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RESEARCH ARTICLE

TEACHERS' MOTIVATION AND JOB SATISFACTION IN PRIVATE SECONDARY SCHOOLS IN RIVERS STATE.

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Abstract

The study investigated teachers' motivation and job satisfaction in private secondary schools in Rivers State. Four research questions and four hypotheses guided the study. Correlational research design was used for the study. The population of the study was 4688 teachers while the sample was 469 teachers representing 10% of the total population. The instruments developed for the study were "Teachers' Motivation Variable and Job Satisfaction Questionnaire (TMVJSQ)". Test re-test method was used to establish the reliability of the instrument using Pearson Product Moment Correlation which yield a reliability coefficient of 0.77. Also, Pearson Product Moment Correlation was used to answer the research questions while regression analysis was employed to test the hypotheses at 0.05 level of significance. The findings showed that there is positive and significant relationship between teachers' motivation variables (housing needs, salary, job security and promotion) and job satisfaction. Hence, the study recommends amongst other things that Teachers' housing needs should be provided to enhance their teaching performance in schools and for effective job satisfaction. The study concluded that teachers' motivation variables such as housing needs, salary, job security and promotion relate positively with job satisfaction of teachers' in Private secondary schools in Rivers State. That is, to promote teachers' satisfaction their incentives and working conditions should be taken into consideration for optimum performance; since job performance depend on the extent of satisfaction in teaching profession.

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Introduction:-

Motivation is the psychological forces within a person that energize, direct and sustain that person's effort towards goal attainment (Amah, 2006). It is the reason why somebody does something or behaves in a particular way. Motivation determines the possible voluntary behavior an individual could engage in among different alternatives. It also determines the height an individual will be willing to go in achieving a particular goal. Ibara (2017) asserted that "motivation is the process by which management enables employees to direct their energies towards maximum attainment of the goals and objectives of the organization".

From the foregoing, it is clear that no one can successfully complete a task on record time without motivation. This is also applicable to organizations; no organization can succeed without a motivated work force. In words of Agi and

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Adiele (2015) “an organization’s success is reliance on a motivated workforce as highly motivated employees strive to produce at the highest possible level and exert greater effort than employees who are not motivated”.

The major aim of the educational system is to achieve some high level of performance in order to raise the literacy level of its citizenry. Hence, Doba (2005) summarizes the role of the different educational agencies in the attainment of high level performance thus; The major concern of ministry of education, proprietors of private schools, principals and other categories of educational administrators is how to achieve a high level performance from the teaching workforce for the attainment of curriculum objectives of school system or the overall development of Nigeria and Rivers State in particular.

Rivers State Government is concerned to delivering sound and qualitative education to its citizens as captured in its mission and policy statement of the Ministry of Education (2016) “To actualize the aspirations of the people of Rivers State for a balanced development and an enhanced quality of life for the present and future generations through responsive governance guided by the fear of God through the responsive governance and quality education” and its vision states “The New Vision is of a knowledge based society through the provision of quality education”. This policy statement by the government is collaborated by the National Association of Proprietors of Private Schools (2016) aims and objectives which states “To assist the Governments and peoples of the Federal Republic of Nigeria in the provision of world class educational administration, delivery of quality education, maintenance of appropriate standards and global best practices”. However, Nwiyi (2015) opined that education is the process by which an individual is led into the discovery of his/her inner lying abilities, capabilities and potentialities and how to utilize these for self-development and civilization” which is the sole responsibility of the teacher. This implies that the ultimate realization of set aims of education depends on the teacher; also if the students are to know more and be able to apply their knowledge skillfully, the teachers must be examples of such learning.

Therefore, teachers’ motivation and job satisfaction are essential for the growth and development of education world over with Nigeria precisely. This is coupled with the fact that student’s enrollment increase significantly and the crucial task of education in the overall growth of the state. It is in view of this scenario that the researcher is keen in investigating relationship between teachers’ motivation and Job satisfaction in private secondary schools in Rivers State. Job satisfaction is imperative in development and growth of educational system world over and Rivers State in particular. Amah (2006) opined that “Job satisfaction is a pleasurable feeling that results from the perception that one’s job fulfils or allows for the fulfillment of one’s important job values”. It involves how well or poorly compensated, teachers feel more satisfied and encouraged if adequately taken care of, which enhances effective teaching especially in private schools.

Basically, many factors contribute to influence job satisfaction of teachers’ particularly in private secondary schools. The study investigate some motivational variables and their influence on job satisfaction of teachers’ in private secondary schools in Rivers State, using housing needs, salary, job security, promotion as independent variables.

Statement of the Problem

The teaching workforce is made up with teachers of different abilities, competences, potentials and motivational factors, which in most cases influence the levels of their performance. This study deem to uncover the extent to which motivational variables influence teachers’ job satisfaction in private secondary schools in Rivers State using housing, salary, job security and promotion as independent variable in contemporary society. Over the years, it is observed that the quality of education in schools has dropped tremendously due to the attitude of teachers towards their job, which appears to be discouraging leading to poor performance of students both on internal and external school evaluations mechanics such as classroom test and promotional examinations like School Certificate Examinations, which is of concern to researcher. Many scholars have linked this problem to dissatisfaction of teachers especially in the private secondary schools, being resultant effect of the inabilities of proprietors of private schools to adequately motivate their teachers. It is based on this backdrop that the study examined the relationship between teachers’ motivation and job satisfaction in private secondary schools in Rivers State?

Purpose of the Study

The study investigates teachers’ motivation and job satisfaction in private secondary schools in Rivers State with the following Specific objectives;

1. Determine the relationship between teachers’ housing needs and job satisfaction in private secondary schools in Rivers State.

2. Examine the relationship between prompt payments of salary and teachers' job satisfaction in private secondary schools in Rivers State.
3. Identify the relationship between job security and teachers' job satisfaction in private secondary schools in Rivers State.
4. Find out the relationship between promotion and teachers' job satisfaction in private secondary schools in Rivers State.

Research Questions

The following research questions guided the study;

1. What is the relationship between teachers' housing needs and their job satisfaction in private secondary schools in Rivers State?
2. What is the relationship between teacher's salary and their job satisfaction in private secondary schools in Rivers State?
3. What is the relationship between teacher's job security and their job satisfaction in private secondary schools in Rivers State?
4. What is the relationship between teacher's promotion and their job satisfaction in private secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significant in the study;

1. H_{01} : There is no significant relationship between teachers' housing needs and their job satisfaction in private secondary school in Rivers State
2. H_{02} : There is no significant relationship between teachers' salary and their job satisfaction in private secondary school in Rivers State
3. H_{03} : There is no significant relationship between teachers' job security and their job satisfaction in private secondary school in Rivers State
4. H_{04} : There is no significant relationship between teachers' promotion and their job satisfaction in private secondary school in Rivers State

Review Of Related Literature

Theoretical Framework

The theoretical framework of the study was based on Maslow's need hierarchy theory which is concerned with factors within a person that makes him to behave in a particular manner.

Maslow's hierarchy of need theory

Maslow's hierarchy of need theory advocated by a Psychologist, Abraham Maslow in 1943 and modified in 1970. Maslow's postulation recognized five types of human needs in hierarchy order of physiological need, safety need, social need, esteem and self-actualization need. For him, a particular higher level need does not become potent as a motivator until lower-level needs are satisfied. This position was modified according to (Nwankwoala, 2016) through the interface of psychology, biology and anthropology's researchers based on observations and the need to reflect the gains made at findings of the last 50 years in collaboration with Maslow's postulation.

The modification entrenched eight levels to Maslow's hierarchy of needs as depict in figure 1:

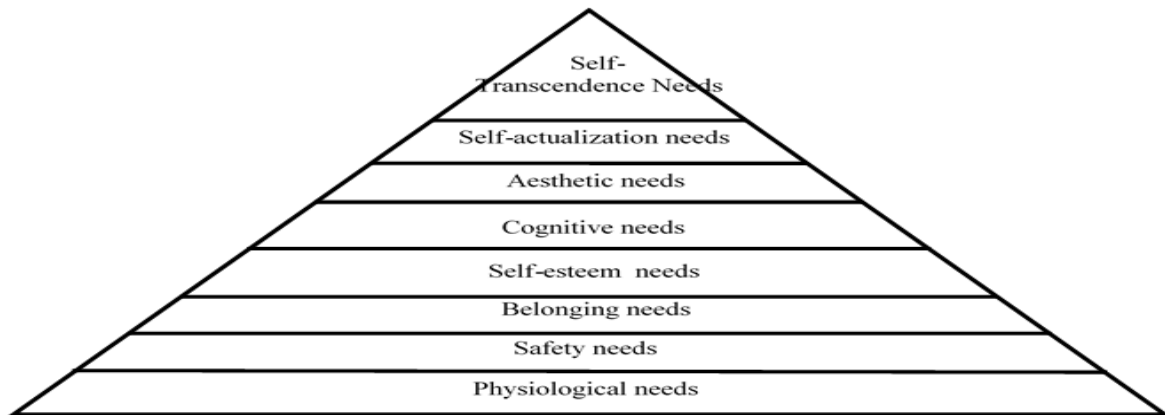


Figure 1:-Maslow's Hierarchy of Needs Modified:Adopted from Nwankwoala (2016) in Orupabo&Nwankwolala (2018)

Physiological Needs

These are the basic needs of life which keeps the human body in a state of equilibrium. They include the water, food, shelter, air, sunlight, sex, sleep, etc. According to Robert-Okah (2014) these needs are strongest in man's life and should be satisfied before other needs. A starter in life needs money to acquire food, shelter and clothing. Once satisfied, physiological needs cease to operate as a prime motivator of behaviours, the next higher order need, safety is activated.

Safety Needs

Safety needs arise as the physiological needs are satisfied. Safety needs include need for freedom from threat, disaster, danger, security, loss of employment, etc. An employee is often concerned about the safety of his employment, protection against accidents and security of his environment. When this is meant, the next stage belongingness is activated.

Belonging Needs

An employee at this stage wants acceptance, affiliation to others, friendship, interaction, to love and be loved and values a sense of belonging. Interaction with fellow workers and employee-centered supervision are all aspects of these needs. Membership of such groups as social clubs, age groups, professional bodies and other informal groups play a vital role to fulfill the belonging needs. (Robert-Okah, 2014).

Self-Esteem Needs

These needs represent the individual's needs for recognition, accomplishment prestige self-respect. He loves to take responsibility to prove himself. Esteem need, also known as Ego needs expect an employee contribution to be recognized and appreciated by management and colleagues. Employee's feeling of independence, professionalism and confidence is highest at this stage. He develops desire for fame, reputation, acclaimed respect and esteem from other admirers and non-admirers. He expects to be rewarded for his contributions towards the organization at this stage. Self-esteem triggers self-confidence and sense of social importance. (Robert-Okah, 2014).

Cognitive Needs

Cognitive need refers to the need for recognition. The individual wants to belong, associate and gain acceptance from friends and relatives. Workers crave for social recognition, attention and praise. An employee wants to be reckoned with as an important person. He needs prestige and influence, the worker desire to be appreciated by others. (Denga, 2015).

Aesthetic Needs

Aesthetic need include beauty surrounding, desire for something new from nature and immediate environment. Personality, values and love for human and natural endowment, internal conflicts in an individual can be resolved through contact with natural endowment peace will be restored for that individual. As a worker gains experience on the job, interacts with his superiors and receives a form of counseling from the more experienced workers, he learns to make a self-analysis and to settle personal inconsistencies in order to live a realistic life full of achievable goals.

Self-Actualization Needs

These include need for fulfillment, creativity, realization of one's life goals etc. The employee who attains this height has reached the apogee of the organizational life. The individual will fully realize the potential of his talent and capabilities. The feeling of being the best, of competency or having arrived is manifested. (Robert-Okah, 2014)

Self-Transcendence Needs

Self-Transcendence is self-actualization need. Jobs that offer opportunities for research, knowledge acquisition and an in-depth understanding of what the job is all about are potentially satisfying. This is the highest order need for which only a few workers strive (Denga, 2015).

Therefore, Maslow's hierarchy of need theory is essential and applicable to this study with emphasis on motivation and job satisfaction. Job satisfaction is pivot to the development of any educational system around the world as well as Rivers State in particular. Important goal of education is Learn and understand what taught in schools and to meaningful make use of the information learned. The tool needed in achieving these goals is motivation. Amah (2006) opined that "Job satisfaction is a pleasurable feeling that results from the perception that one's job fulfils or allows for the fulfillment of one's important job values". It involves how well or poorly compensated, teachers feel more satisfied and encouraged if adequately taken care of, which enhances effective teaching especially in private schools. Therefore, teachers' motivation with reference to Maslow's postulation should be priority to heads of schools for optimum realization of organizational goals. Teachers should move through the various levels in Maslow's hierarchy of human needs from the base level of physiological needs to the peak of self-transcendence needs because once a level is satisfied order needs emerge and predominate.

Conceptual Framework

For the phenomenon of teachers' motivation and job satisfaction to be studied empirically, there is the need for conceptual framework that pulls together the concepts of teachers' motivation and job satisfaction. The conceptual framework, as depicted in figure 2: Illustrate the basic motivators that leads to job satisfaction.

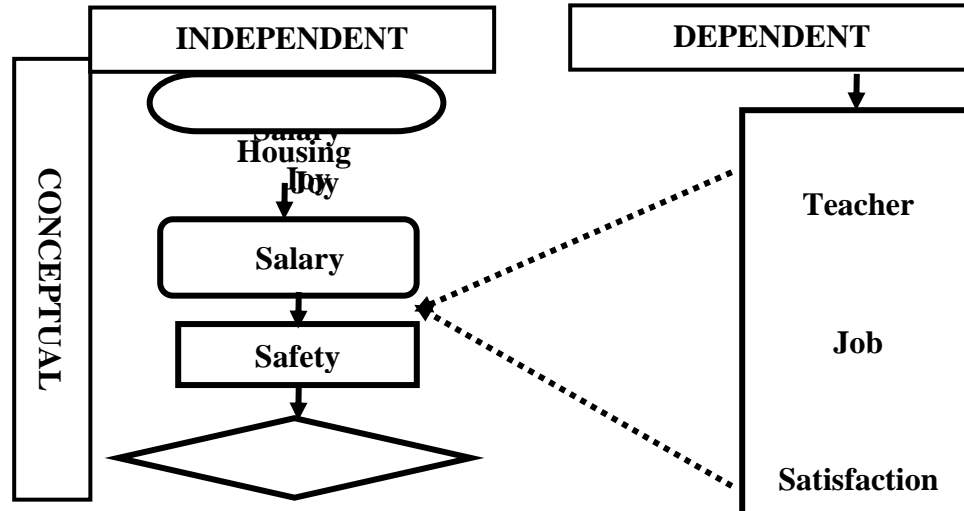


Figure 2:-Motivational variables that leads to job satisfaction

From the conceptual framework above, motivation is the drive behind efforts to satisfy basic needs which include housing, food and clothing.

Motivation

The word motivation is derived from the Latin word "motus", a form of the verb "movere", which means to move, influence, affect, and excite (Orupabo and Nwankwoala, 2018). Authors from different field of studies have defined motivation in accordance to their point of view. Motivation is a process by which employee's internal energies are directed towards the attainment of organizational goals (Researcher). Motivation is an attitude or desire to do

something (Ololube, 2017). While Amah (2006) see motivation as the psychological forces within a person that energize, direct and sustain that person's effort towards goal attainment. This assertion was collaborated by Denga (2015) who defined motivation as the internal that ignite, propel, poke, energize, arouse or spur, direct, regulate and sustain behaviour towards goal attainment. Ibara (2017) sees motivation as inner force that propels people from inactive state into dynamic action. This refers to the force that maintains or alters the direction of quality and intensity of behavior which explains why people behave the way they do in an organization. Robert-Okah (2014) explained that motivation is not a kind of behaviour but something that influences behavior. The force that moves a person towards a particular goal, David-West and Kaegon (2017) opined that in the school setting, teachers are motivated towards increased productivity by providing necessary incentives. Thus according to the scholars, it stimulates performance. Schools maintained that when teachers are adequately motivated through enhanced welfare package, good working environment and remuneration, they will cooperate joyfully and enthusiastically work towards the growth and development of the institution.

From the above discussions on the meaning of motivation, one can reason that motivation in itself is not a kind of behavior but something that influences, directs, controls and sustains behavior that no individual exhibits a kind of behavior unless there is something that propels him to do so.

Sources of Motivation

Motivation is a two-way traffic that comes basically from two sources intrinsic and extrinsic sources.

Intrinsic Motivation or internal motivation according to Agbakwuru and Itaziba (2017) is propel by internal forces and lead one to engage in activities for personal gain. Therefore, intrinsic motivation refers to forces within the individual and is not tied to the environment. Motivation is intrinsic when the person has feeling of satisfaction with what he is doing and is strongly encouraged to stick to it for personal satisfaction and self-fulfillment. The internal Motivators push individual into action.

Extrinsic or External Motivation, according to Agbakwuru and Itaziba (2017) is externally induced. It is a motivation to engage in an activity as a means to an end. Some common extrinsic ways of arousing motivation in an individual are through praises or incentives, etc. This can be seen in an individual who works hard to attain higher position in public service and earn good salary or in order to attain esteemed vocation or career later in life. Extrinsic motivation or incentive pulls individual towards goals attainment. Motivation either internal or external depends on the personality of the individual, some are persons easily convinced and moved to do a piece of task or solve problem while others are not easily made to act. It is easier for employer to motivate employee who is ready to learn, willing to take initiatives, possessing cognitive and self-enhancing motive to succeed as well as mastery competence.

Forms of Teachers Motivation

Housing:

This is the basic needs of an individual and must be satisfied before other needs, which can easily be satisfied with money. According to Ibara (2017) a young man who is just starting life requires money to buy food, clothing and housing. It appears to have a major influence than any other needs at this stage of individual's career. This means that it is important for school management to recognize that every Kobo means much to the employee. The educational administrators or school heads can help to satisfy needs by providing adequate payments that enables employees to rent or own their own house.

Salary:

Salaries, allowances and bonus are the major reasons why people work in other to satisfy needs. The educational administrators or school heads can motivate their employees through timey and regular payment of salaries, allowances and bonuses that enables employees to satisfy their needs.

Safety:

safety need entails need for protection against bodily harm, loss of employment and threat to job security. For example, an individual would like to know if his employment is permanent or on temporary basis. Indeed, safety need could be very strong in an individual. The educational administrators can help to meet safety needs of employees through the provision of job security, medical facilities, etc.

Joy:

This is the need for accomplishment, achievement, recognition and self-respect. The individual wants his contributions to be recognized and appreciated by management and co-workers. It is important for the school administrators to recognize and reward such employees for their contributions for the attainment of organizational set goals through granting promotions and recognition of accomplishments in school system.

Job Satisfaction/Teachers' Job Satisfaction

Nwankwoala (2016) saw job satisfaction as the pleasurable or positive emotional state resulting from the appraisal of one's job experience. It is the degree of acceptance the employee has for his assigned work, which is the measure of the quantity and quality of task accomplished by individuals, groups or organization. This implies that Job satisfaction is an evaluation of the feeling of contentment in one's occupation. It is viewed in terms of time, material and energy expended in the accomplishment of an assignment in relationship to the quantity, quality and standard of outcomes.

Teachers' job satisfaction therefore refers to the feelings or attitude regarding their work Ololube (2016). The scholar further explained that job satisfaction is very essential in the lives of teachers because it is the fundamental reason for working. Job satisfaction as a behavioural expression to one's job is a function of various psychological variables such as the environment, the salaries received on the job, the kind of people one works with, the incentive available, the management styles employed by the leader, the society's impression about the job, the opportunities for promotion and growth, etc. (Nwankwoala, 2016).

Methodology:-

The study utilized Correlational Research Design. The research design establishes relationship between variables. Thus; teachers' motivation and job satisfaction in private secondary schools in Rivers State. Population of the study consists of 4688 teachers in private secondary schools in Rivers State. Rivers State is made up of 23 Zonal Education Authority with 293 private secondary schools (Universal Basic Education Compilation of Private Secondary School in Rivers State 2016/2017). The sample of the study is 469 teachers in 29 schools which represent 10% of the entire population. The Simple Random Sampling technique was used in this study. The rationale for studying 10% of the population is that it is in conformity with Nwana (1981) postulation on the appropriateness of the size of sample. The Scholar recommended 40% for studying population of a few hundred, 20% for studying population of many hundreds, 10% for studying population of a few thousand, and 5% or less for studying population of several thousands. The Sample was gotten through writing out names of schools on a separate papers folded into tiny balls, put in a bag and mixed up thoroughly; draws were made from the bag until the numbers of schools were completely selected. Each of the schools stands the chance of being selected or picked. The study used questionnaire for data collection. Two questionnaires were labeled "teachers' motivation variable questionnaires (TMVQ)" and "teachers' job satisfaction questionnaires (TJSQ)" developed by the researcher. The first part of the questionnaire consisted of background information. Twenty (20) questions that were asked are questions related to teachers' housing needs, teachers' salary, job security and promotion and last part of questionnaire contained 20 questions asked on teachers' job satisfaction (TJSQ). Both questions were scored on the Likert 4 point rating Scale (modified) 4-1 marks distributed as follows; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used. The instrument was given to the supervisor and two other experts in the institution for validation. Their comments and corrections were integrated into the questionnaire. To ensure the reliability of the instrument, the test-retest method was carried out on twenty (20) respondents outside the sample area. After which their responses were collected and analyzed using Pearson Product Moment Correlation Coefficient. The result obtained showed that the "r" obtained was 0.77 which indicated that the instrument was very reliable for this study. Researcher and two trained research Assistants administered the instruments to 469 teachers in the sampled schools. Researcher and Assistants visited the schools and administered the instruments by hand to the teachers. Questionnaires responded to were retrieved at the spot while those delayed was retrieved later by the Researcher and Assistants. On the whole, a total of 456 questionnaires were retrieved, representing 97.2% return rate. Pearson Product Moment Correlation (PPMC) was used to answer the research questions while null hypotheses were tested with regression analysis at 0.05 levels of significant.

Results:-**Research question one:**

What is the relationship between teachers' housing needs and their job satisfaction in private secondary schools in Rivers State?

Table 4.1.1:-Summary of Pearson Product moment Correlation on the relationship between teachers housing needs and their job satisfaction in private secondary schools in Rivers State

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	R	R ²
456	14689	6766	486813	105106	224324	0.795	0.632
Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.795 ^a	.632	.631	3.32697			

a. Predictors: (Constant), Teacher Housing Needs

The table above showed that the relationship between teachers housing needs and their job satisfaction in private secondary schools in Rivers State have a correlation coefficient of 0.795 which by the R² –value (0.632) indicated that the variable housing positively relates to teacher's job satisfaction in private secondary schools in Rivers State. The table also showed that teachers housing needs account for only 63.2% (0.632x100) relationship with teacher job satisfaction in Rivers State. Meaning that the remaining 36.8 % of teachers job satisfaction is explain by other variables not included in the study. However, to establish whether the relationship is significant or not, hypothesis one was formulated and tested.

Research question two:

What is the relationship between teacher's salary and their job satisfaction in private secondary schools in Rivers State?

Table 4.1.2:-Summary of Pearson Product moment Correlation on relationship between teacher's salary and their job satisfaction in private secondary schools in Rivers State

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	R	R ²
456	14689	6766	486813	105106	224324	0.668	0.447
Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.668 ^a	.447	.445	4.07762			

a. Predictors: (Constant), Teacher Salary

The table above showed that the relationship between teacher's salary and their job satisfaction in private secondary schools in Rivers State have a correlation coefficient of 0.668 which by the R² –value (0.447) indicated that the variable teacher's salary positively relates to teacher's job satisfaction in private secondary schools in Rivers State. The table also showed that teacher's salary account for only 44.7% (0.447x100) relationship with teachers' job satisfaction in private secondary schools in Rivers State. Meaning that the remaining 55.3 % of teachers job satisfaction is explained by other variables not included in the study. However, to establish whether the relationship is significant or not, hypothesis two was formulated and tested.

Research question three:

What is the relationship between teacher's job security and their job satisfaction in private secondary schools in Rivers State?

Table 4.1.3:-Summary of Pearson Product moment Correlation on relationship between teacher's job security and their job satisfaction in private secondary schools in Rivers State

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	R	R ²
456	14689	6683	486813	102647	221269	0.748	0.560
Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			

1	.748 ^a	.560	.559	3.63764
a. Predictors: (Constant), Job security				

The table above showed that the relationship between teacher's job security and their job satisfaction in private secondary schools in Rivers State have a correlation coefficient of 0.748 which by the R^2 –value (0.560) indicated that the variable teacher's job security positively relates to teacher's job satisfaction in private secondary schools in Rivers State. The table also showed that teacher's job security account for only 56.0% (0.56x100) relationship with teacher job satisfaction in Rivers State. Meaning that the remaining 56.0 % of teachers job satisfaction is explained by other variables not included in the study. However, to establish whether the relationship is significant or not, hypothesis three was formulated and tested.

Research question four:

What is the relationship between teacher's promotion and their job satisfaction in private secondary schools in Rivers State?

Table 4.1.4:-Summary of Pearson Product moment Correlation on relationship between teacher's promotion and their job satisfaction in private secondary schools in Rivers State

then job satisfaction in private secondary schools in Rivers State							
N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	R	R ²
456	14689	6641	486813	101067	219884	0.774	0.599
Model Summary							
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate		
1	.774 ^a	.599	.598		3.47318		
a. Predictors: (Constant), Promotion							

The table above showed that the relationship between teacher's promotion and their job satisfaction in private secondary schools in Rivers State have a correlation coefficient of 0.774 which by the R^2 –value (0.599) indicated that the variable teacher's promotion positively relates to teacher's job satisfaction in private secondary schools in Rivers State. The table also showed that teacher's promotion account for only 59.9% (0.599x100) relationship with teacher job satisfaction in private secondary schools in Rivers State. Meaning that the remaining 39.1% of teachers job satisfaction is explained by other variables not included in the study. However, to establish whether the relationship is significant or not, hypothesis four was formulated and tested.

Research Hypothesis

H₀₁: There is no significant relationship between teacher's housing needs and their job satisfaction in private secondary school in Rivers State.

Table 4.1.5:-Summary of regression analysis on the between teacher's housing needs and their job satisfaction in private secondary school in Rivers State

A. ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8615.169	1	8615.169	778.335	.000 ^b
	Residual	5025.197	454	11.069		
	Total	13640.366	455			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), HOUSING						
B. Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.154	.736		16.521	.000
	HOUSING	1.352	.048	.795	27.899	.000
a. Dependent Variable: Job Satisfaction						

The table above showed the summary of regression analysis on the relationship between teachers' housing needs and their job satisfaction in private secondary school in Rivers State. Research question one showed that the teacher's housing needs only account for 63.2% (0.632×100) of teacher job satisfaction based on the R-square value. **From Part A**, the F-statistic (**778.335**) shows that there was a significant relationship between the independent variable (teacher's housing needs) and dependent variable (teacher job satisfaction) **F1, 454=778.335, $p < .05$** . This implies that the teacher's housing needs contribute significantly to job satisfaction of the teachers' in private secondary school in Rivers State. Therefore, the null hypothesis one was rejected at 0.05 alpha level. **Part B** shows a very positive and strong relationship between the two variables (**B= 0.795**). The regression equation $y = 12.154 + 1.352x$ indicating that an increase in teacher housing needs will lead to an increase in teachers' job satisfaction in private secondary schools in Rivers State. Also, in **Part B**, the column label t under housing (**27.899**) confirmed that teacher's housing needs is significant, **sig < 0.05**.

H₀₂: There is no significant relationship between teacher's salary and their job satisfaction in private secondary school in Rivers State.

Table 4.1.6:-Summary of regression analysis on the between teacher's salary and their job satisfaction in private secondary school in Rivers State

A. ANOVA^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6091.733	1	6091.733	366.377	.000 ^b
	Residual	7548.633	454	16.627		
	Total	13640.366	455			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Teacher Salary						
B. Coefficients^a						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.092	1.120		9.905	.000
	Teacher Salary	1.366	.071	.668	19.141	.000
a. Dependent Variable: Job satisfaction						

The table above showed the summary of regression analysis on the relationship between teachers' salary and their job satisfaction in private secondary school in Rivers State. Research question two showed that the teachers' salary only account for 44.7% (0.447×100) of teacher job satisfaction based on the R-square value. **From Part A**, the F-statistic (**366.377**) shows that there was a significant relationship between the independent variable (teachers' salary) and dependent variable (teachers' job satisfaction) **F1, 454=366.377, $p < .05$** . This implies that the teachers' salary contribute significantly to job satisfaction of the in private secondary schools in Rivers State. Therefore, the null hypothesis two was rejected at 0.05 alpha level. **Part B** shows a very positive and strong relationship between the two variables (**B= 0.668**). The regression equation $y = 11.092 + 1.366x$ indicating that an increase in teacher salary will lead to an increase in teacher job satisfaction of private secondary school in Rivers State. Also, in **Part B**, the column label t under teacher salary (**19.141**) confirmed that teacher salary is significant, **sig < 0.05**.

H₀₃: There is no significant relationship between teacher's job security and their job satisfaction in private secondary school in Rivers State.

Table 4.1.7:-Summary of regression analysis on the between teacher's job security and their job satisfaction in private secondary school in Rivers State

A. ANOVA^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7632.842	1	7632.842	576.828	.000 ^b
	Residual	6007.524	454	13.232		
	Total	13640.366	455			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Job Security						

B. Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.542	.796		17.016	.000
	Job Security	1.274	.053	.748	24.017	.000
a. Dependent Variable: Job Satisfaction						

The table above showed the summary of regression analysis on the relationship between job security and their job satisfaction in private secondary school in Rivers State. Research question three showed that the teacher's housing needs only account for 56.0% (0.56x100) of teacher job satisfaction based on the R-square value. **From Part A**, the F-statistic (**576.828**) shows that there was a significant relationship between the independent variable (job security) and dependent variable (teacher job satisfaction) **F1, 454=576.828, p<.05**. This implies that the teacher's job security contribute significantly to job satisfaction of the private secondary school in Rivers State. Therefore, the null hypothesis three was rejected at 0.05 alpha level. **Part B** shows a very positive and strong relationship between the three variables (B= **0.748**). The regression equation $y=13.542+1.274x$ indicating that an increase in teachers' job security will lead to an increase in teachers' job satisfaction of private secondary school in Rivers State. Also, in **Part B**, the column label t under job security (**24.017**) confirmed that teacher job security is significant, **sig <0.05**.

H₀₄: There is no significant relationship between teacher's promotion and their job satisfaction in private secondary school in Rivers State.

Table 4.1.8:-Summary of regression analysis on the between teacher's promotion and their job satisfaction in private secondary school in Rivers State

A. ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8163.760	1	8163.760	676.760	.000 ^b
	Residual	5476.606	454	12.063		
	Total	13640.366	455			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Promotion						
B. Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.262	.784		15.641	.000
	Promotion	1.370	.053	.774	26.015	.000
a. Dependent Variable: Job Satisfaction						

The table above showed the summary of regression analysis on the relationship between teachers' promotion and their job satisfaction in private secondary school in Rivers State. Research question four showed that the teacher's promotion account for 59.9% (0.599x100) of teacher job satisfaction based on the R-square value. **From Part A**, the F-statistic (**676.760**) shows that there was a significant relationship between the independent variable (teachers' promotion) and dependent variable (teacher job satisfaction) **F1, 454=676.760, p<.05**. This implies that the teacher's promotion contribute significantly to job satisfaction of teachers' in private secondary school in Rivers State. Therefore, the null hypothesis four was rejected at 0.05 alpha level. **Part B** shows a very positive and strong relationship between the two variables (B= **0.774**). The regression equation $y=12.262+1.370x$ indicating that an increase in teachers' promotion will lead to an increase in teacher job satisfaction of teachers' in private secondary schools in Rivers State. Also, in **Part B**, the column label t under promotion (**26.015**) confirmed that teachers' promotion is significant, **sig <0.05**.

Discussion of Findings:-

Housing needs and job satisfaction

A significant relationship was found between housing and job satisfaction **F1, 454=778.335, p<.05**, at 0.05 level of significance. This indicated that providing solutions to teachers housing needs will increased teachers' job

satisfaction in private secondary schools in Rivers State. The R-value (0.795) shows a strong positive relationship between the variables teachers' housing needs and job satisfaction. The R-squared (R^2) value (0.632) indicated housing needs account for about 63.2% of teachers' job satisfaction. The present study agreed with the findings of Akiri (2014) study on teachers' career satisfaction and students' academic performance in Delta State public secondary schools. Sources of dissatisfaction are low salary structure, low public image and lack of self-esteem of teachers, due to the fact that highly qualified and experienced teachers are not being rewarded adequately. Some factors are predictable but other are less so having to do with societal values of teachers in Nigeria. It was recommended that government and other stakeholders in education should implement measures that will ensure a high level of career satisfaction for teachers in all ramifications. Which is in collaboration with Tony (2013) findings on factors influencing motivation among secondary school teachers of Mount Elgon district Kenya. The finding showed 71.1% of the respondents expressed dissatisfaction with their teaching subjects achievements, 68.4% of the respondents said their school management has failed to promote their competencies and expertise, 84.2% agree that supervision was done in their schools, 63.2% showed that the quality of teaching and learning materials were inadequate, 71.1% said quality of the few teaching and learning materials were average, 86% of the respondents denied any positive morale from their salaries and allowance.

Teacher's salary and job satisfaction

A significant relationship was found between teachers' salary and job satisfaction **F1, 454=366.377, $p<.05$** at 0.05 level of significance. This indicated that good salary increased teachers' job satisfaction of private school teachers in Rivers State. The R-value (0.668) shows a strong positive relationship between the variables the teachers' salary and job satisfaction. The R-squared (R^2) value (0.447) indicated teachers' salary account for about 44.7% of teachers' job satisfaction. The present study agreed with the findings of Ololube (2016) on teachers' job satisfaction and motivation for school effectiveness. The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement which collaborated with Akiri (2014) study on teachers' career satisfaction and students' academic performance in Delta State public secondary schools. Sources of dissatisfaction are low salary structure, low public image and lack of self-esteem of teachers, due to the fact that highly qualified and experienced teachers are not being rewarded adequately. Some factors are predictable but other are less so having to do with societal values of teachers in Nigeria. It was recommended that government and other stakeholders in education should implement measures that will ensure a high level of career satisfaction for teachers in all ramifications. The studies has relationship with the present study since both examined the relationship between teachers' performance and motivational factors; though they differed in design, population, sample sampling technique and tools for data analysis.

Teacher's job security and job satisfaction

A significant relationship was found between teachers' job security and job satisfaction **F1, 454=576.828, $p<.05$** at 0.05 level of significance. This indicated that ensuring teacher's job security increased teachers' job satisfaction in private secondary schools in Rivers State. The R-value (0.748) shows a very strong positive relationship between the variables the teachers' job security and job satisfaction. The R-squared (R^2) value (0.560) indicated teachers' job security account for about 56% of teacher's job satisfaction. The present study agreed with the findings of Mutua (2015) on the role of promotions, salary, job security, work conditions and proximity to job station in relation to teacher motivation. The findings established that teachers' can only be motivated by the provision of their basic needs in terms of salary and job security which is in collaboration with Tony (2013) findings on factors influencing motivation among secondary school teachers of Mount Elgon district Kenya. The finding showed 71.1% of the respondents expressed dissatisfaction with their teaching subjects achievements, 68.4% of the respondents said their school management has failed to promote their competencies and expertise, 84.2% agree that supervision was done in their schools, 63.2% showed that the quality of teaching and learning materials were inadequate, 71.1% said quality of the few teaching and learning materials were average, 86% of the respondents denied any positive morale from their salaries and allowance. The studies has relationship with the present study since both examined the relationship between teachers' performance and motivational factors; though they differed in design, population, sample sampling technique and tools for data analysis.

Teacher's promotion and job satisfaction

A significant relationship was found between teachers' promotion and job satisfaction) **F1, 454=676.760, $p<.05$** at 0.05 level of significance. This indicated that promoting teachers' on regular basis or as when due will increase job satisfaction of teachers' in private secondary schools in Rivers State. The R-value (0.774) shows a very strong

positive relationship between the variables the teachers' promotion and job satisfaction. The R-squared (R^2) value (0.599) indicated teachers' promotion account for about 59.9% of teachers' job satisfaction. The present study agreed with the findings of Owoyele (2017) study on factors that influence employee motivation and its impact on employee performance in Keski-PohjanmaanKirjapainoOyj. The findings of this study revealed that employee motivation at Keski-PohjanmaanKirjapainoOyj is generally in good level as most employees are motivated and satisfied with their job. The dominant factors that influence employee motivation are extrinsic factors such as monetary incentives and job security among others. The study also identified several intrinsic factors that influence employee motivation. These are; autonomy, trust and recognition among others. However, the study discovered certain areas where improvement should be executed to further increase employee motivation.

Conclusion:-

Based on the results of the finding, the study concluded that teachers' motivation such as housing needs, salary, job security, promotion relate positively with job satisfaction of teachers' in Private secondary schools in Rivers State. That is, to promote teachers' satisfaction their incentives and working conditions should be taken into consideration for optimum performance; since job performance depend on the extent of satisfaction in teaching profession.

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