

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Job Satisfaction: Salary and Work Motivation as Predictors

Omole, Oluwakemi E.

Lecturer Department of Psychology, Federal University Oye Ekiti, Nigeria

Ajani, Odunayo G.

Graduate Student, Department of Psychology, Federal University Oye Ekiti, Nigeria

Odunjo, Kamoru S.

Lecturer, Department of Psychology, Federal University Oye Ekiti, Nigeria

Olaide, Rukayat Y.

Undergraduate Student, Department of Psychology, Federal University Oye Ekiti, Nigeria

Abstract:

This study investigated salary and work motivation as predictors of perceived job satisfaction among secondary school teachers in Ado Ekiti. A descriptive research design was used in this study. The sample consisted of two hundred and fourteen (214) secondary school teachers. Data was collected using three standardized psychological scales: The Personal Information Questionnaire, Work Extrinsic and Intrinsic Motivation Scale (WEIMS) and Job Satisfaction Scale. The result showed that salary and work motivation jointly influence the job satisfaction of secondary school teachers ($f=31.28, p<.05$) while gender has no significant influence on their job satisfaction: ($t=1.46; df=212, p>.05$). The study concludes that salary and work motivation are significant predictors of job satisfaction of teachers while gender is not a significant predictor of job satisfaction.

Keywords: Salary, work motivation, gender, job satisfaction, teacher

1. Introduction

Secondary schools are established with the aim of empowering students with necessary skill and information that will enable them to nurture the socio-cultural, economic and political well-being of the country. The agents responsible for this empowerment are the teachers whose importance in nation building can positively or negatively influence the learning outcomes of students directly or indirectly. That is why most countries of the world are concerned about teachers' work behaviour which is essential to achieving standard and quality outcomes in the educational system. Afe (2001) teachers have an unequivocal influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action during interaction with the students.

It is readily observed that teacher's motivation and quality assurance has been a matter of constant debate in the endless stand-off between the Nigerian government and the Nigeria Union of Teachers (NUT) over benefits and improvement in working conditions which does not exclude salaries. Taylor and Vest (2002) posits that pay is very significant in motivating employees' work behaviour as their study established that salary and other work conditions are central to enhancing work satisfaction and in the achievement of organisational goals and objectives. Pay plays social, economic, growth, political and psychological roles to employees, in the same vein, high level of pay with related benefits similar to that of competitors fosters organisational commitment and reduces turnover intent. Again pay is an important aspect of human resource management practice that can make employees satisfied with their jobs.

Job satisfaction according to Afolabi and Omole (2013) is an individual's assessment of the interaction between the perceived job characteristics and emotional experiences at work. It represents a person's evaluation of his or her work context. All over the world, workers have expectations which may be divergent due to sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers, such as good pay, organic climate, employee voice, recognition and human rights appreciation. The inadequacies of such factors may lead to dissatisfaction and hence turnover intent. Banjoko (1996) observes that pay dissatisfaction occurs when workers are not satisfied with their pay and desire for more pay rises and this could lead to dysfunctional behaviour such as strike actions. Pay satisfaction is essential to employees because it makes them to be economically balanced in the society. For an employee to be financially sound, he/she must be satisfied with his/her pay to meet up with the necessities of life. Pay satisfaction is a complex phenomenon in human resource management practice because it is difficult for managers to know what actually satisfies or dissatisfies an employee. The extent to which an employee will perform well on the job performance is likely to be dependent on his state of mind and his view on his predisposition. When he is unhappy, there will be every tendency for him to engage in some dysfunctional and negative manner that would restrain his performance

on his job rather than to enhance his job performance. Where an employee is unhappy and unsatisfied, he cannot perform up to his maximum potential. It can therefore be deduced that satisfaction influences performance.

Green (1977) affirms that rewards constitute a necessary intervening variable and this satisfaction is considered as a function of performance related reward which implies that performance causes satisfaction. This implies that satisfaction does not just happen but is somehow caused by performance and achievement. The foregoing indicates that both performance and satisfaction are functions of rewards. A higher reward causes satisfaction, and when the employee experiences job satisfaction and is likely to perform better on the job. 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 to employees reward and their recognition.

Maslow's needs hierarchy was developed to explain human motivation in general. Its main tenet that people have a pyramid hierarchy of needs that they will satisfy from bottom to top, is applicable to the work setting, and has been used to explain job satisfaction. Within an organisation, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs as human beings are continually striving because at every moment there are needs that must be satisfied. However, these needs are rarely completely satisfied. It is worthy to note that employees also often 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, 1965). In essence it means that 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 irrespective of gender.

Researchers have posited a causal relationship between salary and job satisfaction whereas increased salary results in increased job satisfaction (Igalens & Roussel, 1998). Similarly, it has also been conceptualized that satisfaction results in increased pay. Indeed, Mohanty, (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.

According to Maslow's (1943) hierarchy of needs, additional income may assist 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, a number of people still see high salary as an indicator of individual value (Malika & Chatman, 2003). Brown, Gardner, Oswald and Qian (2007) found and that rank increased happiness to a great extent when compared with higher salaries. The result indicates that being a teacher is enough satisfaction because the job commands respect in the community. 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.

In another study by Clark, Oswald & Warr, (1996), 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. Clark and Oswald & Warr's (1996) study support this notion and indicated that job satisfaction depends on income relative to a reference level but not the salary amount. This suggests that even though an employee enjoys a high salary in comparison to others in his/her organisation, the employee will still be dissatisfied if it is believed that employees in other institutions who have similar qualifications and job specifications enjoy a higher salary than him/her.

Crossman and Harris (2006) reported that males were more satisfied than females. Conversely, Bedeian, Ferris, and Kacmar (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 were more satisfied with working conditions than males. Other studies have reported limited findings (Scott, Cox & Dinham, 1998; Ma & MacMillan, 1999). A reason for the inconclusive gender difference may be related to culture differentials and also salary variances are significant in the gender puzzle, in the sense that where wage differences are established, then the gender difference in job satisfaction may be imminent. Researchers have posited that other biographical variables play a moderating role in gender difference on job satisfaction; for example, Klecker (1997) reported that gender differences in job satisfaction were influenced by age group.

Brown, Gardner, Oswald, & Qian (2007) 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.

Similarly, Elumah, Ibrahim, and Shobayo (2016) conducted a study, investigating the effect of motivation and salary incentives on job satisfaction and employee performance among university workers in Nigeria. The study made use of 218 university employees, the outcome of the research showed a negative correlation between motivation and salary on job performance and satisfaction. Mensah and Tawiah (2016) also analysed the impact of motivation on job satisfaction and performance among employees in Ghanaian Gold Mining companies. The results of the study revealed a high motivation level among the employees in the mining companies which helped the industries curb the rate of low

performance. Summarily, incentives necessitated a high employee performance level which also translated to their commitment level because they were satisfied with their jobs.

In the same vein, a study conducted by Obiebi & Irikefe (2018) showed that there is a significant impact of motivation on job satisfaction and performance; people who have high level of motivation combined with good salary perform far better than people who have low motivation. Invariably, motivation and job satisfaction is related to the employees' perception of their work environment; whether or not there is opportunity for accomplishment of personal growth and development. Octaviannan, Pandjaitan and Kuswanto (2017) examined employees' performance putting into consideration the impact of motivation and job satisfaction, using a shipping company in the South of Jakarta, Indonesia. The outcome of the study revealed a significant and positive relationship of motivation and employees' performance on job satisfaction and performance. This indicates that when employees are motivated by their job, they put in optimal effort in performing well on their job, which in turn yields satisfaction for them.

2. Methodology

2.1. Design

The study adopts a descriptive research design. The study was carried out in Ekiti North local government area. The schools selected are: Anglican Secondary School Ado Ekiti, Christ Boys Grammar School Ado Ekiti, St. Augustine Catholic High School Ado Ekiti and Christ Girls' Grammar School, Ado Ekiti. Two hundred and fourteen (214) secondary school teachers were accidentally sampled to participate in the study.

2.2. Instrument

The instruments used for this study was a standardized questionnaire comprising three sections. Section A consist of items measuring socio-demographic information of the participants, such as age, religion, gender, marital status, religious affiliation, level of education, length of service and salary per annum. Section Bis the 16-item Work Extrinsic and Intrinsic Motivation Scale (WEIMS) developed by Maxime, Ce'line, Sara Taylor, Martin and Luc G. Pelletier (2009) with a Cronbach's alpha of .79. Section C is the 10-item questionnaire measuring job satisfaction by Macdonald & MacIntyre (1997). Reliability estimates for the generic job satisfaction scale indicated internal consistency with Cronbach's alpha of .77.

3. Results

Variables		1	2	3	4	5
1	Age	1.000				
2	Length of service	.713**	1.000			
3	Salary Per Annum	.207**	.242**	1.000		
4	Work motivation	.020	.085	.006	1.000	
5	Job Satisfaction	.095	.116	-.009	.478**	1.000

Table 1: Correlation Matrix Showing the Relationship between Ages, Length of Service, Salary per Annum, Work Motivation and Job Satisfaction
Note:**= Correlation Is Significant at 0.01 Level (2-Tailed)

Table 1 shows the relationship between age, length of service, Salary Per Annum, Work motivation and Job Satisfaction. It is evident from the table that a significant positive relationship exist between age and length of service, which means that as the value of age increases or decreases, length of service also increases or decreases. Similarly, the table shows a positive relationship between age and salary per annum. Furthermore, the table shows that length of service is positively related with salary per annum. In the same vein, work motivation and job satisfaction are seen to have a good positive relationship.

Model		Sum of Squares	Df	Mean Square	F	Sig.
Regression		5001.64	2	2500.82	31.278	.000 ^b
Residual		16870.49	211	79.955		
Total		21872.13	213			
Variable	B	SE.B	Beta	T	Sig	
(Constant)	31.718	3.996		7.937	000 ^b	
Salary Per Annum	-0.112	0.559	-0.012	-0.201	0.841	
Work Motivation	0.926	0.117	0.478	7.908	.000	

Table 2: Multiple Regression Analysis of Job Satisfaction by Salary and Work Motivation

Table 2 shows that there is a significant joint prediction of salary and work motivation on job satisfaction among secondary school teachers ($F(2, 211)=31.28, p<0.05, R^2 =0.229$). The $R^2=0.229$ suggests that the independent variables salary and work motivation explained 22.9% variation in job satisfaction of secondary school teachers. Further observation from the table shows that salary per annum ($\beta= -0.012, t=-0.201, p>0.05$) did not independently predict job satisfaction among secondary school teachers while work motivation ($\beta=0.478, t=7.91, p<0.05$) independently predicted the job satisfaction of secondary school teachers.

	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			

Table 3: Independent T- Test Showing Gender Difference on Job Satisfaction

The result of the study as presented in Table 3 above table show that there is no significant gender difference on job satisfaction: ($t= 1.46; df=212, p>.05$).

4. Discussion

The result showed that salary and work motivation jointly predicted job satisfaction among secondary school teachers. This is in consonance with earlier studies that revealed that the influence of salary is limited as a standalone variable but has a strong link with job satisfaction when an employee's position in a company is considered. Studies conclude that that rank increased happiness to a great extent when compared with higher salaries (Brown, Gardner, Oswald & Qian, 2007) and lack of opportunities for career advancement or the possibility of promotion affect the job satisfaction of employees more than the size of the salary (Shields & Ward, 2001). The finding of the present study is in consonant with the finding of Octaviannan, Pandjaitan and Kuswanto (2017) that a significant and positive relationship of motivation and employees' performance exist on job satisfaction and performance. This is also in line with Obiebi & Irikefe's (2018) finding that a significant impact of motivation exists on job satisfaction and performance; people who have high level of motivation combined with good salary perform far better than people who have low motivation.

The result also shows that gender has no significant difference on the job satisfaction of secondary school teachers in Ado Ekiti. It is worthy of note that findings have been far from conclusive about the nature of the relationship between gender and job satisfaction. Crossman and Harris (2006) reported that males were slightly more satisfied than females. Conversely, Bedeian, Ferris, and Kacmar (1992); Klecker (1997) and Koustelios (2001) 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. The result contributes to the growing inconclusive results in literature and supports the notion put forward by previous researchers that other variables play a moderating role in gender difference on job satisfaction.

5. Conclusion and Recommendation

The study investigated work motivation and salary as predictor of job satisfaction among secondary school teachers in Ado Ekiti. Hence, this study concluded that all the predictor variables jointly predicted job satisfaction among secondary school teachers while gender has no significant influence on job satisfaction among secondary school teachers in Ado Ekiti. The study recognises that extrinsic motivation is a key ingredient in sustaining the satisfaction of teachers, and that salary cannot stand alone as a form of extrinsic motivation which has also been emphasized in literature. Other factors like reward and recognition are essential for the circle to be complete. Special plans are thus needed to improve the school working conditions by providing a motivating work environment in order for teachers to give their optimum performance on and off the job, which will ultimately translate into positive outcomes for the student populace.

Special considerations and allocations from the Ministry of Education are needed to enhance and improve the work environment; the school physical conditions need to be improved and a maintenance culture needs to be imbibed because that in itself is rewarding. Also, the Ministry of Education should look into special incentive inducement in the form of higher increment in salary and/or year-end bonuses in order to motivate and increase teachers' morale and job satisfaction. Hence, it is also recommended that the ministry of education should offer a more attractive salary scheme for both graduate and non-graduate teachers, that is commensurate with that of their contemporaries outside the school environment. It is thus essential that fairness be maintained between and among people with similar qualifications because humans have an inclination for comparison, which would then determine the kinds of behaviour they engage in.

6. References

- i. Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (pp 267-299). New York: Academic Press.
- ii. Afe, J.O. (2001). Reflection on Becoming a Teacher and: The challenges of Teacher. *Education Inaugural Lectures Series 64*, University of Benin, Nigeria.
- iii. Afolabi, A.O., & Omole, O.E. (2011). Personality Type and Workforce Diversity as Predictors of Ethical Behaviour and Job Satisfaction among Nigerian Policemen. *Current Research Journal of Social Sciences*, 3(5), 381-388.
- iv. Ali, R. & Ahmed, M.S. (2009). The Impact of Reward and Recognition Programs on Employee's Motivation and Satisfaction: An Empirical Study. *International Review of Business Research Papers*, 5, 270-279.
- v. Banjoko S. A. (1996) *Human Resource Management: An Expository Approach*, Pumark Limited, Nigeria

- vi. Bender, K. & Heywood, J. (2006). Job satisfaction of the highly educated: The role of gender, academic tenure, and comparison income. *Scottish Journal of Political Economy*, 53(2), 253-279.
- vii. Bedeian, A.G., Ferris, G.R., & Kacmar, K.M. (1992). Age, tenure, job satisfaction: A tale of two perspectives. *Journal of Vocational Behaviour*, 40, 33-48.
- viii. Brown, G.; Gardner, J.; Oswald, A.; & Qian, J. (2007). Does Wage Rank Affect Employees' Well-Being?", *Industrial Relations*, 47(3), 355-389.
- ix. Clark A., Oswald, J. & Warr, P. (1996). Is Job satisfaction is U-sapped in age? *Journal of occupational Psychology*, 69, 57-81.
- x. Crossman, A. & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, 34, 29-46.
- xi. Elumah, L.O., Ibrahim, O.M., & Shobayo, P.B. (2016). The Impact of Financial and Moral Incentives on Organizational Performance: A Study of Nigerian Universities. *Arabian Journal Business Management Review* 6, 255.
- xii. Green C. N. (1977) "The Satisfaction – Performance Controversy" in *Organisational Design, Development and Behaviour* Ed. Karl O. Magnusen. Texas: Scott, Foresman and Company, pp.166.
- xiii. Hill, T. (1994). Primary head teachers: Their job satisfaction and future career aspirations. *Educational Research*, 36(3), 223-235.
- xiv. Maxime A.T, Celine M.B, Sara Taylor, Martin V; & Luc G.P (2009). Work extrinsic and intrinsic scale: its value for organisational psychology research. *Canadian Journal of Behavioural Science*,40,213-226.
- xv. Igalens, Jacques & Roussel, Patrice. (1998). A Study of the Relationships between Compensation Package, Work Motivation and Job Satisfaction. *Journal of Organisational Behaviour*, 20, 1003-1025.
- xvi. Katou, A.A. (2008). Measuring the impact of HRM on Organisational performance. *Journal of Industrial Engineering and Management*,1(2), 119-142.
- xvii. Klecker, B. (1997). Male elementary school teachers' ratings of job satisfaction by years of teaching experience. Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, November, 12.
- xviii. Koustelios, A.D. (2001). Personal characteristics and job satisfaction of Greek teachers. *The International Journal of Educational Management*, 15(7), 354 - 538.
- xix. Ma, X. & Macmillan, R.B. (1999). Influence of workplace conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93(1), 39-47.
- xx. Malka, A., & Chatman, J. A. (2003). Intrinsic and extrinsic work orientations as moderators of the effect of annual income on subjective well-being: A longitudinal study. *Personality and Social Psychology Bulletin*, 29(6), 737-745.
- xxi. Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50 (4), 370-382.
- xxii. Mensah, E., & Tawiah, K. (2016). Employee Motivation and Work Performance: A Comparative Study of Mining Companies in Ghana. *Journal of Industrial Engineering and Management*, 9(2).
- xxiii. Mohanty, M.S. (2009). Effects of positive attitude on earnings: evidence from the US longitudinal data. *The Journal of Socio-Economics*, 38(2), 357-371.
- xxiv. Obiebi & Irikefe (2018). Motivational Factors: Implications for Job Performance among Workers of a Public Tertiary Institution in Nigeria. *Global Journal of Research and Review*, 5 (2:6). DOI: 10.21767/2393-8854.100035.
- xxv. Octaviannan, R., Pandjaitan, N., & Kuswanto, S. (2017). Effect of Job Satisfaction and Motivation towards Employee's Performance in XYZ Shipping Company. *Journal of Education and Practice*, 8(8).
- xxvi. Scott, C., Cox, S. & Dinham, S. (1998). An English Study of Teacher Satisfaction, Motivation and Health. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, April 13 – 17.
- xxvii. Shields, M. & Ward, M. (2001). Improving nurse retention in the National Health Service in England: The impact of job satisfaction on intentions to quit. *Journal of Health Economics*, 20, 677 – 701.
- xxviii. Taylor, G. S. and Vest, M. J. (2002). "Pay Comparisons and Satisfaction among Public Sector Employees". *Public Personnel Management*, 21, 445-54.