



## Predicting job satisfaction of senior secondary school teachers by workplace climate: A case of rivers state, Nigeria

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### Abstract

This study investigated the extent to which workplace climate predicts job satisfaction of senior secondary school teachers in Rivers State, Nigeria. Four research questions and four null hypotheses guided the study. The study adopted a correlational research design. A sample of 770 teachers was drawn for the study through simple and cluster sampling techniques. Two self designed instruments titled “Workplace Climate Scale” (WCS), and “Teachers’ Job Satisfaction Scale” (TJSS) were used for data collection. Face and content validities of the instruments were determined. Multiple and simple regression, ANOVA table for regression and t-values associated with the respective beta values at 0.05 alpha level were used for data analysis. The study found among others that workplace climate (leadership, communication and motivation) jointly contributes significantly to teachers’ job satisfaction, etc. Based on the findings, three (3) relevant recommendations were made among which is that school principals should encourage their teachers by involving them in decision making of their schools, Government should as a matter of urgency embark upon upward review of teachers’ salaries in Nigeria, etc.

**Keywords:** workplace, climate, predictors, job, satisfaction, teachers

### Introduction

Teachers are key players in moving learning institutions to achieve their goals and objectives of molding students to excel in examinations and eventually succeed in life. Teachers therefore need motivation to enhance their level of job satisfaction in order to undertake their duty effectively and efficiently. The present researchers observed that motivation, leadership style, and communication pattern may play a pivotal role in achieving teacher job satisfaction.

However, an attempt by government, communities and school administrators to address job satisfaction among teachers has not yielded the much expected result. Teacher dissatisfaction in Nigeria generally has resulted in strikes, professional drain, fewer youths opting into the profession, and erosion of teachers’ confidence and integrity in life. Teachers in Rivers State particularly and Nigeria generally have variously reported that their welfare has not been properly addressed by relevant authorities. If the forgoing situation is not effectively addressed then schools will continue to perform dismally in examinations, teacher turnover, and the trend may undermine quest for the schools to achieve their goals and objectives. The question that arises then is to what extent do workplace climate (leadership style, communication and motivation) predict job satisfaction of senior secondary school teachers in Rivers State?

Work place climate of an organization or organizational climate refers to those aspects of the environment that are consciously perceived by organizational members. In other words, it refers to how the members of an organization perceive it as it goes about its daily business. There is a

general agreement that organizational climate is a multi-dimensional concept, and that a number of typical dimensions could be described.

Workplace climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate is the root cause of the success or failure of any organization. It is the resultant effect of an interaction of a number of internal variables like structure, system, culture, leaders’, working conditions and psychological needs of employees with one another. Organizational climate is generally perceived or felt by the employees, Organizational climate is made up of perceived organizational properties intervening between organizational characteristics. Workplace climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder. Organizational climate is of great significance for utilization of human relations and resources at all levels.

Dimensions of workplace climate or organizational climate which form part of this study include communication, leadership style, and motivation. Communication refers to the evoking of a shared or common meaning in another person. Leadership involves influencing and directing people to achieve particular goals within the given time and place using the leader’s capability and skills to make people work together. Finally, motivation is referred to as an internal state or condition that activates and gives direction and it develops desire or want that energizes and directs goal-oriented.

### Empirical review of literature

Kumar and Giri (2017) <sup>[10]</sup> examined the relationship among organizational climate, commitment and job satisfaction and found positive correlation among them. The study revealed that the organizational climate works as the mediating variable enhancing the relationship of organizational commitment with job satisfaction. Evans and Honeyman (2008), examined the relationship between organizational climate and job satisfaction in community colleges. A significant relationship was found between job satisfaction and organizational climate. In particular, the organizational climate factors of regard for personal concerns, organizational structure, opportunities for professional development, and internal communication were most strongly associated with job satisfaction.

Cohrs, Abele and Dette (2016) <sup>[4]</sup> studied the relationship between organizational climate and job satisfaction was conducted on 1,065 German employees from three different professional groups. The first sample was 115 women teachers and 145 male teachers. The second sample was 82 professional female employees and 241 male employees in the business sector. The third sample consists of professional workers from various sectors. The examined organizational climate dimensions studied were social support, autonomy, promotion opportunity and leadership. Correlation analysis resulted in positive and significant relationship between employees' perceptions towards leadership and job satisfaction level for all the three samples. For the second and third sample, it was found that there were more positive perception towards social support, autonomy and promotion. This thus contributed to higher level of job satisfaction.

Ismael (2010) <sup>[9]</sup> made a study on organizational climate and teachers' job satisfaction and found that there was a significant relationship between organizational climate and job satisfaction. 330 employees of a manufacturing were selected for the study through purposive and stratified random sampling techniques. Pearson product moment correlation coefficient was used for data analysis at 0.05 level of probability. Two instruments were used for data collection.

The relationship between economic/organizational performance and HRM has been explored by Sarker (2014) <sup>[16]</sup>, and measured as the self-ranking relative to its competitors in terms of profitability; labour productivity and quality of the products/services, firm performance is examined in relation to individual HRM practices (recruitment, training, performance evaluation and monetary payments). The reported evidence suggests that labour productivity and/or organizational performance are positively related to diverse features of HR management systems such as recruitment and selection, training programmes, performance evaluation, compensation and benefits and innovative practices.

Ejimofofor (2007) <sup>[6]</sup> also conducted a study to investigate the relationship between teachers' perceptions of principals, transformational leadership skills and teachers, job satisfaction in two large Local Government Areas in a metropolis of Southeastern Nigeria. Participants included 518 secondary teachers and 48 principals and the result of the study also asserted that teachers, perception on principals, transformational leadership skills have substantial and significant impact on teachers' job.

Further studies with similar aim to explore the relationship between leadership and job satisfaction have been carried out by Ramey (2002) <sup>[13]</sup>. Ramey (2002) <sup>[13]</sup> has conducted a study to examine the relationship between leadership styles of nurse managers and job satisfaction registered staff nurses in hospital settings in an Appalachian state, USA. A total of 200 participants has been selected using simple random sampling method from the total registered nurses of 7190. Similar to other research study such as those mentioned earlier, a positive and moderate association was found between job satisfaction of registered staff nurses and nurse managers who were practicing transformational leadership. The association between job satisfaction of staff nurses and their superiors who were practicing transactional leadership was found to be in contrary. This finding has further supported the existence of positive relationship between transformational leadership styles and job satisfaction between staff nurse and nurse managers.

Hamidifar (2010) <sup>[8]</sup> also conducted similar study on the relationship between leadership and employee job satisfaction at Islamic Azad University using 16 branches in Tehran, Iran. 400 copies of questionnaire have been distributed using random sampling method and 386 completed. The result of the study is found to be consistent with other similar studies which showed significant positive influence of transformational leadership factors on employee job satisfaction. This study undertaken by Hamidifar (2010) <sup>[8]</sup> also showed that there is significant negative influence of laissez-faire leadership on subordinates' job satisfaction.

Walumbwa, Wang, Lawler and Shi (2004) <sup>[20]</sup> conducted a study on the relationship between transformational leadership and work outcomes using a sample of 402 employees in China and India in the banking and finance sectors. Descriptive and inferential statistics were used for data analyses. The result has again demonstrated a positive relationship between transformational leadership and satisfaction as well as organizational commitment. Choi, Sagas, Park and Cunningham (2007) <sup>[3]</sup> found that transformational leadership of the athletic director in sport field was associated with head coaches' altruistic behavior, effective commitment and job satisfaction. Another study was also quoted from Yusof and Shah (2008), study in the sport organization and found that athletic director exercising transformational leadership had led to greater job satisfaction among head coaches.

In another recent study by Burton and Peachey (2009) in a similar field, the result revealed that transformational leadership of the athletic director was positively associated with satisfaction with the leader and transformational leaders were preferred regardless of the gender of the leaders (Wells & Peachey, 2010).

Saed (2014) conducted a study to determine the extent to which leadership style preferences correlate with employee satisfaction with supervision among employees and leaders of some companies. This study measured preferences for each of five common leadership styles and examined correlations with measures of employee satisfaction. The styles studied were transactional leadership, transformational leadership, autocratic leadership, charismatic leadership, and situational leadership. Results indicated that each of the five leadership styles has a positive correlation with employee satisfaction,

suggesting that the situational leadership style may be the most appropriate style for leaders in some companies.

Fusun and Rifat (2008) <sup>[7]</sup> studied the relationship between the dimensions of job satisfaction and organizational communication. A survey was conducted to the sample of 637 blue-collar workers and the data obtained from the sample, firstly, analyzed by the principal component factor-analytic method of Varimax and then an ordinary least squares regression estimation technique in order to identify the job satisfaction and communication relationship. The study revealed a clear relationship between job satisfaction and organizational communication. Upon regression analysis, communication was observed to predict all of the dimensions of job satisfaction but especially satisfaction with the supervisor was highly explained by communication. Whilst the female employees were more satisfied with the supervisor, work itself and the rewards and payments, the inexperienced workers differed significantly from the others nearly in all the dimensions of job satisfaction except the work itself. Moreover, females were also observed that they had more positive perceptions about communication in the workplace.

Biröl (2011) <sup>[2]</sup> conducted a study to investigate the relationship between communication satisfaction and job satisfaction. The study was conducted at the Selçuk University on a sample of research assistants with the aim to define the highest and lowest experienced levels of communication satisfaction and job satisfaction factors, to find the communication satisfaction and job satisfaction factors which are considered as most important by the subjects, determine the nature and extent of the relationship between communication satisfaction and job satisfaction. Spector's Job Satisfaction Survey and Downs' and Hazen's Communication Satisfaction Questionnaire were used at the survey. 164 research assistants from Selçuk University filled the questionnaire. The total communication satisfaction scores of the research assistants who have been considered, indicates that they were experiencing an average communication satisfaction. The highest scoring communication satisfaction factors were in sequential order, horizontal communication, media quality and organizational integration, on the other hand the factors communication climate, personal feedback and organizational perspective scored as the factors with the lowest experienced satisfaction. It has been found that they were mostly representing an average level of job satisfaction. The highest job satisfaction factors arranged in order were nature of work, coworkers and the supervision; on the other hand pay, fringe benefits and contingent rewards were the least satisfying factors. In the study, it has been also found that there existed a positive, strong and meaningful relation between the total communication satisfaction score and job satisfaction. In addition, meaningful relations have been found between almost all of the communication factors and the job satisfaction factors.

Ehlers (2003) <sup>[5]</sup> conducted a research among 166 city employees. The aim was to investigate the relationships between communication satisfaction of employees with horizontal communication, supervisors, and upper management, job satisfaction and absenteeism. Two instruments were used for data collection while descriptive and inferential statistics were employed for data analysis at

0.05 alpha level. According to results of this study, there are significant, positive relationships between the dimensions of communication satisfaction that horizontal communication, supervisors, and top management with job satisfaction.

Zulhamri and Jong (2014) <sup>[22]</sup> undertook a study to identify the relationship between communication satisfaction and job satisfaction among 226 primary school teachers selected through purposive sampling technique. The model of Communication Satisfaction Questionnaire which developed by Downs and Hazen in 1977 is used in this study to examine the relationships. 226 survey questionnaires were completed by primary school teachers from Johor, Malaysia. The main finding shows there is a small but significant positive relationship between communication satisfaction and job satisfaction. Mean, standard deviation and Pearson product moment correlation were used for data analysis at 0.05 level of probability.

Abiodun and Abrifor (2015) <sup>[1]</sup>, investigated relationship between organizational communication and the job performance of employees of selected Nigerian brewing industries. The study made use of two brewing industries in Oyo and Osun States of Nigeria. A sample of 200 employees was selected from the two industries. Two research instruments, the Communication Satisfaction Questionnaire (CSQ) and the Role-Based Performance Scale (RBPS) were used in generating data while Pearson correlation was utilized for data analysis. The results showed that there is a significant relationship between organizational communication and job performance. The study recommended that managers need to ensure that the transfer of information within the organization is well-organized and provide feedbacks for the employees on the quality of the performance they put into their jobs.

Singh and Vivek (2011) <sup>[19]</sup> investigated the relationship between motivation and job satisfaction. Motivation was been treated as a dependent and job satisfaction as an independent variable. The respondents were the employees of one of the public sector giants of India, BSNL and the data has been collected from 45 white color employees (supervisors and above) of BSNL, Saharanpur. Primary data has been collected by the researcher through two different standard structured questionnaires based on a five pointer Likert scale. The results showed a positive correlation between motivation and job satisfaction i.e., motivation increases with increase in job satisfaction and vice-versa. The results of the study also indicate that, motivation remains unaffected of both age as well as the length of the service of the employees.

Dina (2012) studied about the connection between job motivation, job satisfaction and work performance in Romanian Trade Enterprises. The result showed that motivation was too often associated with high salary and too little with non-financial rewards in Romanian enterprises. The hypotheses of the study indicated that employees' motivation level connected to employees' job performance and employees' satisfaction level. Besides, employees' satisfaction level connected with employees' job performance and different facets of the employees' satisfaction influenced the overall satisfaction level of employees. There was no direct and divergent link between employee job satisfaction and the performance of the organization in which they worked.

Rajan and Babu (2012) identified the factors affecting

motivation of pharmacists and impact of lack of motivation on job performance of pharmacists in Tirunelveli city, Tamilnadu. The results of the analysis showed that long and unsocial working hour with 2 shift work system and inadequate welfare facilities are the foremost factors in terms of organization structure and policy affecting motivation.

Nadia (2011) studied the relationship between work motivation and job satisfaction. The was undertaken with nine sub scales namely pay, promotion, supervision, fringe benefits, contingency rewards, operating conditions, co-workers, nature of work and communication. The study showed that there was positive relationship between work motivation and job satisfaction. The result highlighted that managers felt motivated by good work environment with colleagues, interesting assignments, feed-back as well as compensation as money. The result also indicated that there was a significant gender difference on variables of work motivation.

Sangeetha (2009) examined the motivation of executives working in service sectors, insurance and banking sectors. The study analyzed sixteen motivation related factors namely working independently, chances for promotion, contact with people, flexible working hours, health, insurance and other benefits, interesting work, work important to society, job security, opportunity to learn new skills, high income, recognition from team members, vacation time, regular hours, working close at home little job stress and scope for helping others at work. Among them job security was perceived as most important in work life followed by high income and flexible hours.

Oparanma (2011) <sup>[11]</sup> investigated the impact of motivation on job satisfaction of retail business managers. To achieve this purpose, research questions were raised, hypotheses were formulated, and relevant literatures were reviewed. The population for this study consisted of managers of UAC Nigeria. In order to generate the necessary data for this study, a well structured questionnaire was administered on the selected managers of the retail store. The data generated were analyzed using simple percentages and mean scores while the stated hypotheses were statistically tested with the chi-square test and the Spearman's correlation co-efficient. Our findings revealed that motivation has strong impact on job satisfaction of retail business managers as it improves their quality of output. It was therefore recommended that proprietors of retail business should design appropriate motivational techniques that will enhance job satisfaction of retail business managers.

### Research Methodology

Correlational research design was used for the study. The population of this study consisted of all the 245 public senior secondary schools in Rivers State, consisting of 245 principals and 8447 teachers. A sample of 770 senior secondary school teachers representing 9.1% of the total population of the study was selected for the study through simple and cluster sampling techniques.

Workplace Climate Scale (WCS) and Teachers' Job Satisfaction Scale (TJSS) were used for data collection. WCS is an 18 item scale which was used to assess three areas of workplace climate (indicated in three sections) namely leadership style, communication and motivation. Items on the

two instruments were presented as statements to which the respondents instructed to indicate their levels of agreement or disagreement on a four-point modified Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4 points, 3 points, 2 points and 1 point respectively, the total number of instrument was 56 items.

The instruments were scrutinized to ensure both face and content validities. For the purpose of the present study, the reliabilities of the two instruments were determined by the researcher through Cronbach Alpha and test-retest. The workplace climate scale (WCS) overall reliability coefficient was 0.73, while leadership style subscale was 0.71, communication subscale was 0.75, and motivation subscale was 0.73. On the other hand, "Teachers' Job Satisfaction Scale" (TJSS) reliability coefficient was given at 0.71. Simple and multiple regression statistics were used for data analysis at 0.05 level of significance. All data were subjected to analysis using statistical package for social science (SPSS).

### Presentation of Result

**Research question 1:** To What extent does workplace climate jointly contribute to job satisfaction of senior secondary school teachers?

**Table 1A:** Multiple regression analysis on the extent workplace climate contributes to job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.630 <sup>a</sup>	.396	.543	11.65160

Table 1A showed that the computed regression coefficient R is .630 while the Squared regression value was computed to be .396. This implies that workplace climate jointly contributes to job satisfaction of senior secondary school teaches by 39.6% as indicated by the coefficient of determinism. Therefore, the remaining 60.4% is accounted for the other factors.

**Hypothesis 1:** Workplace climate jointly do not significantly contribute to job satisfaction of senior secondary school teachers.

**Table 1B:** ANOVA associate with multiple regression on joint contribution of workplace climate to job satisfaction of senior secondary school teachers.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	421.339	3	140.446	1.035	.034 <sup>b</sup>
Residual	103991.049	766	135.760		
Total	104413.388	769			

Table 1B showed that the sum of squares are 421.339 and 103992.049 while mean square are 140.446 and 135.760. With degree of freedom 3, 766, F calculated value 1.035 associated with multiple regression is significant at .034 when subjected to an alpha level of significance of .05. Therefore, the null hypothesis is rejected. By implication, there is a significant joint contribution of workplace climate (leadership, communicate and motivation) to job satisfaction of senior secondary school teachers.

**Research question 2:** To what extent does leadership component of workplace climate predict job satisfaction of senior secondary school teachers?

**Table 2A:** Simple regression analysis on the extent leadership contributes to job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.178 <sup>a</sup>	.032	.222	12.3245

Table 2A showed that the computed regression coefficient R is .178 while the squared regression value was computed to be .032. This implies that leadership contributes to job satisfaction of senior secondary school teachers by 3.2% as indicated by the coefficient of determinism. Therefore, the remaining 96.8% is accounted for by other factors.

**Hypothesis 2:** Leadership dimension of workplace does not significantly predict job satisfaction of senior secondary school teachers.

**Table 2B:** t-test associated with Simple regression analysis on the extent leadership contributes to job satisfaction of senior secondary school teachers.

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	40.134	2.543		37.335	.000
Teamwork appraisal	.135	.663	.178	.407	.000

Table 2B revealed that standardized beta coefficient is .178. The t-calculated value of .407 associated with simple regression is statistically significant at .000 when subjected to 0.5 alpha level of significance. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of leadership to job satisfaction of senior secondary school teachers.

**Research question 3:** To what extent does communication component of workplace climate contribute to job satisfaction of senior secondary school teachers?

**Table 3A:** Simple regression analysis on the extent communication contributes to job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.537 <sup>a</sup>	.288	.452	10.828

Table 3A revealed that the computed regression coefficient R is .537 while the squared regression value was computed to be .288. This implies that communication contributes to job satisfaction of senior secondary school teachers by 28.8% as indicated by the coefficient of determinism. Therefore, the remaining 71.2% is accounted for by other factors.

**Hypothesis 3:** Communication dimension of workplace climate does not significantly contribute to job satisfaction of senior secondary school teachers.

**Table 3B:** t-test associated with Simple regression analysis on the extent communication contributes to job satisfaction of senior secondary school teachers.

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std Error	Beta		
Constant	44.543	3.124		36.866	.000
Communication	.176	.321	.537	.323	.000

Table 3B showed that standardized beta coefficient is .537. The t-calculated value of .323 associated with simple regression is statistically significant at .000 when subjected to .05 alpha level of significance. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of communication to job satisfaction of senior secondary school teachers.

**Research question 4:** To what extent does motivation component of workplace climate predict job satisfaction of senior secondary school teachers?

**Table 4A:** Simple regression analysis on the extent motivation contributes to job satisfaction of senior secondary school teachers.

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.568 <sup>a</sup>	.322	.481	11.5467

Table 4A showed that the computed regression coefficient of R is .568 while the squared regression value was computed to be .322. This implies that motivation contributes to job satisfaction of senior secondary school teachers by 32.2% as indicated by the coefficient of determinism. Therefore, the remaining 67.8% is accounted for by other factors.

**Hypothesis 4:** Motivation dimension of workplace climate does not significantly contribute to job satisfaction of senior secondary school teachers?

**Table 4B:** t-test associated with simple regression analysis on the extent motivation contributes to job satisfaction of senior secondary school teachers.

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std Error	Beta		
Constant	46.358	2.347		35.632	.000
Motivation	.231	.347	.568	.474	.000

Table 4B revealed that standardized beta coefficient is .568. The t-calculated value of .474 associated with simple regression is statistically significant at .000 when subjected to alpha level of significance of .05. By implication, there is a significant contribution of motivation to job satisfaction of senior secondary school teachers.

## Discussion of Findings

### Contribution of Workplace Climate to Teachers' Job Satisfaction

The degree of association or relationship between workplace climate (leadership, communication, and motivation) and

teachers' job satisfaction was found to be 0.63. The coefficient of alienation ( $\sqrt{1-R^2}$ ) was found to be 0.77. This represents the degree of lack of relationship between workplace climate (leadership, communication, and motivation) and teachers' job satisfaction. Thus, while the degree of relationship was 0.63, the degree of lack of relationship was found to be 0.77.

The percentage of association or coefficient of determinism ( $R^2 \times 100$ ) was found to be 39.6%. More so, analysis of data on hypothesis one, showed that workplace climate (leadership, communication and motivation) jointly contribute significantly to teachers' job satisfaction. This finding is in tandem with Cohrs, *et al.* (2016) [4] who in their study found that workplace climate contributed to higher level of job satisfaction.

#### **Contribution of Leadership to Teacher's Job Satisfaction**

The degree of association or relationship between leadership and teachers' job satisfaction was found to be 0.17. The coefficient of alienation ( $\sqrt{1-R^2}$ ) was found to be 0.98. This represents the degree of lack of relationship between leadership and teachers' job satisfaction. Thus, while the degree of relationship was 0.17, the degree of lack of relationship was found to be 0.98.

The percentage of association or coefficient of determinism ( $R^2 \times 100$ ) was found to be 3.2%. More so, analysis of data on hypothesis two indicated that leadership contributes significantly to teachers' job satisfaction in Rivers State.  $Y = AB + X$ .  $Y = 40.134 + .135$ . Saed (2014) in order to determine the extent to which leadership style preferences correlate with employee satisfaction found that each of the leadership styles has a positive correlation with employees' job satisfaction.

#### **Contribution of Communication to Teachers' Job Satisfaction**

The degree of association or relationship between communication and teachers' job satisfaction was found to be 0.53 (Table 4.7a). The coefficient of alienation ( $\sqrt{1-R^2}$ ) was found to be 0.84. This represents the degree of lack of relationship between communication and teachers' job satisfaction. Thus, while the degree of relationship was 0.53, the degree of lack of relationship was found to be 0.84.

The percentage of association or coefficient of determinism ( $R^2 \times 100$ ) was found to be 28.8%. Furthermore, analysis of data on hypothesis seven indicated that communication contributes significantly to teachers' job satisfaction in Rivers State.  $Y = AB + X$ .  $Y = 44.543 + 1.76$ . This present finding corroborated Zulhamri and Jong (2014) [22] who had earlier found that there is a small but significant positive relationship between communication satisfaction and job satisfaction. Abiodun and Abrifor (2015) [1] also reported a similar finding.

#### **Contribution of Motivation to Teachers' Job Satisfaction**

The degree of association or relationship between motivation and teachers' job satisfaction was found to be 0.56. The coefficient of alienation ( $\sqrt{1-R^2}$ ) was found to be 0.82. This represents the degree of lack of relationship between motivation and teachers' job satisfaction. Thus, while the degree of relationship was 0.56, the degree of lack of relationship was found to be 0.82.

The percentage of association or coefficient of determinism ( $R^2 \times 100$ ) was found to be 33.2%. More so, analysis of data on hypothesis eight showed that motivation contributes significantly to teachers' job satisfaction in Rivers State.  $Y = AB + X$ .  $Y = 46.358 + .231$ . This finding is not surprising because naturally people are more committed and dedicated to their duties if they are meaningfully and reasonably motivated. This finding agrees with Singh and Vivek (2011) [19] whose study revealed that there is a positive correlation between motivation and job satisfaction.

#### **Recommendations**

Based on the findings of this study, the following relevant recommendations were made:

1. School principals should encourage their teachers by involving them in decision making of their schools. Any leadership style that gives room for teachers' participation in decision making will be very productive.
2. School administrators should ensure that meetings are held from time to time. This will serve as a very vital avenue to communicate relevant information to teachers.
3. Government should as a matter of urgency embark upon upward review of teachers' salaries in Nigeria. More so efforts should be made to ensure that teachers' salaries and other fringe benefits are paid promptly and regularly.

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