variables correlate with teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study seeks to determine teachers':

1. Motivation as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.
2. Workload as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

1. What is the nature of relationship between teachers' motivation and their job satisfaction in public secondary schools in Anambra State?
2. What is the nature of workload as a correlate of teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. There will be no significant relationship between teachers' motivation and their job satisfaction in public secondary schools in Anambra State.
2. There will be no significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State.

Method

The research design used for the study was correlational research design. The study was carried out in Anambra State. The population of study is 6915 teachers and this comprises of all the teachers in all the public secondary schools in Onitsha North Local Government Area of Anambra State. The sample size for the study was 277 respondents obtained which consisted of 4% of the entire population of the study. The instrument for data collection was a

questionnaire. Two instruments were used in this study. The first instrument was a structured questionnaire developed by the researcher titled "Questionnaire on Teacher Work-related Variables Questionnaire (TWRVQ)" while the second instrument was titled "Teacher Job Satisfaction Questionnaire (TJSQ)" and was adopted by the researcher.The first instrument was sub-divided into two clusters. Cluster A contains 15 items on motivation while Cluster and B contains 16 items on workload. The instrument employed a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. The second instrument was a standardized instrument by Allen, Robert and Susan (1977) (adapted) contains 21 items on job satisfaction. This adapted instrument employed 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. Pearson Product Moment Correlation was used for the study. Pearson Product Moment Correlation Coefficient was used to answer research questions 1 and 2 hypotheses 1 and 2 at .05 level of significance. The Statistical Package for Social Sciences (SSPS) version 25 was used. Pearson Product Moment Correlation and multiple regression analysis were used because this is a relationship study that tends to measure relationship among multiple variables in a study such as the present one.

Decision Rule

For Pearson and Regression Correlation (r)

+ Sign = Positive Predictor

- Sign = Negative Predictor

Hypotheses

For P-value when

P-value < .05: Reject H_0 and Accept H_1

P-value > .05: Do not Reject H_0

Method

Research Question 1: What is the nature of relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the nature of relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Motivation	277	.712	.681	Positive
Teachers' Job Satisfaction	277			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient on Table 3 showed that motivation positively relate to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.712, r^2 = 0.681, percentage (%) = 68.1 and N = 277. This revealed a positive correlation coefficient value of 0.712 which indicated that there is a positive relationship existing between motivation and teachers' job satisfaction in public secondary schools in Anambra

State. This implies that a unit improvement in the practice of teachers' motivation leads to 0.712(71%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.681 showed that the explanatory power of the variable was highly strong. This implies that 68% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in their motivation.

Research Question 1: What is the nature of relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the nature of relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	R	r^2	Remark
Workload	277			
		-.457	.357	Negative
Teachers' Job Satisfaction	277			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient on Table 6 showed that workload negatively relate to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.457, r^2 = 0.457, percentage (%) = 35.7 and N = 277. This revealed a negative correlation coefficient value of 0.457 which indicated that there is a negative relationship existing between workload and teachers' job satisfaction in public secondary schools in Anambra State. This implies that a unit rise in workload leads to 0.457(46%) decrease in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.357 showed that the explanatory power of the variable was moderately strong. This implies that 36% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the school workload.

Hypothesis One: There is no significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State.

Table 3: Summary of Pearson Product Moment Correlation on the significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Motivation	277				
		.712	.681	.000	Significant
Teachers' Job Satisfaction	277				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient on Table 10 showed the significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State.

Table 4 Summary of Pearson Product Moment Correlation on the significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	R	r^2	p-value	Remark
Workload	277				
		.457	.357	.000	Significant
Teachers' Job Satisfaction	277				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient on Table 13 showed the significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State.

Summary of Findings

The following findings are derived from the study:

1. There is positive and significant relationship between motivation and teachers' job satisfaction in public secondary schools in Anambra State.
2. There is positive and significant relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State.

Discussion

Relationship between teachers' motivation and their job satisfaction in public secondary schools in Anambra State

Findings on the relationship between principals' instructional roles and teachers' job commitment in public secondary schools in Anambra State revealed that principals' instructional roles

have a positive relationship with teachers' job commitment in public secondary schools in Anambra State. The study also indicated that there is significant relationship between principals' instructional roles and teachers' job commitment in public secondary schools in Anambra State. This is as a result of the respondents accepting the fact that principals carry out the role of visiting teachers in classroom when teaching; principals observe teaching and learning activities in the classroom; principals check students' notebooks during class activities; principals ensure that teachers carry everybody along in the class; principals use to hold or conduct post classroom visitation discussion with teachers; principals check teachers' learning materials; principals check lesson titles to be taught; principals check specific objectives; principals check content of the lesson note; principals evaluate teaching methods used in the classroom.

In line with the findings of the study, Vanbaren (2020) explained that teachers' motivation is a process of encouraging and inspiring teachers to perform their duties effectively. Teachers' motivation depend on an array of factors such as levels of remuneration, location of the school, students' behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Dinah, 2020). This shows that the level of motivation a teacher receives in her job will to some extent help to improve his satisfaction at his job. The study of Akpan (2017) in Cross-River State, revealed that teacher's motivation seems to be low as a result of work overload, poor pay and incentives; poor working environment and obsolete facilities to facilitate learning, poor remuneration and incentives to teachers thereby hindering them from being motivated in their work. This shows that the less teachers are motivated the more the more they decrease their level of commitment and responsibilities at their work.

Relationship between workload and teachers' job satisfaction in public secondary schools in Anambra State

Findings on the relationship between staff welfare services and teachers' job commitment in public secondary schools in Anambra State revealed that staff welfare services have a positive relationship with teachers' job commitment in public secondary schools in Anambra State. The study also indicated that there is significant relationship between staff welfare services and teachers' job commitment in public secondary schools in Anambra State. This is as a result of the respondents accepting the fact that staff are paid their leave allowance at the commencement of their leaves; sick leaves are granted to staff who are seriously sick; regular payment of retirement benefits are source of encouragement to serving personnel; medical services are provided for the workers and their dependents; functional pension schemes are instituted for the workers; staff primary schools and day-care centers are established around the school for the children of the staff; counseling units are established for the staff and students in the school; safety equipment like fire extinguishers and boots are provided in the school for staff safety; official and staff vehicles are provided for staff convenience and a specific package is set aside for any staff that dies or incurred

permanent disability in the course of carrying out his or her duties.

Agreeing with the findings of the study, Nkweke and Dollah (2021) remarked that the distribution of workload by the principal is dependent on the teaching staff strength of the school. Where this is small, the workload will be high per teacher and some work will be left undone. Workload is in terms of lesson note preparation, test and assignment, examination, house mastership and any other routine work that may be assigned to a teaching staff by the principal. Thus once the workload becomes unbearable for the teacher, the energy ang time to cover all the areas of work assigned to him will no longer be there leading to poor satisfaction at his job.

Conclusion

From the foregoing discussion, it should be realized that the principals' administrative roles and personnel management functions is a complex one and diverse, but it should also be borne in mind that the principals' administrative roles and personnel management functions for quality education and effective school administration cannot be overemphasized because of the vital role they play in ensuring that educational goals and objectives are attained as well as maintain and improve standard. Similarly, principals of schools need to adopt the highlighted principles and techniques according to the prevailing circumstances of their schools to promote the growth of teachers as well as the improvement in teaching and learning to ensure quality

basic education in schools in Anambra State and in Nigeria in general. The study therefore concluded that principals' administrative roles and personnel management functions positively and significantly relates to teachers' job commitment in public secondary schools in Anambra State.

REFERENCES

Abbasi, S. M., &Hollman, K. W. (2020). Turnover: The real bottom line. *Public Personnel management*, *29*(3), 333-342.

Akpan, C. P. (2017). Motivating teachers for effective job satisfaction.A note for school administrators.*West African Journal of research and development in Education, 8*(1), 195-205.

Chamundeswari, S. (2016).Job satisfaction and satisfaction of school teachers.*International*

Dinah (2020). Influence of teachers' motivation on students' satisfaction in Kenya certificate of secondary education in public secondary schools in Imenti South district, Kenya. An Unpublished Thesis submitted to University of Nairobi.

Federal Republic of Nigeria (2013).National policy on education. NERDC Press.

Lunenburg, F. C. & Ornstein (2014).*Educational administration: Concepts and practices.* Wadsworth/Thomson.

Mbua, F. N. (2017). *Educational administration: Theory and practice*. Limbe, South West Province, Design House.

Ngimbudzi, F. W. (2019). Job satisfaction among secondary school teachers in Tanzania- The case of Njombe District. An Unpublished Thesis submitted to the Department of

Educational Sciences, university of Jyvaskyla.

Nkweke , G. O., & Dollah, S. A. (2021). Teaching staff strength and workload in public secondary schools Ogba/Egbema/Ndonilocal government area of River state.*Mediterranean Journal of Social Sciences 2*(7), 90 – 99.

Nyagaya, P. A. (2018*). Factors influencing teachers level of satisfaction in Kayole Division, Embakasi Sub country in* Kenya. Master of Education in Administration.Nairobi University.

Ogbu, J. O. (2020). *Principals' motivational strategies and teachers' job satisfaction in Benue State*. An Unpublished Thesis Submitted to the Department of Educational Foundations, UNN.

Ryan, R. M., &Deci, E. L. (2020). Overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci& R. M. Ryan (Eds.), *Handbook of self-determination research* (Vol. 2, pp. 3-33). NY: University Rochester Press.

Vanbaren, J. (2020). *The Definition for work motivation*. [Online] Available: httpVelez, S. (2007) what is Motivation? Ezinearticles.http://ezinearticles.com/?What-Is-Motivation&id=945902.