

# The Influence of Motivation On The Job Satisfaction of Junior High School Teachers In Ghana

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## ABSTRACT

The study investigates the influence of motivation on the job satisfaction of teachers. The population of the study was Junior High School teachers in the Accra metropolis. The sample was drawn on two hundred Junior High school teachers in Accra with diverse socio-cultural backgrounds. A convenience sampling technique was used to select the teachers. The ages of the teachers range between twenty and sixty years and more than half of the teachers who participated in the study are trained teachers. As expected, the findings from the study indicate a positive correlation between teachers' motivation and their job satisfaction. However, the study shows no significant difference in the level of satisfaction of teachers who are intrinsically motivated and those who are extrinsically motivated. Finally, the hypothesis that females will be more extrinsically motivated than males was not supported. The implications of the study are discussed.

**Key words:** Motivation, job satisfaction, teachers, Junior high school, Ghana

## 1. INTRODUCTION

The working and living conditions of many teachers are very poor, irrespective of the fact that they are arguably the most important group of professionals in the development of every nation. For example, most schools in the country, especially those in the rural areas are almost on the verge of collapsing. Teachers at times have to work under the most unsafe and unhealthy conditions which have negative consequences on the academic success of students and the level of motivation of the teachers themselves. Bennell and Akyeampong (2007) have observed that the motivation of primary school teachers in Ghana has declined in recent years, especially in the urban areas due to high cost of living and workload.

Furthermore, some students are left with no option than to have their lessons under shades and open roofs while teachers make do with the little available and sometimes outdated materials at their disposal in teaching and learning. The salaries of teachers are also comparatively very low (Bame, 1991). This has in a way translated into teacher's low morale in the country (Bame, 1991), which in turn has culminated into student's poor academic performance in external examinations. According to Kottler and Zehn (2000), teaching is one of the most stressful professions. Increasing hours of work, larger class sizes, more subjects to teach and the constantly changing curricula are cited as major demotivators in many countries. Bishay (1996) indicates that when teachers are motivated, it benefits students as well as teachers.

Teacher job satisfaction and motivation are very important to the continuous growth of educational systems around the world. Satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working. According to Qayyum and Siddique (2003), teacher's competency motivates them to perform well. They also observed that promotion opportunities, due favor, effective division of work among teachers, availability of teachers for guidance, good working conditions and job security enhance motivation. Bame (1991) has indicated that teachers in Ghana are highly dissatisfied and demotivated to perform due to low salaries, poor teaching conditions and unattractive condition of service, low teacher morale and the poor quality of teacher work life.

Almost every teacher works in order to satisfy their needs—deficiency and growth. Needs theorists such as Abraham Maslow and Clayton Alderfer have underscored the importance of the satisfaction of the needs—physiological, relational, and growth of individuals in influencing individual and organizational outcomes. The satisfaction of these needs is paramount in their engagement and eventual achievement of stated individual or organizational goals. In addition to needs theory, contemporary theories such as cognitive evaluation theory look

at other variables that motivate persons to accomplish given tasks. The cognitive evaluation theory for example, emphasizes the undermining effect of extrinsic rewards on intrinsic motivation. In other words, there is no need to provide extrinsic rewards to persons who are engaged in an activity wherein they are sustained as a result of the inherent interest, satisfaction, as well as the expected value associated with it.

According to Kazeem (1999), teachers tend to remain contented and reasonably motivated as long as salaries are paid on time and are promoted regularly. Eton (1984) also identified the payment of salaries, allowances and promotion as the key factors that shape teachers' attitudes towards their work. Teacher motivation naturally has to do with the teacher's attitude to work, his or her desire to participate in the pedagogical process within the school environment, and the interest of the teacher in student discipline and control, particularly in the classroom. The teacher is the one who translates educational philosophy and objective into knowledge and transfers them to students in the classroom. The major responsibility of working with children in the school rests with the teacher. Thus, how to ensure and maintain their satisfaction on the job is very crucial in achieving the success of their students.

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to change an individual into a person of imagination, wisdom, and discipline, as well as the country into a learning society. Handling the challenging situation in the class and outside the class makes teachers exhausted, which hinders their success. Being intrinsically and extrinsically motivated increase job satisfaction (Nadim, Chaudhry, Kalyar, & Riaz, 2012). Motivation therefore has an important role in the teaching field. According to Harmer (2001), Motivation can be defined as some kind of internal drive which pushes someone to do things in order to achieve something. Brown (1994) also states that motivation is a term that is used to define the success or failure of any complex task. Steers and Porter (1991) deal with three matters while discussing motivation. These are what energizes human behavior, what directs or channels such behavior and how this behavior is maintained or sustained. Motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it (Dornyei, 2001).

Again, Williams and Burden (1997) have observed that interest, curiosity, desire to achieve are the key factors that compose motivated people. However, they believe that arousing interest is not enough to get one motivated; this interest should be sustained. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim. According to Steers and Porter (1991), motivation can be characterized as follows: needs or expectations, behavior, goals, and some form of feedback. Du Toit (1990) adds that three groups of variables influence work motivation. They are individual characteristics such as people's own interests, values and needs; work characteristics such as task variety and responsibility; and organizational characteristics such as policies, procedures and customs. Van Niekerk (1987) sees work motivation as the creation of work circumstances that influences workers to perform a certain activity or task out of their own free will in order to reach the goals of the organization, and simultaneously satisfy their own needs. According to Akinwumi (2000), people can motivate themselves by seeking, finding and carrying out work, which satisfies their needs or, at least, leads them to expect that their goals will be achieved.

There are two types of motivation namely intrinsic motivation and extrinsic motivation. Intrinsic motivation stems from a direct relationship between the doer and the task and it is usually self-applied. These are the self-generated factors which influence people to behave in a particular way or to move in a particular direction. These include, responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Feelings of achievement, accomplishment and competence derived from performing one's job are examples of intrinsic motivators. Ubom (2001) indicates that people can be motivated through such methods as pay, promotion, praise etc, which are termed extrinsic motivation and stems from the work environment external to the task and is usually applied by others or someone other than the person being motivated. This is what is done to or for people in order to motivate them. Extrinsic motivators can have an immediate and powerful effect on individuals, but this will not necessarily have a long lasting effect. Extrinsic motivation is related to tangible rewards and is often determined at the organizational level and is usually outside the control of the individual involved. On the other hand, intrinsic motivators which are concerned with the quality of working life are likely to have a deeper and long-term effect on individuals because they are inherent in individuals and not imposed from the outside environment.

Teachers have both intrinsic and extrinsic needs (Nyarko, Wiafe & Abdul-Nasiru, 2013). A teacher who is intrinsically motivated may undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain a reward such as salary. Czabaj (1996) states that teachers with an internal locus of control are under less stress and are more successful in teaching. Therefore, students of these teachers feel less school related stress and make higher scores in their assessments. According to Watson (1994),

businesses and other organizations have come to realize that a motivated and satisfied workforce can deliver powerfully to the bottom line. Since employee satisfaction is a joint function of ability and motivation, one of management's primary tasks, therefore, is to motivate employees to perform to the best of their ability (Moorhead & Griffin, 1998).

Apart from establishing the relationship between motivation and job satisfaction in this study, the researchers would also want to find out the individual effect of extrinsic and intrinsic motivation on the job satisfaction of the teachers. This is because research on the impact of motivation on performance indicators suggests that intrinsic motivation is better in predicting performance than extrinsic motivation (e.g., Elsbach & Hargadon, 2006; Nadim et al., 2012; Ryan & Deci, 2008; Silvia, 2008). For example, whilst researchers (e.g., Amabile, 1996; Ryan & Deci, 2000) have indicated that extrinsic motivation negatively affects creativity; others (e.g., Eisenberger & Rhoades, 2001) have established the positive effect of extrinsic motivation on creativity. In their study, Eisenberger and Rhoades (2001) found a positive relationship between students promised of a reward for creative acts and their creative tasks performance. However, in their study on the promotion of creativity among basic school pupils, Nyarko, Akenten, and Abdul-Nasiru (2013) found no difference between teachers who see creativity to be intrinsically motivated and those who see it to be extrinsically motivated. These inconsistencies in the literature provide a fertile ground for further investigation the differing impact of intrinsic and extrinsic motivations on the job satisfaction of teachers in the country.

In conducting this study, the researchers seek to 1) determine the relationship between teachers' motivation and their job satisfaction, 2) find out type of motivation and its effect on teachers' job satisfaction, and 3) ferret out gender differences in teachers' motivation. Based on the above reviewed literature and the stated aims, the following hypotheses are proposed: 1) there will be a positive and significant correlation between teachers' motivation and their job satisfaction, 2) teachers who are intrinsically motivated are more likely to be satisfied than those who are extrinsically motivated, and 3) female teachers will be more extrinsically motivated than their male counterparts.

## **2. METHODOLOGY**

### **2.1 Population and sample**

The study was conducted among Junior High School teachers in the Accra metropolis. The sample was drawn on two hundred teachers from twenty junior high schools in Accra. A convenient sampling technique was used to select the teachers. This was based on the teacher's readiness to participate in the study. The schools that took part in the study include St. Mark Catholic School, Sky High Preparatory School and Kwabenya DA 1 Junior High School. The ages of the teachers range between twenty and sixty years. 34.5% were between the ages of twenty and twenty nine, 41.4% were between the ages of thirty and thirty nine, 21% were between the ages of forty and forty nine and 3% were between the ages of fifty and sixty years. 54% of them are males and 46% are females. The educational levels of the teachers were also explored. 6.5% of them have completed senior high school, 37% have completed teacher training college and 56.5% have completed tertiary institutions. Again, 68% are trained teachers whereas 32% are not trained teachers. Furthermore, the teaching experience of the teachers was between two and thirty years.

### **2.2 Procedure**

The researchers started the data gathering process by seeking the consent of the head teachers of the participating schools. The participants were given instructions with regard to the study. After that data were collected by administering the questionnaires to the participants. About two hundred and ten questionnaires were administered to teachers during their normal class hours at school out of which two hundred were collected. After the completion of the questionnaires by the participants, they were thanked for their contribution to the study.

### **2.3 Measures**

The research design used for the study was a survey which necessitated the use of a questionnaire in gathering data for the study. This instrument asked for specific demographic information about the teachers in relation to their age, gender, level of completed education, duration of teaching, teaching status (trained or untrained), and name of school. The main measures were the overall job satisfaction instrument and the work preference inventory.

#### **2.3.1 Overall Job Satisfaction Scale**

The Overall Job Satisfaction scale was developed by Brayfield and Roth (1951). It is an eighteen-item, five-point response format ranging from strongly agree to strongly disagree. Some of the items on the instrument are “my job is like a hobby to me,” “I am often bored with my job,” and “I am satisfied with my job for the time being.” Question numbers 39, 40, 41, 42, 44, 45, 48, 50, and 54 on the original Overall Job Satisfaction Questionnaire are reverse scored. The possible range of scores for the overall job satisfaction scale was between eighteen and ninety. The internal reliability is 0.87.

### 2.3.2 Work Preference Inventory

The Work Preference Inventory was developed by Amabile (1994). It assesses employees’ individual differences in intrinsic and extrinsic motivation. It is a 24-item, five-point response format ranging from strongly agree to strongly disagree. Some of the items on the instrument are “there are better conditions in the teaching profession than in many other professions,” “unfair promotion policy,” “the teaching job gives a sense of accomplishment” and “the teaching job is frustrating and tiresome.” The following question numbers: 9, 18, 20, 22, and 28 on the original scale are reverse scored. The possible range of scores for the work preference inventory is between twenty eight and one hundred and forty. Cronbach alphas are 0.72 and 0.76 for intrinsic and extrinsic motivation respectively.

### 2.4 STATISTICAL ANALYSIS OF DATA

In analyzing the data, descriptive and inferential statistics were used. Descriptive statistics was used because it provides an understanding of the data through their frequency distribution, mean, and standard deviation. Pearson correlation was also used to test the first hypothesis because it involves a relationship between two variables that is motivation and job satisfaction. The independent samples t-test was used to test the second hypothesis because it involves one independent variable on two levels (intrinsic & extrinsic motivation) and one dependent variable (job satisfaction). Finally, the independent samples t-test was again used to test the third hypothesis because it also involves one independent variable at two levels (gender) and one dependent variable (motivation).

## 3. RESULTS

### Relationship between teachers’ motivation and job satisfaction

Table 1: Results of correlation between motivation and job satisfaction

	N	r	p
Motivation	189	.30	.000
Job satisfaction	189		

\*\*  $r = 2.98$ ,  $p < 0.01$  (1 tailed)

The above result (table 1) indicates that there is a significant positive relationship between motivation and job satisfaction among teachers ( $r(189) = .30$ ,  $p < 0.01$ ). The implication is that the more motivated teachers are, the more satisfied they are and vice versa. This therefore supports the hypothesis that there will be a positive and significant correlation between teachers’ motivation and their job satisfaction.

### Type of motivation as a determinant of teacher job satisfaction

Table 2: t-test of type of motivation as a determinant of teachers’ job satisfaction

	Motivation	N	Mean	SD	t	df	P
Job satisfaction	Intrinsic	105	41.47	10.497	.625	186	.533
	Extrinsic	83	42.43	10.569			

$P > 0.05$

The above result (table 2) indicates that no significant difference exists in job satisfaction among teachers who are intrinsically and extrinsically motivated ( $t(186) = .625$ ,  $p = .533$ ). At the .05 level of significance, intrinsic motivation ( $M = 41.47$ ,  $SD = 10.497$ ) was not found to be statistically different from extrinsic motivation ( $M = 42.43$ ,  $SD = 10.569$ ). Thus, the second hypothesis that teachers who are intrinsically motivated are more likely to be satisfied than those who are extrinsically motivated was not supported.

### Gender Difference in Motivation

Table 3: t-test of gender differences in extrinsic motivation

	Sex	N	Mean	SD	t	df	P
Extrinsic motivation	Male	106	19.88	3.268	.782	193	.435
	Female	89	19.47	3.975			

$p > 0.05$

The above result (table 3) indicates that there is no significant difference in extrinsic motivation between male and female teachers [ $t(193) = .782, p = .435$ ]. At the .05 level of significance, females ( $M = 19.47, SD = 3.975$ ) did not differ significantly from their male counterparts ( $M = 19.88, SD = 3.268$ ) in terms of extrinsic motivation. In view of this, the hypothesis that, female teachers will be more extrinsically motivated than male teachers was not supported.

#### 4. DISCUSSION AND RECOMMENDATIONS

The study was conducted to find out the influence of teachers' motivation on their job satisfaction. The study has produced interesting findings which will help shape educational policy, especially motivational variables and their impact on teachers' job satisfaction.

The first hypothesis stated that there will be a positive correlation between teachers' motivation and their job satisfaction. The results indicated a significant positive relationship between motivation and job satisfaction among teachers, thus supporting the stated hypothesis. The implication is that the more motivated teachers are the more satisfied they are and vice versa. The significant positive relationship confirms the study conducted by Ubom (2001) who found that motivation was strongly correlated with teachers' job satisfaction. The teachers were dissatisfied and therefore were not willing to work because of the delay in the payment of their salaries. He also found that prompt payment of salaries induced greater commitment to teaching. The study by Peretomode (1991) also found a high correlation between motivation and job satisfaction. According to Hadebe (2001), the relationship between Work Motivation and Job Satisfaction directly influences a person's feelings and behavior on the job.

Furthermore, Judge and Watanabe (1993) reinforced this idea by stating that there is a positive and reciprocal relationship between job and life satisfaction in the short term, and that over time, general life satisfaction becomes more influential in a person's life. A variety of factors have been found to motivate people at work, some of which are tangible, such as money, and some of which are intangible, such as a sense of achievement (Spector, 2003). Schultz and Schultz (1998) hold the view that job satisfaction encompasses the positive and negative feelings and attitudes people hold about their jobs, and that these depend on many work-related characteristics, but also on personal characteristics, such as age, gender, health and social relationships. Similarly, Ali, Shaukat and Usman (2010) have indicated that motivation plays an important role in increasing the job satisfaction which in turn helps to increase organizational performance. Latterly, Nadim et al. (2012) have established a significant positive relationship between both intrinsic and extrinsic motivations and teachers' job satisfaction.

These findings imply that motivation indeed influences the job satisfaction of teachers: the more motivated teachers are the more satisfied they are and vice versa. This could be due to the fact that teachers work in order to provide for themselves and their families a source of income. For others, it enables them to make use of their potentials, skills and abilities. When a teacher feels that he or she is earning a reasonable amount of money or he or she is making use of his skills and abilities then that teacher will be satisfied. On the other hand, when a teacher feels that he is not earning enough or he is not making use of his abilities, then that teacher will not be satisfied. Thus, the provision of the internal and external needs of employees serves as a catalyst that triggers their satisfaction on their jobs. Again, the perceived satisfaction of employees on their job also triggers their internal and external selves.

The second hypothesis stated that teachers who are intrinsically motivated are more likely to be satisfied than those who are extrinsically motivated. The results indicate that no significant difference exists in job satisfaction among teachers who are intrinsically and extrinsically motivated. This implies that the satisfaction level of teachers who are intrinsically motivated is almost the same as the satisfaction level of those who are extrinsically motivated. This does not support the study by Meyer (2002). He found that the content of the work itself has a direct effect on job satisfaction; in that the more interesting the tasks an employee has to perform the higher their level of job satisfaction. The study by Schneider and Locke (1971) also revealed that intrinsic factors are related to job satisfaction and extrinsic factors are related to job dissatisfaction because employees see themselves as responsible for their satisfaction and blame others for their dissatisfaction.

Again, this particular finding is in contrast to that of Nadim et al (2012) who observed that teachers who are intrinsically motivated are more satisfied on their job than those who are extrinsically motivated. One factor that might have contributed to this result is that even though the effect of extrinsic motivation does not last long as compared to intrinsic motivation, there are individual differences that could account for that. Some teachers may prefer to be motivated intrinsically in order to derive satisfaction while others derive their satisfaction from extrinsic motivation. According to Spector (op cit), a variety of factors motivate people at work, some of which are tangible, such as money, and some of which are intangible, such as a sense of achievement.

Although, intrinsic drives have been found by several researchers (e.g., Amabile, 1996; Deci & Ryan, 2000) to influence individuals, extrinsic motivation also cannot be discounted (Eisenberger & Rhoades, 2001). According to Nyarko (2013, p68), “in Ghana, where majority of the citizenry faces economic challenges, neglecting extrinsic motivations in the promotion of creativity could be detrimental in nursing the creative potential in our children.” This finding shows that educators and policy makers in the educational sector should not see intrinsic and extrinsic motivations as polar opposites, but rather as playing a complimentary role in promoting teachers’ job satisfaction.

The third hypothesis explored gender differences in extrinsic motivation. The hypothesis was stated as female teachers will be more extrinsically motivated than male teachers. The results showed that there is no significant difference in extrinsic motivation between male and female teachers. This implies that the extent to which male and female teachers are extrinsically motivated are almost the same. This does not support the study conducted by Lavinga (1974). The results of his study indicated that female teachers were more extrinsically motivated and satisfied than male teachers. Also, the study by Hulin and Smith (1964) showed that female workers were more extrinsically motivated than their male counterparts. On the contrary, Ayub (2010) found that females were more intrinsically motivated than males, whilst males were more extrinsically motivated than females.

A reason that might have accounted for no gender difference in extrinsic motivation is that both male and female teachers are influenced by both intrinsic and extrinsic motivations. The Ghanaian society is increasingly becoming materialistic, and thus the motivation of both males and females is drifting more or less towards tangible rewards. Although, individuals in the country aspire to achieve in order to have that “internal fulfillment,” the pleasures in the environment also have a great influence on their psyche. Due to the economic challenges faced by the workforce, extrinsic drives will always compete against intrinsic variables in the society. The result, therefore, is not surprising since both intrinsic and extrinsic motivations are needed to ensure that one is satisfied on their job. Again, mothers nowadays, as a result of the difficult economic outlook in the country, have to work to supplement the effort of fathers. Intrinsic motivation, though necessary, is not enough to promote job satisfaction of female teachers; extrinsic motivation is also crucial. If female teachers feel that they earn enough to cater for themselves and their families, they will be motivated and as such satisfied with their job.

The study is not without limitations. One limitation of the study is that some of the female teachers were reluctant to fill the questionnaire and as a result of this there were more males than females. Also, some of the teachers misplaced the questionnaires because they were too busy with their work and had less time for extra activities outside their work schedule, thus increasing the cost involved in printing out the questionnaires as new ones were printed and given to other teachers who were less busy during that time. Finally, some of the teachers did not properly filled out the questionnaires resulting in missing values on some of the items thus leading to the loss of valuable data.

Regardless of the identified limitations of the study, it is important for the government to implement an appropriate and workable intervention that develops not only the extrinsic aspects, that is remuneration, but also the intrinsic aspects of teaching. This is because the result of the study shows that no significant difference exist in the job satisfaction of teachers who are intrinsically or extrinsically motivated. Therefore when both intrinsic and extrinsic motivations of teachers are developed they will become more satisfied and therefore carry out their duties at work effectively. Again, the Ghana Education Service should provide periodic in-service training for heads of educational institutions about effective ways of motivating teachers in order to make them effective and productive in the execution of their duties. Furthermore, the Ghana Education Service and managers of schools should put in measures that satisfy teachers so that they will be motivated to do their job effectively. When they receive the right salary and other remunerations, they would be more likely to work to produce results: raising the quality of education in the country.

## CONCLUSION

The aims and objectives of the study were to determine the relationship between motivation and job satisfaction, to find out what motivates teachers and also to explore the gender differences in motivation. Analysis of the results revealed that there is a positive correlation between motivation and teachers’ job satisfaction. It also revealed that no significant difference exist in job satisfaction among teachers who are intrinsically or extrinsically motivated, however female teachers did not differ from male teachers in terms of extrinsic motivation. The study does show the important link between teachers’ motivation and the satisfaction on their job. This finding demonstrates that to get the best from our teachers, we need to give them the best. Their motivation is a pillar of their satisfaction in their trade, which also has a positive implication on their subjects: students. Again, the evidence that there is no statistically significant difference among the teachers in relation to

the type of motivation, attempts should be made at ensuring that both the intrinsic and extrinsic needs of teachers in the country are provided to ensure the delivery of quality teaching, quality products, and quality outcomes.

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