

**WORK MOTIVATION AND SALARY AS PREDICTORS OF JOB SATISFACTION
AMONG SECONDARY SCHOOL STAFFS IN ADO EKITI**

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AWARD OF BACHELOR OF SCIENCE (B.Sc) DEGREE IN PSYCHOLOGY**

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CERTIFICATION

This is to certify that this research work was carried out by Ajani Odunayo Ganiyat with Matric number: PSY/12/0683 and the study was carried out under our strict supervision and has been approved for submission to the department of psychology, faculty of the social sciences, in partial fulfillment for the requirements for the award of bachelor of science in psychology from Federal University Oye Ekiti .



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!!!

I dedicate this project to the almighty God, my source and my sustenance. It's by his mercies I have been able to complete this stage in life.

DEDICATION

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My profound gratitude goes to almighty God, the creator of mankind and the entire universe, for giving me the grace, privilege and the strength towards the completion of my project.

I am most grateful to my supervisor; Dr. Miss Oluwakemi Omole for her patience, guidance and her polite criticisms, corrections and her contributions towards the successful completion of this project. May God continually bless you ma. I would also like to acknowledge my other lecturers for their support, may God bless you all.

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ABSTRACT

The importance of employee satisfaction and work motivation is growing all the time in various sector of education in Nigeria and how salary serves as a form of motivator to workers. If a person is committed to his or her work, he or she has self-control and commitment is also dependent on the reward a person gets from his or her performance. This study investigated work motivation and salary as predictor of perceived job satisfaction among secondary school staffs in Ado Ekiti.

A descriptive research design was used in this study. The participants for this study were two hundred and fourteen (214) secondary school teachers. Questionnaire was used for data collection. Data obtained was analyzed using the statistical package for the social sciences (SPSS). T-test for the independent sample and multiple regression were adopted to test the hypotheses one and two. The result showed that all the predictor variables jointly predicted job satisfaction among secondary school staff ($f= 31.28, p= <.05$). The results of the T-test showed that gender has no significant influence on job satisfaction: ($t= 1.46; df=212, p>.05$).

KEY WORDS: work motivation, salary, job satisfaction,

Single Spacing

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INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Teachers are important instrument in education. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Secondary schools are established to educate students to enable them contribute to the economic, political and social cultural well, being of their country. The Nigerian government and the Nigeria Union of Teachers (NUT) are in a constant stand-off over the increase of salaries, benefits and improvements in working conditions of teachers. The issue of teacher's motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes and high standards in the educational system. The non-payment of secondary schools teacher's salaries on time makes it difficult for them to meet their family financial obligations at home.

Some of the teacher's dress shabbily, some feels shy to introduce themselves as teachers while some families are no longer proud of their members taking up the teaching profession. They see it as the last resort. Hence, teachers need to be motivated by the government, proprietors, all and sundry to enable them perform in the secondary schools.

It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Teacher's salary package is the least in the society compared to other profession, some administrators do not seen teaching as something

government should spend so much on, they see it as a profession that gulp so much money and nothing to show for it.

Thus, most local government chairpersons pay more attention on award of contracts to their own benefits. Since they do not care on how good contract is carried out, less attention is paid to teacher's welfare, salaries are paid when the chairperson likes. Money allocated by federal government to local government on primary education were diverted and used on different projects. Those eventually created a change in the quality of classroom instructions and the output, since teacher's salaries were not paid for months.

Job satisfaction is a universal phenomenon. Most of the expectations of workers somewhat correlate worldwide, although there are divergent differences due to sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers, such as good pay, good environment, recognition and respecting their human rights. There are several factors that contribute to teacher job satisfaction levels, such as school culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students' performance and abilities; professional treatment among others. The inadequacies of such factors lead to dissatisfaction. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. This study investigates factors that influence Secondary School Teacher's Job Satisfaction levels in Ado Ekiti State. Also this study also explains job satisfaction and teachers

work motivation in relation to secondary school teacher's job satisfaction for school effectiveness.

1.2 STATEMENT OF THE PROBLEM

For some years, varieties of factors have been advanced as responsible for students' poor performance in WAEC. For three successive years, the poor performance of candidates in West Africa Senior School Certificate Examination (WASSCE) has been of great concern in the country. In some schools, it is observed that many of the schools are poorly equipped, some do not have libraries, laboratories and conducive learning environment also some teaching equipment such as textbooks, chalks are lacking especially in most public schools.

The 2014 May/June (WASSCE) is yet another confirmation that secondary school education in Nigeria is badly in need of intervention to improve students' academic performance. It is seen or known that the ministry of education and teaching service commission sometimes do not employ and post qualified teachers to schools and as such, the few ones are made to teach all the subjects in these schools. However, in view of the unhealthy government, private proprietors and school administrators attitude towards making much impact to motivate teachers to perform in secondary schools, it could be rightly asserted that delay in payment of teachers salaries, poor condition of work, lack of job security, nonpayment of entertainment allowance and meal subsidy, grant of car loans among others are responsible for the lack of motivation of teachers. Angulu one time Registrar of Ahmadu Bello University, Speaking at the graduation ceremony of ABU, Kano 1981/82 session: he said: "The teaching profession in Nigeria has lost its glamour, social status and respect due to lack of incentive for the teachers" Thus, the teaching profession has never been a lucrative one since the teachers neither had the social status nor the money.

Hence the poor treatment given to teachers in the society has caused immense concern to parents, ministry of education and the students, even the society at large.

At the study, the following research questions would be provided with answers:

- Does Job satisfaction predict work motivation among secondary school staff?
- Does Salary predict work motivation among secondary school staff?
- Is there any Gender difference among secondary school staff?

1.3 OBJECTIVE OF THE STUDY

The objective of this study is to examine how work motivation and salaries predict the job satisfaction of secondary school staffs in Ekiti state as a whole.

The specific aim of the study is to investigate;

- the influence of work motivation on secondary school teacher's job satisfaction level.
- also, to study how employee's motivation leads to job satisfaction and which ultimately improve workers performance.
- to also know how salary would predict job satisfaction of secondary school staff in Ado Ekiti.

1.4 SIGNIFICANCE OF THE STUDY

The study adds to existing knowledge. This study will enlighten the Ministry of Education about the importance of teacher job satisfaction and its influence on their performance. It will be of great importance to educational managers such as proprietors to always observe key factors that influence teacher job satisfaction in order to ensure that they sustain teacher satisfaction levels in secondary school education. In the same view it will be of great help to various States Governments, Federal Government and school proprietors so as to improve on various ways of motivating the teachers to enable them do their best possible.

CHAPTER TWO

2.1 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1.1 MASLOWS HIERRACHY OF NEEDS THORY

Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs, safety, belongingness/love, esteem, and self-actualization. Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs can be met (such as, belonging and esteem).

Maslow's hierarchy of needs theory states that people have a pyramid hierarchy of needs that they will satisfy from bottom to top. Starting from mere physiological subsistence the Maslow hierarchy of needs covers belonging to a social circle to pursuing your talent through self-actualization. Important to the hierarchy of needs theory is that Maslow felt that unfulfilled needs lower on the ladder would inhibit the person from climbing to the next step.

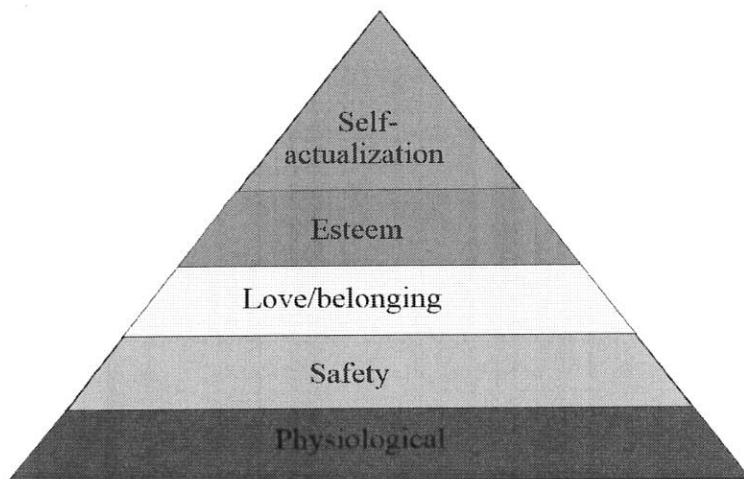


Figure 1: Maslow hierarchy of need

Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs.

The pyramid of needs is divided into two categories: deficiency needs (physiological and safety) and growth needs (belonging, self-esteem and self-actualization). If the deficiency needs aren't satisfied, the person will feel the deficit and this will stifle his or her development.

When Maslow's hierarchy of needs is applied to work situations, it implies that managers have the responsibility, firstly, to make sure the deficiency needs are met. This means, in broad terms, a safe environment and proper wages. Secondly, it implies creating a proper climate in which employees can develop their fullest potential. Failure to do so would theoretically increase employee frustration and could result in poorer performance, lowers job satisfaction, and increased withdrawal from the organization.

For example, according to Maslow's hierarchy of needs theory job insecurity and the threat of layoffs, will block the person from their higher growth needs. They might work harder to get security, but without fulfilling their other needs. If security doesn't return they will fulfill their needs elsewhere or burn out.

Maslow emphasized that behavior is prompted and motivated by tension reduction through fulfillment of needs. He suggested that each person have intrinsic need which seeks stimulations. Its only when the lower needs are satisfied that higher needs can appear and seek

satisfaction. Also, Maslow's theory is based on the assumption that human beings are continually striving because at every moment there are needs that must be satisfied. However, these needs are rarely completely satisfied. Even when the needs seem to be satisfied or met, the organisms will not rest because a new discontent will develop. Example, a powerful person will continue to look for power and a writer will continue to write. The basic idea of Maslow's Hierarchy of Needs is that our needs are constantly changing. This is the beauty of Maslow's theory of motivation. Employee needs change with time. This means that managers must continually adapt to employees' changing needs if they want to keep their workforce motivated.

2.1.2 STACEY ADAMS EQUITY THEORY

The equity theory was developed by John Stacey Adams. A workplace and behavioral psychologist put forward his Equity Theory on job motivation in 1963. John Stacey Adams' equity theory helps explain why pay and conditions alone do not determine motivation. Who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1969). It also explains why giving one person a promotion or pay-raise can have a demotivating effect on others. When people feel fairly or advantageously treated they are more likely to be motivated; when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation. The way that people measure this sense of fairness is at the heart of Equity Theory.

Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity

theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization.

Equity, and thereby the motivational situation we might seek to assess using the model, is not dependent on the extent to which a person believes reward exceeds effort, nor even necessarily on the belief that reward exceeds effort at all. Rather, Equity, and the sense of fairness which commonly underpins motivation, is dependent on the comparison a person makes between his or her reward/investment ratio with the ratio enjoyed (or suffered) by others considered to be in a similar situation.

Words like efforts and rewards, or work and pay, are an over-simplification - hence the use of the terms inputs and outputs. Inputs are logically what we give or put into our work. Outputs are everything we take out in return. It is important to also consider the Adams' Equity Theory factors when striving to improve an employee's job satisfaction, motivation level, etc., and what can be done to promote higher levels of each.

This equity theory term encompasses the quality and quantity of the employee's contributions to his or her work. Typical inputs include time, effort, loyalty, hard work, commitment, ability, adaptability, flexibility, tolerance, determination, enthusiasm, personal sacrifice, trust in superiors, support from co-workers and colleagues, skill, while Outputs in equity theory are defined as the positive and negative consequences that an individual perceives a participant has incurred as a consequence of his/her relationship with another. Outputs can be both tangible and intangible. Typical outcomes are job security, esteem, salary, employee benefits, expenses, recognition, reputation, responsibility, sense of achievement, praise, thanks, stimuli, e t c.

According to equity theory, if an employee feels underpaid then it will result in the employee feeling hostile towards the organization and perhaps their co-workers, which may result the employee not performing well at work anymore. Much like other prevalent theories of motivation, such as Maslow's hierarchy of needs, equity theory acknowledges that subtle and variable individual factors affect each person's assessment and perception of their relationship with their relational partners (Guerrero et al., 2005). According to Adams (1965), anger is induced by underpayment inequity and guilt is induced with overpayment equity (Spector 2008). Payment whether hourly wage or salary, is the main concern and therefore the cause of equity or inequity in most cases.

Equity theory consists of four propositions:

1. Individuals seek to maximize their outcomes (where outcomes are defined as rewards minus costs).
2. Groups can maximize collective rewards by developing accepted systems for equitably apportioning rewards and costs among members. Systems of equity will evolve within groups, and members will attempt to induce other members to accept and adhere to these systems. The only way groups can induce members to equitably behave is by making it more profitable to behave equitably than inequitably. Thus, groups will generally reward members who treat others equitably and generally punish (increase the cost for) members who treat others inequitably.
3. When individuals find themselves participating in inequitable relationships, they become distressed. The more inequitable the relationship, the more distress individuals feel. According to equity theory, both the person who gets "too much" and the person who gets "too little" feel

distressed. The person who gets too much may feel guilt or shame. The person who gets too little may feel angry or humiliated.

4. Individuals who perceive that they are in an inequitable relationship attempt to eliminate their distress by restoring equity. The greater the inequity, the more distress people feel and the more they try to restore equity. (Walster, Traupmann and Walster, 1978).

2.1.3 MOTIVATOR – HYGIENE THEORY OR THE TWO-FACTOR THEORY.

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory.

The two-factor theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by psychologist Frederick Herzberg, who theorized that job satisfaction and job dissatisfaction act independently of each other.

Two-factor theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation, which states that workers satisfaction depends on their need fulfillment (Herzberg et al., 1959). Herzberg et al., (1959) conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, Herzberg et al., (1959) found that the factors causing satisfaction are different from the factors contribute dissatisfaction. He termed factors associated with dissatisfaction as Hygiene factors such as Quality of supervision, Company policy and administration, Working

conditions, Wages, salaries and other financial remuneration. These factors are the motivational factor and the hygiene factor.

a. **Hygiene factors-** Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent or if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate or reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as **dissatisfies or maintenance factors** as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

- **Pay** - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
- **Company Policies and administrative policies** - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
- **Fringe benefits** - The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programs, etc.
- **Physical Working conditions** - The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
- **Status** - The employees' status within the organization should be familiar and retained.
- **Interpersonal relations** - The relationship of the employees with his peers, superiors and

subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

- **Job Security** - The organization must provide job security to the employees..

b. **Motivational factors**- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

- **Recognition** - The employees should be praised and recognized for their accomplishments by the managers.
- **Sense of achievement** - The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- **Growth and promotional opportunities** - There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- **Responsibility** - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- **Meaningfulness of the work** - The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

Precisely factors affecting job satisfaction were comprised job content (Herzberg, 1968; Herzberg, 1964): Herzberg et al., (1959) claimed that hygiene factors are necessary but not adequate to provide ultimate satisfaction. Therefore, employers should also concentrate at the motivators for effective workplace motivation. Sole emphasize on hygiene factors may not duly enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn't mean they are satisfied rather motivators need to be activated for employee satisfaction. In this way, both the factors are important at two extremes. The theory of Herzberg et al., (1959) has wide implication. For example, school performance largely depends upon effective teaching which is closely related to teacher motivation and their innate qualities. When teachers are satisfied and motivated towards their job, it further helps to flourish good physical, psychological, and social climate in the classroom (Schoderbeket al., 1988).

2.1.4 EXPECTANCY THEORY

The concept of expectancy was originally formulated by Vroom and it stands for the probability that action or effort will lead to an outcome. The concept of expectancy was defined in more detail by Vroom as follows: "Where an individual chooses between alternatives which involve uncertain outcomes, it seems clear that his behavior is affected not only by his preferences among these outcomes but also by the degree to which he believes these outcomes to be possible. Expectancy is defined as momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength.

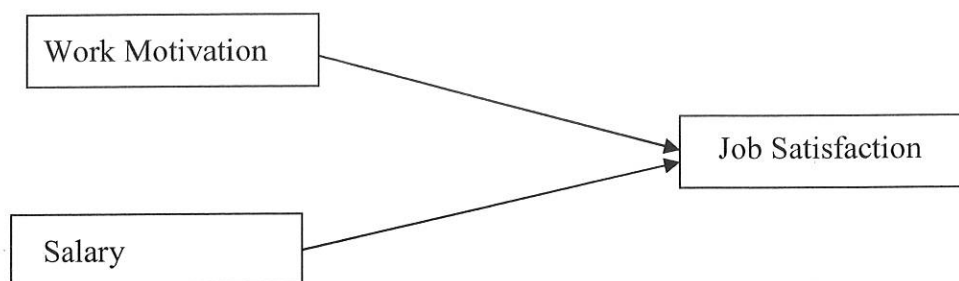
Maximal strength is indicated by subjective certainty that the act will be followed by outcome, while minimal strength is indicated by the subjective certainty that the act will not be followed by the outcome." (Vroom, 1964) Motivation in this case is likely when a clearly perceived and

usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying needs. It suggests that there are two factors determining the effort people put in their jobs. The first is the value of the rewards to individuals, and the extent to which these rewards satisfy their needs for security, social esteem, autonomy, and self-actualization. The second is the probability that the rewards depend on the effort, as perceived by individuals, their expectations about relationship between effort and reward. Thus, the greater the value of a set of the awards and the higher the probability that receiving each of these rewards depends upon effort, the greater the effort will be in a given situation. (Armstrong, 2006). Fundamental to all the popular theories of motivation is the notion that employees are motivated to perform better when offered something they want, something they believe will be satisfying. However, offering the employees something they believe will be satisfying is necessary, but not enough. They must believe that it is possible to achieve what they want. Employees are not motivated to perform better when managers focus on the “offering” and ignore the “believing”. Employee’s confidence that they will get what they want involves three separate and distinct beliefs. The first belief is that they can perform well enough to get what is offered. The second is that they will get it if they perform well. The third belief is that what is offered will be satisfying. Each of these three beliefs deals with what employees think will happen if they put effort to perform. The first belief deals with the relationship between effort and performance, the second with the relationship between performance and outcomes, and the third with the relationship between outcomes and satisfaction. All these beliefs are interrelated because an employee effort leads to some level of performance, the performance leads to outcomes, and the outcomes lead to some amount of satisfaction or dissatisfaction. In conclusion, the Expectancy theory of motivation requires the fulfillment of the following conditions: employees are motivated to perform only

when they believe that effort will lead to performance, performance will lead to outcomes, and the outcomes will lead to satisfaction. (Green, 1992). Effort-to-performance expectancy is the starting point in the implementation of the Expectancy theory. It is a person's perception of the probability that effort will lead to successful performance. If we believe our effort will lead to higher performance, this expectancy is very strong, then we are certain that the outcome will occur. If we believe our performance will be the same no matter how much effort we make, our expectancy is very low, meaning that there is no probability that the outcome will occur. A person who thinks there is a moderate relationship between effort and subsequent performance has an adequate expectancy, and thus put maximum effort in the performance. The next stage in the Expectancy theory is performance-to-outcome expectancy, which is a person's perception of the probability that performance will lead to certain other outcomes. If a person thinks a high performer is certain to get a pay raise, this expectancy is high. On the other hand, a person who believes raises are entirely independent of the performance has a low expectancy. Thus, if a person thinks performance has some bearing on the prospects for a pay raise, his or her expectancy is adequate. In a work setting, several performance-to-outcome expectancies are relevant because several outcomes might logically result from performance. Each outcome, then, has its own expectancy. The final stage in the expectancy linkage is named outcomes and valences. An outcome is anything that might potentially result from performance. High level performance conceivably might produce such outcomes as a pay raise, a promotion, recognition from the boss, fatigue, stress, or less time to rest, among others. The valence of an outcome is the relative attractiveness or unattractiveness of that outcome to the person. Pay raises, promotion, and recognition might all have positive valences, whereas fatigue, stress, and less time to rest might all have negative valences. The stress of outcome valences varies from person to person.

Work-related stress may be a significant negative factor for one person but only a slight annoyance for someone desperately in need of money, a slight positive valence for someone interested mostly in getting promotion or, for someone in an unfavorable tax position, even a negative valence. The basic expectancy framework suggests that three conditions must be met before motivated behavior occurs. (Griffin 2007, 98-100) Behavioral scientists generally agree that the expectancy theory of motivation represents the most comprehensive, valid and useful approach to understanding motivation. However, it does not end with only understanding, it is also important to be able to motivate people to perform. In this regard, the Expectancy theory generally has been considered quite difficult to apply. This is no longer true, as there are many application models that have been developed over the years and which are quite simple and straightforward. (Salanova & Kirmanen, 2010).

2.2. THEORETICAL CONCEPTUALIZATION



The diagram above shows that work motivation predicts job satisfaction and also salary predicting job satisfaction. Certain needs and motives experienced by employees are indicative of their energy and dynamism while at work, such as their need for achievement and power, their level of activity under pressure and the extent to which they are motivated by a competitive environment. A number of studies (Du Plessis, 2003; Maslow, 1968; Rothmann & Coetzer, 2002; Stinson & Johnson, 1977) have shown that the extent to which people are motivated by work

then achieved higher productivity. According to the efficiency wage theories affirm that paying higher wage can sometimes increase works' productivity. These theories address three main channels by which wages can raise productivity (Katz, 1987). The first place assumes that the harder workers work the higher is the cost of being caught shirking and the higher is the probability of being caught challenging tasks and by the sense that their abilities are being stretched directly impacts on the job satisfaction that they experience. People are motivated by their objectives and goals (Spector, 2003); goal involvement and goal attainment have also been shown to be positively related to job satisfaction (Bellenger, Wilcox & Ingram, 1984; Coster, 1992; Strydom & Meyer, 2002). Along the same line, the relationship between pay practice and job satisfaction is useful to influence motivation of employees' shirking. A higher wage increases worker effort due to the greater cost to workers of losing the job (meaning workers want to reduce the chances that they are caught shirking). In other word, the wage or pay practice is influenced employees' work and turnover as well. Second, a higher wage increases effort by increasing workers' loyalty to the firm (Akerlof, 1984). As this point of these theories implies that not easily for the high wage employees to turnover their job. As supported by the following in third channel of these theories, affirm that a higher wage reduces firms' turnover and recruitment costs. In addition, if introducing employee involvement increases monitoring costs (plausible since it is harder to observe whether a worker produced a good suggestion than whether she met her production quota), increases the return to costly-to-measure effort, and/or increases employers' return to worker skills and retention, then plants with employee involvement should pay higher wages. Many studies had been made in this area of finding a correlation between employee motivation and employee job satisfaction, and how that could be linked to work performance under different workplace environment and culture and also how that could link to the individual personal life (Fried and Ferris, 1987). Olbert and Moen (1998) had tried to explain the linkage between motivation and job satisfaction and performance of an individual and if only

the management team understood that intricate relationships, they could then place the right motivations on specific individuals to enhance their love for the job and would have better results on their performance.

2.3 RELATED EMPIRICAL STUDY

2.3.1 RELATIONSHIP BETWEEN SALARY AND JOB SATISFACTION

Salary Satisfaction as an Antecedent of Job Satisfaction

Association of education with salary satisfaction was found in many academics writings. According to Ganguli (1957), the dynamics complicated in the association amid education and pay satisfaction are perhaps at exertion in many other fields of satisfaction. Satisfaction with salary may stand a legal relationship to demographic statistics and as such are foretold from, and perhaps determined by, organization strategy. Higher paid managers and advanced level executives seem to be well satisfied with pay received by them. Andrews and Henry (1963) for example, must originate that advanced education appears to be concomitant with inferior satisfaction with salary. Organization level and quantity of salary are connected with managers' satisfaction with their pay. Klein and Maher (1966) state "The first-level executives who had advanced education are a lesser amount of satisfaction with their salary. Klein and Maher (1966) analyzed that the institution cultured employee must designate more negative feelings about his pay satisfaction than the non-institution cultured employee. Their motivation is constructed on the idea that devouring an institution education improves one's self-evaluation and thus clues to complex prospects with affection to pay satisfaction chances. This, in turn, would lead to superior pay satisfaction displeasure".

The relationship between salary levels on worker satisfaction is well established (Herzberg, et al.,1957), though not without complexity. For example, gender has been shown to influence the relationship between pay and work satisfaction (Hulin & Smith, 1965). Researchers have posited a causal relationship between salary and job satisfaction whereas increased salary results in increased job satisfaction (Beutell & Wittig-Berman, 1999; Igalens and Roussel, 1998). Similarly, it has also been conceptualized that satisfaction results in increased pay. Indeed, Mohanty et al., (2009) found that a positive attitude, which may arise from job satisfaction, among other factors in one's life, helps one earn more money. In either case, job satisfaction and salary are shown to have a general and positive relationship. Other studies indicated that salary raise can only influence jobs with low level income but not the high level ones and in some cases raise might have negative effect on job satisfaction. Therefore, there might be some evidence to suggest that the relationship is not linear, but it rather a curvilinear one. For example, Bender and Heywood (2006) found that university professors who receive high income –in comparison with other jobs- have low job satisfaction because they think that PhD holders who work in industry earn more than them. Such comparison may affect job satisfaction because of the feelings of injustice. McCausland et al. (2005) found that though the prophesied job satisfaction of workforces receiving performance related salary is lesser on typically likened to those on other pay arrangements, performance related pay employs a positive consequence on the mean job contentment of high-paid employees. A possible enlightenment for this configuration might be that for lower-paid wage earner performance related pay is apparent to be regulatory, whereas higher-paid employees originate a utility benefit from what their estimation as sympathetic reward arrangements. Some social researchers sight seen the link of age and seniority with salary satisfaction. It has been experiential that age and seniority are meaningfully related with salary

satisfaction. Lawler III and Porter (1967) devised that streak or Line/staff type of position, seniority, period in position, business or organization extent, and age bore little but statistically important relationships to salary. Age and seniority are also virtuous predictors of genuine salary. Age and seniority fix main things to better job enactment, and thus the associations originate between age and salary and seniority and salary must be imitating the fact that administrations are paying for excellence. Genuine salary was the only demographic variable that is initiated to be equally linked to satisfaction with salary.

Employees enjoying high salaries are more likely to observe enticement recompenses as supportive. According to Maslow's (1943) hierarchy of needs, additional income may assistance in the contentment of esteem needs for the reason that high salary suggests high capability and overall individual value. So, even after satisfaction of basic physiological and security needs are not issue, a number of people drive value high salary as an indicator of proficiency and individual value (Malka& Chatman, 2003). Other studies indicate that salary amount is not important for job satisfaction but it rather the comparison income that the employees is setting up as referential point. Clark and Oswald's (1996) study support this notion and indicated that job satisfaction depends on income relative to a "comparison" or reference level but not the salary amount. This suggests that even the salary of the employee is high compared with the level of salaries in the organization he or she works in, he or she will feel dissatisfied if he/she believed that others in other institutions who have similar qualifications and specifications take a higher salary amount than them.

2.3 RELATIONSHIP BETWEEN WORK MOTIVATION AND JOB SATISFACTION

Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Kuhlen, 1963) while Price (2001) defined it in terms of the affective orientation that an employee has towards his or her work (Price, 2001). Extensive research has been conducted to measure and predict Job satisfaction (Okpara, 2004). However, recent focus is towards the dimension of job satisfaction now (George et al., 2008). According to different researches organizational commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (Ho et al., 2009). It has been noticed that there is a disparity between pay structures of the younger and experienced employees. Research has shown that most young workers are satisfied with the salary they have, but experienced workers are not paid according to their functions so the wage structures require further attention (Khan et al., 2011). This disparity does not bring good results for the organizations. Intensity of job satisfaction depends on the discrepancy of expectations of person, what he or she wants and what he or she gains (Ho et al., 2009; Porter and Lawer, 1973; Castle, Engberg and Anderson, 2007).

Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between reward and recognition and that between motivation and satisfaction (Ali & Ahmed, 2009). Awarding the financial benefit to employee without any prominent show also loses its importance. When an employee get a monetary reward with exceptional amusement and excitement, that experience

becomes more tremendous for recipient (Weinstein, 1997). Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009). Ali and Ahmed (2009) confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results. Performance can be judged through a single yard stick and that is behavioral dimensions of an employees. There are no rules by which unusually good actions could be gauged, and it can be pleasant behavior, helping colleagues or punctuality (Flynn, 1998; Ali & Ahmed, 2009). Considering recognition, it can be said that it is an important factor affecting employee motivation. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors (Fisher, & Ackerman, 1998). The recognition may include the monetary award but these facets are not of any importance or significance (Fisher& Ackerman, 1998). Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments (Sargent & Hannum, 2005). Recognition alone may not work alone. Although the strength of recognition may give a boost to the employee in society, however its affect are not measureable alone without paying something (Fisher, & Ackerman, 1998). From the view point of Lawler and Hall (1970), job satisfaction is the difference between the inputs made by employee and the outputs receive from the job. If the answer comes out positive then the employee is satisfied with the job

and vice versa. Wexley and Yukl (1984) expressed that job satisfaction is not only influenced by the personal characteristics of an employee but also by the work related attributes prevailing in the workplace. Mitchell and Lasan (1987) stated that job satisfaction has gained wider importance in organizational behavior field. Luthans (1998) discussed job satisfaction in a three dimensional perspective. Firstly he postulated that job satisfaction is a feeling it cannot be measured as a tangible entity. Secondly, he stated that employee expectations, of being rewarded for the efforts made for the organization, can serve as a determinant of job satisfaction. Thirdly, he declared that several job characteristics like pay, promotion and work itself are the attitudes which can be related to job satisfaction. Intrinsic rewards and extrinsic rewards are usually correlated. However there is not direct relation between admirations of the workers and their willingness to work if their pay is not good enough. Therefore there is no value of intrinsic rewards like acknowledgements, admirations and authorizations when there are no extrinsic rewards (Hafiza et al., 2011).

2.4 STATEMENT OF HYPOTYESIS

1. Salary per annum and attitude towards work motivation will independently and jointly predict job satisfaction among secondary school staff in Ado Ekiti.
2. Male secondary school staff will significantly score higher in job satisfaction than female secondary school staff in Ado Ekiti.

2.5 OPERATIONAL DEFINITION OF TERMS

Salary: Salary can be defined as a fixed amount of money paid to a worker which can be either monthly or annual basis. Salary is a fixed amount of money or compensation paid to an employee by an employer in return of work done.

Job satisfaction: Job satisfaction is a state of emotional gladness, results from the achievement of the goals that one get through performing his part of contribution inside an organization.

Work motivation: It is an inner drive or willingness to initiate work related behavior and to determine its form direction or duration.

Secondary schools – It refers to institutions for educating children who has left primary school and are getting prepared to get into the university.

Teachers – It refers to people who have the qualified training to teach especially in a school both primary or secondary school and impact knowledge in the student.

CHAPTER THREE

METHODOLOGY

3.1 RESEARCH DESIGN

The study adopts a descriptive research design, whereby samples were drawn from a population of secondary school staffs all at once. Information collected was used to describe the population at that time.

The study investigated work motivation and salary as predictor of perceived job satisfaction among secondary school staffs in Ado Ekiti. The independent variable of interest are work motivation and salary, while the dependent variable is job satisfaction.

3.2 RESEARCH SETTING

A south-western state in Nigeria namely Ekiti state was used for this study. Hence, the study was carried out in Ekiti North local government area. The schools selected are:

1. Anglican secondary school, Ado Ekiti.
2. Christ boys grammar school, Ado Ekiti.
3. St. Augustine catholic high school, Ado Ekiti.
4. Christ girls grammar school, Ado Ekiti

3.3 STUDY SAMPLE

The sample size for this research was two hundred and fourteen (214) secondary school staffs. They were sampled using accidental sampling method .Gender: male staff=ninety six (44.9%), Female staff= one hundred and eighteen (55.1%), marital status: Married= one hundred and

seventy five (81.8%), Single= thirty five (16.5%), Others= four (1.9%) Religion= Christian = one hundred and eighty nine (88.3), Muslim= twenty four (11.2), Traditionalist= one(1%), Salary per annum= 50,000 above= one hundred and twelve(52.3%), 300,000 above= thirty three(15.2%), 500,000 above= twenty seven(12.6%) others= sixteen(7.5%).

3.4 RESEARCH INSTRUMENT

The instruments used for this study was a standardized structured questionnaire comprising of three sections, namely A, B & C.

SECTION A: It consist of items measuring socio-demographic information of the participants, such as age, religion, gender, marital status, religious affiliation, level of education, area of specialization, length of service and total salary per annum. Gender was reported as (male = 1 and female = 2); actual age was given; religion was reported as Christianity, Islam and Traditional.

SECTIONB: THE GENERIC JOB SATISFACTION SCALE

The generic job satisfaction scale is a 10- item questionnaire measuring the relevance of job satisfaction to a wide range of occupation developed by Scott Macdonald& Peter MacIntyre(1997). Reliability estimates for the generic job satisfaction scale indicated internal consistency with chronbach's alpha of .77 for the scale. Hence, the reliability was established in this study with a chronbach's alpha of .872.

SECTION C: WORK EXTRINSIC AND INTRINSIC MOTIVATION SCALE (weims)

The work extrinsic and intrinsic motivation scale is a 16-item questionnaire measuring the reason why people are presently involved in their work. It was developed by Maxime A. Tremblay, Ce'line M. Blanchard, Sara Taylor, and Luc G. Pelletier (2009). Each item was followed by a

five- point likert scale on which the extent of agreement could be indicated (1= strongly agree to 7= strongly disagree). Chronbach's alpha coefficient of .79 on the scale. The WEIMS were found to have a fairly good criterion validity. Hence, the reliability was established in this study with a cronbach alpha of .87.

3.5 PROCEDURE

Recruitment for the study participants took place by approaching the managements of the schools. After the required permissions were obtained from the school authorities, the purpose of this study was explained to the participants in their staff rooms. Ethical issues of assurance were given on the bases of confidentiality and discretion of the study. Also, participants were made to understand that participation would help them to address a very important issue. Direction on how to complete the questionnaire was given and the participants were guided in proper completion of the questionnaire. Honesty, in its completion was highly and continuously emphasized during the course of its administration. The researcher assured the participants that their questionnaire would not be personally identified. Finally, those participants who are willing to participate in the study were encouraged to fill the questionnaire.

3.6 STATISTICAL ANALYSIS

Data obtained was analyzed using the statistical package for the social sciences (SPSS). Descriptive statistics such as frequency, mean, standard deviation, and variance was conducted to describe the socio demographic information of the respondents. T-test for the independent samples was used for hypotheses one and multiple regression were adopted to test the hypotheses two.

CHAPTER FOUR

RESULTS

Hypothesis one stated that salary per annum and attitude toward work motivation will independently and jointly predict job satisfaction among secondary school staff. The hypothesis was tested with Multiple Regression. The result is presented in table 4.1

Table 4.1:- The summary of multiple regression showed that salary per annum and attitude toward works motivation will independently and jointly predict job satisfaction among secondary school staff.

Predictors	<i>B</i>	T	P	R	R^2	F	P
Salary	-.012	-.201	>.05	.478	.229	31.278	< .05
Work motivation	.478	7.908	<.05				

The result in table 1 shows that attitude toward work motivation ($B= .478$; $t= 7.91$; $p<.05$) independently predict job satisfaction among secondary school staff. However, Salary per annum ($B= -.012$; $t= -.201$; $p>.05$) did not predict job satisfaction among secondary school staff.

The result finally showed that all the predictor variables jointly predicted job satisfaction among secondary school staff ($f= 31.28$, $p= <.05$); this joint prediction for 229% (i.e. adjusted $R^2= .229$) in explaining job satisfaction among secondary school staff. Therefore, the hypothesis stated was accepted.

Hypothesis two stated that male secondary school staff will significantly score higher in job satisfaction than female secondary school staff. The hypothesis was tested with t-test for independent samples. The result is presented in table 4.2.

Table 2:- the summary of independent T- test shows the influence of gender on job satisfaction.

	Gender	N	Mean	SD	df	t	P
Job Satisfaction	Male	96	63.21	10.93	212	1.455	>.05
	Female	118	61.19	9.38			

The result of the study as presented in the above table show that male have higher mean scores on job satisfaction ($M= 63.21$) than female ($M= 61.19$) the results of the T-test showed that gender has no significant influence on job satisfaction: ($t= 1.46$; $df=212$, $p>.05$). Therefore hypothesis two was not accepted.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS.

This chapter contains the discussion, conclusion and recommendations based on the entire study. It sheds more light on the statistical results and findings in the previous chapter so as to make useful inferences, deductions and generalizations for applicability in the society. Furthermore, it highlights the limitations as well as other direction for future research in this area of study.

5.1 DISCUSSION

Hypothesis one stated that salary per annum and attitude toward works motivation will independently and jointly predict job satisfaction among secondary school staff. The result showed that all the predictor variables jointly predicted job satisfaction among secondary school staff. According to the income, some studies noted that the level of the salary is a secondary variable that cannot stand alone and its influence may be limited when the work quality is unsatisfactory. A study conducted by Brown and his colleagues (Brown et al, 2007) supports this notion. The researchers surveyed 16266 workers and employees who work in more than 800 institutions to determine the factors of happiness at work. The results indicated that the level of salary minimally influenced job satisfaction. Yet, when the researchers looked at an employee's worker's position in a company, they found a strong link with job satisfaction and concluded that rank increased happiness to a great extent when compared with higher salaries. The researchers explained this relationship and indicate that rank influenced how proud employees were with their professional achievements. In a similar study conducted on nurses, (Shields and Ward 2001) found that the lack of opportunities for career advancement or the possibility of promotion affect the job satisfaction of employees more than the size of the salary.

Other studies indicated that salary raise can only influence jobs with low level income but not the high level ones and in some cases raise might have negative effect on job satisfaction. Therefore, there might be some evidence to suggest that the relationship is not linear, rather a curvilinear one. For example, Bender and Heywood (2004) found that university professors who receive high income –in comparison with other jobs- have low job satisfaction because they think that PhD holders who work in industry earn more than them. Such comparison may affect job satisfaction because of the feelings of injustice.

In another study by (Clark, Oswald &Warr, 1996) on the relationship between age and salary and job satisfaction, the researchers found out that there is a direct correlation between job satisfaction and salary after controlling the age variable. This means that job satisfaction for the salary increases with age due to the low financial responsibilities with the growth of age. In similar study by Clarke and Oswald & Warr (1996), the researchers examined data collected from more than five thousands employees. The result was that the job satisfaction declines with high level of education. The theory suggests that education has a negative impact on job satisfaction because increased education is associated with higher expectations, such a person may become dissatisfied with performing the routine tasks required of most jobs even their salary might be higher than younger employees. Such studies may indicate that the salary does not influence job satisfaction directly, but through other factors.

Other studies indicate that salary amount is not important for job satisfaction but it rather the comparison income that the employees is setting up as referential point. Clark and Oswald & Warr (1996) study support this notion and indicated that job satisfaction depends on income relative to a “comparison” or reference level but not the salary amount. This suggests that even the salary of the employee is high compared with the level of salaries in the organization he or

she works in, he or she will feel dissatisfied if he/she believed that others in other institutions who have similar qualifications and specifications take a higher salary amount than them.

Hypothesis two stated that male secondary school staff will significantly score higher in job satisfaction than female secondary school staff in Ado Ekiti. The result shows that gender has no significant influence on job satisfaction among secondary school staff in Ado Ekiti. Findings have been far from conclusive about the nature of the relationship between gender and job satisfaction. In their study of teachers in various types of schools, Crossman and Harris (2006) reported that males were slightly more satisfied than females. Conversely, Bedeian et al (1992) and Klecker (1997) found females to be more satisfied with a range of job dimensions. Hill (1994) found male head teachers to be more dissatisfied with aspects of work than their female counterparts. Koustelios (2001) however reported that female teachers (both primary and secondary) were more satisfied with working conditions than males. Other studies have reported similarly limited findings (Scott, Cox & Dinham, 1998; Ma & MacMillan, 1999). In all these studies, the effect sizes were small. Other biographical variables may play moderating role. For example, Klecker (1997) reported that gender differences in job satisfaction were influenced by age group. Salary wage differentials are a significant factor in the gender paradox. Where wage differences are established, then the gender paradox in job satisfaction may be imminent. For example in a study by Young (1999), female (unlike their male counterparts) receiving less than their entitled salaries enjoyed the same level of pay satisfaction as female and male officers receiving more than their entitled salaries. Studies (Fagan & Burchell, 2002) conducted in Europe indicated that women were lower paid and were more likely to be working in jobs dealing directly with customers or other users of the workplace, to have experienced or been aware of intimidation and discrimination at their workplace, and to feel that they have insufficient health

and safety information when working in hazardous conditions. Women were also less likely to have planning responsibilities and more likely to have lower levels of job autonomy and working-time autonomy and were more likely to be employed part-time.

5.2 CONCLUSION

The study investigated work motivation and salary as predictor of job satisfaction among secondary school staff in Ado Ekiti. Hence, this study concluded that all the predictor variables jointly predicted job satisfaction among secondary school staff while gender has no significant influence on job satisfaction among secondary school staff in Ado Ekiti.

5.3 IMPLICATIONS

Several implications to the study should be mentioned. The job in which employees or teachers are doing is not only a money source without paying attention to other factors of motivations. It should also be noted that no theoretical review has indicated a single factor that will increase the level of job satisfaction of workers. Furthermore, salary should not be taken as a single factor that can increase workers satisfaction on their job, hence, their self-will and determination on their job should also be taken into consideration.

5.4 LIMITATIONS OF THIS STUDY

Few limitations of this study are highlighted as under:-

- a. This study is applicable to the public educational institutions of Ado Ekiti only. The sampling frame was limited to public educational institutions therefore the results cannot be generalized to the entire educational institutions.
- b. Convenience sampling method was used. This has inherent disadvantage of representativeness.

c. Questionnaire method was used which may be supported with focus group discussion, interviews and panel discussion to come at more concrete results.

5.5 RECOMMENDATIONS

The present study contributes to existing knowledge and also expands the understanding work motivation and salary as predictor of job satisfaction among secondary school staff in Ado Ekiti

Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better and for the students to also learn more effectively. Special considerations and allocations from the Ministry of Education are needed so as to enhance the working conditions and the school physical conditions. Also, The Ministry of Education should look into special material inducement in the form of higher salary increment or higher yearend bonuses in order to motivate and increase the secondary school teachers' morale and job satisfaction. Hence, it is also recommended that the ministry of education should offers a more attractive salary scheme for both graduate and non-graduate teachers so as for them to be more effective regardless of gender.

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APPENDIX 1

DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCE
FEDERAL UNIVERSITY OYE EKITI

Dear respondent,

I am an undergraduate student of the department of psychology, Federal University OyeEkiti seeking to understand the satisfaction of workers in their job.

Kindly note that the information you give is strictly for research purpose only and your identity is not protected as you will not be personally identified. Your honest and correct responses are essential for this exercise to be successful, therefore, whatever information you give will be given utmost confidentiality.

Thank you for your cooperation.

Ajani OdunayoGaniyat

Consent Form

I agree to participate in the study. I understand that I am free to withdraw my participation if need be and without giving any reason, I also agree that the data gathered from this study may be published in a form that does not identify me in any way.

Please express your interest to participate in this survey by ticking either “yes” or “no” below:

I agree to participate: Yes () No ()

SECTION A

Demographic information:

Sex: ----- male () female ()

Age: ----- (as at last birth)

Marital status: married () single () others ()

Religious affiliation: Christian () Muslim () traditional ()

Level of education: -----

Area of specialization: -----

Length of service: -----

Total salary per annum: (50,000-250,000)

(300,000—450,000)

(500,000---1, 000000)

(Others)

SECTION B:

Please answer the following question by ticking on the following response beside each of the question. Please answer as honestly as you can and be sure to answer all questions.

S/N	ITEMS	Always	Sometimes	Occasionally	Never
1	I receive recognition for a job well done				
2	I feel close to the people at work				
3	I feel good about working in this organization				
4	I believe the management is concern about me				
5	I feel secure about my job				
6	On the whole I believe work is good about my well being				
7	My wages are good				
8	All my talent and skill is used at work				
9	I get along with my supervisors				
10	I feel good about my job				

SECTION C

Using the scale below, please indicate to what extent each of the following items correspondsto the reasons why you are presently involved in your work. Please indicate the level of your agreement with the following items by choosing the best option that best represents your view.

S/N	ITEMS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Because this is the type of work I chose to do to attain a certain lifestyle.					
2	For the income it provides me.					
3	Because I derive much pleasure from learning new Things					
4	Because it has become a fundamental part of who I am.					
5	Because I want to succeed at this job, if not I would be very ashamed of myself.					
6	Because I chose this type of work to attain my career Goals					
7	For the satisfaction I experience from taking on interesting challenges					
8	Because it allows me to earn money.					
9	Because it is part of the way in which I have chosen to					

	live my life.					
10	Because I want to be very good at this work, otherwise I would be very disappointed.					
11	Because I want to be a “winner” in life.					
12	Because it is the type of work I have chosen to attain Certain important objectives.					
13	For the satisfaction I experience when I am successful at doing difficult tasks.					
14	Because this type of work provides me with security.					
15	I don't know, too much is expected of us.					
16	Because this job is a part of my life.					

Appendix 2

Frequencies

Statistics

		Sex	MaritalStatus	Religion	SalaryPerAnnum
N	Valid	214	214	214	214
	Missing	0	0	0	0

Frequency Table

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	96	44.9	44.9	44.9
	Female	118	55.1	55.1	100.0
	Total	214	100.0	100.0	

MaritalStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	175	81.8	81.8	81.8
	Single	35	16.4	16.4	98.1
	Other	4	1.9	1.9	100.0
	Total	214	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christians	189	88.3	88.3	88.3
	Muslims	24	11.2	11.2	99.5
	Traditionalists	1	.5	.5	100.0
	Total	214	100.0	100.0	

SalaryPerAnnum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	12.1	12.1	12.1
	N50,000-N250,000	112	52.3	52.3	64.5

N300,000-N450,000	33	15.4	15.4	79.9
N500,000-N1,000,000	27	12.6	12.6	92.5
Other	16	7.5	7.5	100.0
Total	214	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	214	20	70	35.70	8.447
YearsWorkExperience	214	1.00	29.00	8.2757	5.58785
Valid N (listwise)	214				

Reliability for Work Motivation Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	214	100.0
	Excluded ^a	0	.0
	Total	214	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	10

Item Statistics

	Mean	Std. Deviation	N
Mot	3.28	.863	214
V9	3.58	.650	214
V10	3.47	.761	214
V11	3.28	.859	214
V12	3.29	.969	214
V13	3.31	.949	214
V14	2.60	1.157	214
V15	3.43	.905	214
V16	3.47	.779	214
V17	3.29	.904	214

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Mot	29.72	23.121	.426	.777
V9	29.42	24.779	.340	.785
V10	29.53	23.452	.457	.773
V11	29.72	22.156	.557	.761
V12	29.71	22.310	.453	.774
V13	29.69	22.207	.479	.770
V14	30.40	20.804	.498	.770
V15	29.57	23.579	.342	.787
V16	29.53	22.973	.511	.768
V17	29.71	21.718	.577	.758

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.00	27.399	5.234	10

Reliability for Job Satisfaction Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	214	100.0
	Excluded ^a	0	.0
	Total	214	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	16

Item Statistics

	Mean	Std. Deviation	N
JobSat	3.85	1.146	214
V19	3.39	1.160	214
V20	4.35	.726	214
V21	4.03	.949	214
V22	3.98	1.109	214
V23	3.94	1.069	214
V24	3.93	.926	214
V25	3.59	1.174	214
V26	3.70	1.160	214
V27	4.11	1.001	214
V28	4.06	1.256	214
V29	4.05	.997	214
V30	3.99	1.005	214

V31	3.49	1.236	214
V32	3.59	1.240	214
V33	4.06	1.008	214

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted
	58.25	88.469	.598	
	58.71	91.542	.441	
	57.75	97.119	.352	
	58.07	91.132	.588	
	58.11	91.095	.489	
	58.15	89.818	.579	
	58.17	90.901	.619	
	58.50	92.073	.410	
	58.39	88.136	.606	
	57.98	91.004	.559	
	58.03	93.628	.308	
	58.05	89.303	.658	
	58.11	90.031	.611	
	58.61	90.671	.445	
	58.50	89.725	.486	
	58.03	91.666	.519	

Correlations

		Age	YearsWorkExperi ence	SalaryPerAnnum	WorkMotivation	JobSatisfac
	Pearson Correlation	1	.713**	.207**	.020	
	Sig. (2-tailed)		.000	.002	.768	
	N	214	214	214	214	
WorkExperience	Pearson Correlation	.713**	1	.242**	.085	
	Sig. (2-tailed)	.000		.000	.214	
	N	214	214	214	214	
PerAnnum	Pearson Correlation	.207**	.242**	1	.006	
	Sig. (2-tailed)	.002	.000		.934	
	N	214	214	214	214	
Motivation	Pearson Correlation	.020	.085	.006	1	
	Sig. (2-tailed)	.768	.214	.934		
	N	214	214	214	214	
tisfaction	Pearson Correlation	.095	.116	-.009	.478**	
	Sig. (2-tailed)	.165	.092	.891	.000	
	N	214	214	214	214	

relation is significant at the 0.01 level (2-tailed).

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
62.09	102.686	10.133	16

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Age	35.70	8.447	214
YearsWorkExperience	8.2757	5.58785	214
SalaryPerAnnum	1.51	1.095	214
WorkMotivation	33.0000	5.23441	214
JobSatisfaction	62.0935	10.13341	214

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	WorkMotivation, SalaryPerAnnum ^b		Enter

a. Dependent Variable: JobSatisfaction

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.229	.221	8.94175

a. Predictors: (Constant), WorkMotivation, SalaryPerAnnum

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5001.640	2	2500.820	31.278	.000 ^b
	Residual	16870.491	211	79.955		
	Total	21872.131	213			

a. Dependent Variable: JobSatisfaction

b. Predictors: (Constant), WorkMotivation, SalaryPerAnnum

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.718	3.996		7.937	.000
	SalaryPerAnnum	-.112	.559	-.012	-.201	.841
	WorkMotivation	.926	.117	.478	7.908	.000

a. Dependent Variable: JobSatisfaction

T-Test

Group Statistics

	WorkMotivation	N	Mean	Std. Deviation	Std. Error Mean
JobSatisfaction	High	120	64.7417	8.67673	.79207
	Low	94	58.7128	10.87428	1.12160

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
JobSatisfaction	Equal variances assumed	4.356	.038	4.511	212	.000	6.02890	1.33636	3.39464	8.6
	Equal variances not assumed			4.391	174.897	.000	6.02890	1.37308	3.31895	8.7

T-Test

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
JobSatisfaction	Male	96	63.2083	10.93321	1.11587
	Female	118	61.1864	9.38261	.86374

		Equal variances assumed		Equal variances not assumed						
95% Confid Interval of	Differen	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	1.39274	1.35444
									1.39274	1.35444
			.016	1.561	212	.120	2.17382	2.17382	1.39274	1.35444
									5.844	
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Lower								

Independent Samples Test

Age	N	Mean	Std. Deviation	Std. Error Mean
Old	93	63.3226	8.84180	.91685
Young	121	61.1488	10.96636	.99694

Group Statistics

T-Test

		Equal variances assumed		Equal variances not assumed						
95% Confidence Interval of the	Difference	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	-1.38915	-1.41110
									-1.38915	-1.41110
			.930	1.455	212	.147	2.02189	2.02189	-1.38915	-1.41110
			.336	1.433	188.112	.154	2.02189	2.02189	-1.38915	-1.41110
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Lower								

Independent Samples Test