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TEACHERS' IN-SERVICE TRAINING AND MOTIVATION AS CORRELATES OF TEACHERS JOB SATISFACTION IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The study ascertained the correlation between in-service training, motivation and teachers' job satisfaction in secondary schools in Anambra State. Two research questions guided the study and seven hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 6,396 secondary school teachers in the six Education Zone in Anambra State. Through proportionate stratified sampling a sample of 1500 teachers were used for the study. Two instruments titled "Questionnaire on In-Service Training and Motivation (QITM)" and "Questionnaire on Job Satisfaction (QJS) were used to collect data for the study. Reliability of the instrument was determined with Cronbach alpha. The reliability test yielded reliability coefficients of 0.86 and 0.84 were obtained for each of the clusters respectively with an over-all co-efficient value of 0.85. Data were collected by the researcher with the help of five research assistants. The researcher administered 1500 copies of the questionnaire; however, 1420 copies were returned in good condition and were used for the data analysis. Pearson Product Moment Correlation was used to answer the research questions while t-test was used in testing the null hypotheses at the 0.05 level of significance. Findings revealed that teachers' in-service training and motivation positively correlates with teachers' job satisfaction. There is a significant correlation between teachers' in-service training, motivation and teachers' job satisfaction in secondary schools in Anambra State. Based on these findings, it was recommended among others that the federal, state and local governments should make funds available for school administrators for the organization and sponsorship of teachers' participation in in-service training programmes in their areas of specialization.

Keywords: In-service Training, Motivation, Teachers, Job Satisfaction. Secondary Schools

Introduction

Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals. The role of education in solving the problems affecting the growth and development in the society cannot be over-emphasized. The Federal Republic of Nigeria (FRN, 2013) indicated 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, other incentives for teachers.

Teachers are important components of instructional delivery and curriculum implementation in secondary schools. Abbasi and Hollman (2010) explained that teachers are charged with important responsibilities of offering guidance and counselling 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

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education when they derive satisfaction from their job.

Job satisfaction can be defined as ones attitude towards the job and in plain language how a person feels about his job and its various aspects (Jafarnejad, 2016). In the opinion of Locke as cited in Anthonia (2011) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. According to Emenike (2013) job satisfaction is a pleasurable, emotional state resulting from the appraisal of one's job, an affective to one's job and an attitude towards one's job. Ogbu (2014) defined job satisfaction as being happy and contented with ones (teachers) duties and showing same in being devoted to the duties. In order to ensure that teachers remain satisfied on the job some scholars like Akpan (2015) have suggested that certain conditions need to be provided. Some of these conditions include providing in-service training opportunities and motivating teachers (Anthonia, 2011 & Analoui, 2010).

In-service training has considerable influence on teachers' job satisfaction. In-service training refers to all activities intended to increase the skills and capabilities of personnel. Such programme may include the education provided for workers either in industries, schools or other institutions. Operationally, in-service training is a series of short programmes made available to teachers in order to acquire higher qualification and improve on their professional practices. Therefore, in-service training is an indispensable technique for teachers to be committed to academic duties in the school organization (Mensah, 2012). School administrators are implored to ensure the professional and academic development of staff through meetings, seminars and workshops, building a sense of teamwork to help each staff achieve their potentials, and setting time in staff meeting to discuss professional issues relative to instructional improvement (Dinah, 2012). Additionally, in-service training gives teachers opportunities for self-improvement and development to meet the challenges and requirement of new equipment and technologies for performing tasks. Nkanu and Ogunkunle cited in Akpan (2015) posited that inadequate provision of in-service training in educational institutions could reduce their enthusiasm in the teaching profession and this could affect their morale, attitude to work, commitment and satisfaction. Akpan (2015) buttressed that the glaring insinuation of a short fall in the administrative competency level of teachers and administrators in state secondary schools in Nigeria is a direct reflection of lack of training of teachers. Obviously, if there is provision of in-service training for teachers, it builds the teachers' ability to convey in the simplest form information or ideas which the recipient can easily understand thus facilitating their job satisfaction. Similarly, motivation is another variable that has been suggested as having correlation with teachers' job satisfaction.

Robbins and Judge (2016) defined motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. According to Mbua (2013) 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 (2010) explained that teachers' motivation is a process of encouraging and inspiring teachers to perform their duties effectively. Teacher 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 (Mbua, 2013). The extent to which these views are true, demands an empirical investigation. Therefore, the researchers investigated teachers' in-service training and motivation as correlates of teachers' job satisfaction in secondary schools in Anambra State.

Statement of the Problem

From preliminary investigations and researcher's personal experience, it is evident that Anambra State has shown considerable interest in developing secondary education in the state. There is increase in facilities which seemingly contributed to the excellent

performance of secondary school students in the state in external examinations. However, it is important to note that adequate interest is not being shown by the government towards in-service training of teachers such as seminars, workshops, conferences. Consequently, it may lead to teachers not adequately equipped on trending educational issues such as, the use of instructional videos, use of projectors, use of modern laboratory apparatus and constant innovations in teaching. In the schools also, principals do not seem to motivate the teachers adequately. It is therefore necessary to see the true picture of correlation of in-service training and teachers' motivation on teachers' job satisfaction. Upon this backdrop, the problem of the study in question form is: "How do in-service training and teachers' motivation correlate with teachers' job satisfaction in secondary schools in Anambra State?"

Research Questions

The following research questions guided the study:

1. What is the correlation between in-service training and teachers' job satisfaction in secondary schools in Anambra State?
2. What is the correlation between motivation and teachers job satisfaction in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant correlation between in-service training and teachers' job satisfaction in secondary schools in Anambra State.
2. There is no significant correlation between motivation and teachers' job satisfaction scores in secondary schools in Anambra State.

Research Method

The study adopted the correlational research design. The study was carried out in Anambra State. The population of this study comprised of all the 6,396 secondary school teachers in the six Education Zone in Anambra State. Through the application of proportionate stratified sampling technique the researchers sampled 1500 secondary school teachers in Anambra State. Two instruments were developed in this study. The first instrument was titled "Questionnaire on In-Service Training and Motivation (QITM)" while the second instrument is titled "Questionnaire on Job Satisfaction (QJS)".

The first instrument is sub-divided into two clusters. Cluster A contains 16 items on in-service training and Cluster B contains 15 items on motivation. 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 adapted from Allen, Robert and Susan (1977). It 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. The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument reliability was tested through a pilot test which was conducted in 20 public secondary school teachers in 5 selected schools in Enugu State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86 and 0.84 were obtained for each of the clusters respectively. The overall reliability index for the whole cluster was 0.85 which was considered high enough to judge that the instrument is reliable.

The instruments was administered on the respondents in their schools by the researcher with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the questionnaires. A period of two weeks was used for the distribution and collection of the instruments. On-the-spot approach method was used in data collection. Follow-up visits were made where the respondents could not attend to the instruments on the spot. Out of the 1,500

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copies of questionnaire distributed, 1420 copies were properly filled and successfully retrieved. These 1420 copies representing an overall return rate of 95% were deemed adequate for the study.

The Pearson Product Moment Correlation was used to answer research questions 1 and 2. The co-efficient "r" obtained was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted using the real limit of numbers of:

0.01 - 0.39 Weak correlation
0.40 - 0.59 Moderate correlation
0.60 - 0.99 Positive correlation

In testing the null hypotheses, t-test for correlation analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis was rejected. On the other hand, when the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis was not rejected.

Presentation of Results

Research Question 1

What is the correlation between teachers' in-service training and their job satisfaction in secondary schools in Anambra State?

Table 1: Pearson's Correlation between Teachers In-service Training and Teachers' Job Satisfaction

Variables	N	Teachers In-service Training	Job Satisfaction	Decision
Teachers In-service Training	1420	1	.710**	Positive
Job Satisfaction	1420	.710**	1	

Data in Table 1 reveals that the Pearson's Correlation Coefficient is r = 0.74. This shows that a substantial positive correlation exists between teachers' in-service training and teachers' job satisfaction. This implies that if teachers are continuously engaged in in-service training their satisfaction on the job would increase. Thus, there is a positive correlation between teachers' in-service training and teachers' job satisfaction in secondary schools in Anambra State.

Research Question 2

What is the correlation between teachers' motivation and their job satisfaction in secondary schools in Anambra State?

Table 2: Pearson's Correlation between Teachers' Motivation and Their Job Satisfaction

Variables	N	Teachers' Motivation	Job Satisfaction	Decision
Teachers' Motivation	1420	1	.820**	Positive
Job Satisfaction	1420	.820**	1	

As shown on Table 2, the Pearson's Correlation Coefficient, r = 0.74. This is an indication that a substantial positive correlation exists between teachers' motivation and teachers' job satisfaction. This implies that if motivation of teachers increase teachers job satisfaction would also increase. Thus, there is a positive correlation between teachers' motivation and teachers' job satisfaction in secondary schools in Anambra State.

Hypothesis 1

There is no significant correlation between teachers' in-service training and their job satisfaction in secondary schools in Anambra State.

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Table 3: t-test Analysis of no Significant Correlation between Teachers' In-Service Training and Teachers Job Satisfaction in Secondary Schools in Anambra State

Variables	N	Teachers In-service Training	Job Satisfaction	t-cal.	t-crit.	P-value	Decision
Teachers In-service Training	1420	1	.710**	3.23	1.96	0.004	Significant
Job Satisfaction	1420	.710**	1				

Data presented on Table 3 show that the calculated t-value is 3.23 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.004 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' in-service training and their job satisfaction in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Hypothesis 2

There is no significant correlation between teachers' motivation and their job satisfaction in secondary schools in Anambra State.

Table 4: t-test Analysis of no Significant Correlation between Teachers' Motivation and Teachers Job Satisfaction in Secondary Schools in Anambra State

Variables	N	Teachers' Motivation	Job Satisfaction	t-cal.	t-crit.	P-value	Decision
Teachers' Motivation	1420	1	.820**	7.463	1.96	0.000	Significant
Job Satisfaction	1420	.820**	1				

Data presented on Table 4 show that the calculated t-value is 7.463 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.000 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' motivation and their job satisfaction in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Discussion

Finding showed a positive correlation between teachers' in-service training and teachers' job performance in secondary schools in Anambra State. This result might have resulted because availing teachers the opportunity to attend various forms of professional development programme would equip them with more professional skills needed to carry out their job effectively as well as develop them as individual. The finding of the study is related to the findings of Sima and Amir (2018) who found that a positive relationship exists between employee exposure to training and their job satisfaction. According to Sima and Amir Organizations who consistently organize in-service training programme for their employees experience improved workers satisfaction and this leads to improvement in employees' performance. Similarly, Hatami (2015) found a significant relationship between in-service training on increasing the efficiency of work efficiency, knowledge and skills, and employee participation spirit of work that increased job performance. In the same vein, Ghanbariyan (2014) revealed that exposing staff to in-service training has an effect on their

satisfaction. However, Ghanbariyan found that the relationship between exposing workers to in-service training without changes in the operational procedures in an organization would lead to a negative effective on workers job satisfaction. This means that it is imperative for school administrators to carry out changes in the work processes that would suit the new knowledge and skills acquired by teachers when they have undergone in-service training. For instance, continuously organizing in-service training on teachers' use of technology in teaching and assessment and at the end of the training they go back to their schools where these technologies are largely not available, this will affect their satisfaction on the job.

Furthermore, findings revealed that there is a significant is a significant correlation between teachers' in-service training and their job satisfaction in secondary schools in Anambra State. This finding is because of the importance of in-service training on employees' personal and professional development. The finding is in line with Worlu (2017) found that training and development and employee performance positively influence on job satisfaction. Worlu (2017) further revealed that training and development and employee performance is an efficient and supportive strategic to organization and employee success.

Finding revealed a positive correlation between teachers' motivation and teachers' job performance in secondary schools in Anambra State. This finding may have result because improving teachers' welfare and emoluments significant improve their commitment to the job and happiness on the job. The fining is in line with Ogbu (2015) who found that teamwork and teacher involvement are motivational strategies that give teachers job satisfaction in secondary schools in Benue state. This shows that involving teachers in the decision making processes of the school creates a feeling of belongingness and improves their desire as well as their commitment for the job. This is because the teachers would begin to feel like that they are a part of the process. Similarly teamwork, creating a conducive learning environment and prompt payment of allowances and salaries are also very imperative for improving teachers' satisfaction on the job. In the same vein, Ali, and Abdulkadir (2016) found that there is a significant relationship between teacher motivation, job satisfaction and school performance. Similarly, Momanyi (2015) found that a close association between of job satisfaction and teachers' motivation. Ali and Abdulkadir (2016) while emphasizing that a strong correlation exist between motivation and job satisfaction of teacher, they recommended that both extrinsic and intrinsic motivation should be applied among the teaching staff in order to improve job satisfaction and school's performance in the end.

Furthermore, findings of the study revealed that a positive correlation exists between teachers motivation and teachers job satisfaction in secondary schools in Anambra State. This finding may have occurred because employee motivational factors like pay, welfare and recognition among others are known to improve workers commitment, self-esteem and happiness on the job. This is in agreement Christabella (2014) who revealed that improvements in working environment, reduced work noise distraction, supervisor's interpersonal relationship with subordinates, presence of job aid, the use of performance feedback and improvements of work incentives in the organization are all aspects of work motivation that could improve job satisfaction.

Conclusion

Based on the findings of the study, the researcher concludes that a positive correlation exist between teachers in-service training, motivation and teachers job satisfaction in secondary schools in Anambra State. It is therefore imperative that school administrators and other interested stakeholder should organize and put in place measures that would improve the frequency and quality of training of secondary school teachers as well as provide conditions that will keep teachers motivated on the job.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. The federal, state and local governments should make funds available for school administrators for the organization and sponsorship of teachers' participation in in-service training programmes in their areas of specialization.
2. The federal, state and local governments should give adequate attention to the welfare and salaries of school teachers. This can be done through the provision of affordable housing programmes for teachers as well as paying teachers their salaries on time.

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