

**Motivation and Job Satisfaction of Lecturers in Rivers Owned Higher Institutions:
Implications for Counselling**

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Abstract

This study examined motivation, and job satisfaction of lecturers in Rivers State Owned Higher Institutions. The study adopted correlational design. Eight research questions and eight corresponding hypotheses guided the conduct of the study. The population of the study consisted of 4,364 lecturers. A sample of 300 lecturers (150 males and 150 females) was selected for the study through non-proportionate stratified random sampling technique. Three instruments guided the conduct of this study. They are: “Lecturers’ Motivation Scale” (LMS) and “Lecturers’ Job Satisfaction Scale” (LJSS). These instruments were used for data collection. The reliability of the instruments was established through test-retest Method. The reliability indices for LMS was ($r=0.87$) and LJSS ($r=0.89$). Pearson Product Moment Correlation was used to answer and test the research questions and hypotheses. The results of the analyses of the hypotheses were tested for statistical significance at .05 alpha level. There was a very strong and significant relationship between physiological needs and job satisfaction among lecturers, there was a very strong and significant relationship between safety needs and job satisfaction among lecturers, there was a strong and significant relationship between belongingness needs and job satisfaction among lecturers, there was a very strong and significant relationship between esteem needs and job satisfaction among lecturers, there was a very strong and significant relationship between self-actualization and job satisfaction among lecturers. Based on the findings the study recommended that management of Rivers owned higher institutions should provide conducive work environment to ensure job satisfaction lecturers and lecturers should be adequately motivated for higher job productivity and job satisfaction.

Keywords: motivation, job satisfaction, lecturers, physiological needs, safety needs

Introduction

Motivation is a force behind what makes a person respond in a particular way in his or her place of work. It is an inner state that energizes, motivates or moves behaviour towards a goal. Motivation is an instigating force of behaviour, it underlines every phase of behaviour and relationship. Motivation can be defined as the process that accounts for an individual’s intensity, direction and persistence of effort towards attaining a goal.

Uzoeshi and Iwundu cited in Jackson (2023) stated that motivation can be conceived as a drive or push, which energizes man into action or towards the accomplishment of a task or tasks. Motivation is described as a complex fact involving physiological emotional and effective variables. Atkinson cited in Jackson (2023) defined motivation as the arousal of tendency to act and to produce one or two effects. It is the direction and regulation of action

towards a goal. A teacher that is poorly motivated may likely be depressed or may experience low self-esteem. This may result in low teacher's morale.

Physiological needs are basic human needs. These include, hunger, sleep, sex and accommodation. Adequate pay, health care service, basic social amenities, and accommodation will motivate the teacher to work effectively. But inadequate provision of these needs will demotivate the teacher, reduce self-concept and give rise to many psychological and health problems, increase depression. The teachers will experience poor or low morale.

Safety needs which are the second category of needs in Maslow's hierarchy of needs include all forms of emotional stability, freedom from fear and workplace security/safety. Teachers working in a safe environment usually have higher morale because they experience greater feeling of joy. But unfavourable work place structures, poor organizational policies and lack of job security will have a corresponding negative effect on teachers' motivation, self-concept and depression.

Feeling of belongingness according to Maslow's Hierarchy of Needs, refers to the need of affection, affiliation, acceptance, friendship and love. The need for belongingness is a very important factor in industrial psychology; it is a motivational force having great impact on teachers' morale. Positive social acceptance from colleagues creates high morale of the teachers. When teachers feel valued and appreciated by other colleagues, it produces a team spirit and social support system. Maslow argued that with conducive organisational structure where managers, supervisors, school administrators and colleagues form positive relationship, thus, creating a sense of belonging, this will lead to greater motivation and high morale because teachers are happy.

Esteem needs which is the fourth category of Maslow's need hierarchy basically refers to self-worth, status, achievement and power. The teacher receiving praises from principal good office, teaching materials and promotions when due will have a feeling of success. Maslow argued that the job-reward systems that satisfy the self-worth or self-concept of the teacher is a great motivator, which will automatically give rise to high teachers' morale. Lack of promotion, well-equipped office, poor recognition and self-respect will have a negative psychological effect on the teacher, depression may set in which will result in low teachers' morale. Self-actualization needs are the highest on the hierarchy of human needs. Self-actualizers are potential driven. The teachers, who seek self-actualization, want to grow, develop and get to the top of their career and aspiration in life. Where opportunities for growth is lacking, the teacher tends to be dissatisfied (Maclean, 2020).

Hence job satisfaction can be seen as a reward that an employee aims at as a result of productive activity apart from his income. Therefore, organizations should consider this variable to satisfy employees so as to retain their best workers (Noraani, 2013). Employee's satisfaction towards organizational policies leads to greater organizational productivity as a result of employee performance (Shagufta & Abugre, 2013). Job Satisfaction also refers to the employee's general attitude towards his job. Job satisfaction is used to describe how contented an individual is with his or her job. Many organizations develop training programmes and benefit packages to develop loyal employees. Job satisfaction is the most important attitude in the field of the organizational behavior (Maclean, 2020).

Lecturers' job satisfaction is used to describe whether lecturers are happy and fulfilling their desire and needs and it can help to build their commitment towards the organization objectives. Financial benefits, employee relations, work environment and role clarity are the factors that are used to measure job satisfaction of employees at work because employee satisfaction is a factor in employee motivation and goal achievement. Employee satisfaction increases the quality of work and leads to customer satisfaction because customer service eventually depends on the community who provide that service.

The concept of motivation originated from the Latin “movere” (to move) and can be defined as the process that accounts for an individual’s intensity direction and persistence of effort toward attaining a goal (Jackson, 2023). Motivation is used in reference to the reasons underlying behaviour. Munyengabe et al. (2017) posited that motivation is the process that initiated, guide and maintains goal-oriented behaviours in all activities.

Motivation is the reasons underlying behaviour and action in achieving set goals. It is the attribute that moves someone to do or not to do something. Shrestha (2021) asserted that motivation involves a series of modifying and directing human behaviours into desired patterns of work. This means that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared to. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies.

Job satisfaction can be seen as a positive feeling about one’s job resulting from an evaluation of one’s job characteristics (Jackson, 2023). Job satisfaction is dependent on combination of different job factors such as salary, job skills and right job, amount of responsibilities, autonomy of workers, and free flow of interpersonal relationship. Job satisfaction includes all factors that will make employer to like his job and makes him willing to stay on the job. When employees are satisfied, it leads to greater output because it results in high morale of the workers and their general living. Kochhar (2013) in Jackson (2023) pointed out certain conditions that drop workers’ job satisfaction such as; lack of career growth or job advancement, feeling of job insecurity, poor working condition, lack of chance for workers to use their initiative, participation in management, lack of increase in salary, promotion and so on.

Job satisfaction has an enormous effect on the life of an individual as he spends a big amount of his time and energy on work. In other words, the relationship between job and life satisfaction is mutual, job satisfaction affects life satisfaction and vice versa. Employees with higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display organizational commitment.

Amporful et al. (2020) investigated motivation as a predictor of lecturers’ job satisfaction: Insight from Ghanaian Technical Universities. The study examined the effect of motivation (Physiological needs) on job satisfaction of lecturers in the Technical Universities of Ghana. The finding of the study revealed that there was statistically significant and positive relationship between motivation (physiological needs) and job satisfaction of lecturers. The study also found that physiological needs such as provision of good accommodation and health care delivery have statistically significant effects on lecturers’ job satisfaction.

Munyenangabe et al. (2017) carried out a study on the Analysis of Factors and Levels Associated with Lecturers’ Motivation (Safety Needs) and Job Satisfaction in Universities in Rwanda. The finding of the study revealed there was a significant positive correlation between lecturers’ safety needs and job satisfaction. The study found that lecturers’ motivation of safety needs and job satisfaction was low because all the factors (safe working condition, job security, suitable organisational policy and salary). Analysed data showed that lecturers’ are poorly motivated considering their safety needs thus they experienced some level of job dissatisfaction.

Ma (2013) examined Sense of Belonging to School: Can Schools make a Difference? The study examined the influence of belongingness needs among lecturers’ job satisfaction in Canada. The finding of the study revealed that lecturers’ level and sense of belonging was significantly correlated with lecturers’ job satisfaction. Lecturers’ self-esteem was the single

most important predictor of their sense of belongingness, followed by their health status. The study indicated that at the school level, school climate was significant in shaping lecturers' sense of belongingness.

St-Amand, Girard and Smith (2017) carried out a study on Sense of Belonging at Place of Work: Defining Attributes, Determinants and Sustaining Strategies. The study investigated the relationship between sense of belonging at work place and determinant factors of job satisfaction. The finding revealed that there was a positive relationship sense of belongingness and lecturers' job satisfaction. The study found that higher sense of belongingness was significantly correlated to lecturers' job satisfaction. The study found the following determinants of sense of belongingness; friendship, positive school climate, positive support from colleagues and caring behaviours of school principals.

Most teaching staff in Nigerian Universities and other higher institutions are unhappy, uninspired and unmotivated. The reasons for this include low salary, lack of promotion opportunities, unsatisfactory leader behaviours, and varieties of work load, students' discipline problems, uncooperative colleagues and unconducive working environment. The lack of good working conditions and motivation mechanism has no doubt, translated into lecturers' low self-concept and job dissatisfaction which in turn translated into student's poor academic performance.

Lecturers low job satisfaction hampers their work effectiveness. Job dissatisfaction is caused by inadequate management skills and lack of motivation on the side of management and the employee especially when he shows lack of commitment towards the job. Major problems in the educational system are insufficient classroom blocks to contain the increase school enrolment, poor facilities, inadequate offices, unfriendly working environment, etc. It is obvious that lecturers and students who learn in this kind of school environment are likely to perform poorly. This invariably leads to low lecturers' self-concept and job satisfaction because motivational factors are low.

The consequences of not addressing the challenges facing the lecturers in higher institutions by stakeholders in the educational sector is one of the most serious reasons why most lecturers are working below work expectations, quitting the job and travelling outside the country (brain drain), and seeking greener pastures in other sectors. It is against this backdrop that the study sought to investigate the relationship between motivation and job satisfaction among lecturers in Rivers State owned higher institutions.

Research Questions

The following research questions were formulated to guide the study;

1. To what extent does physiological needs (salary, accommodation and health care services) relate to lecturers' job satisfaction in Rivers State owned higher institutions?
2. To what degree does belongingness needs relate to lecturers' job satisfaction in Rivers State owned higher institutions?
3. To what degree does esteem needs (promotion and incentives) relate to lecturers' job satisfaction in Rivers State owned higher institutions?
4. To what degree does self-actualization (opportunity for career advancement) relate to lecturers' job satisfaction in Rivers State owned higher institutions?

Research Hypotheses

1. There is no significant relationship between physiological needs (salary, provision of accommodation and health care delivery) and job satisfaction among lecturers in Rivers State owned higher institutions.
2. There is no significant relationship between belongingness needs (respect among co-workers and relationship with heads of department) and job satisfaction among lecturers in Rivers State owned higher institutions.
3. There is no significant relationship between esteem needs (promotion and incentives) and job satisfaction among lecturers in Rivers State owned higher institutions.
4. There is no significant relationship between self-actualization (opportunity for career advancement) and job satisfaction among lecturers in Rivers State owned higher institutions.

Methodology

This study adopted the correlational and descriptive designs as it investigated motivation and job satisfaction among the lecturers in Rivers State owned higher institutions. Correlational studies are research concerned with determining the relationship between two or more variables and also used in testing hypothesis of significance (Kpolovie, 2011). The population of the study consisted of all the lecturers in the Ignatius Ajuru University of Education, Rivers State University, Captain Elechi Polytechnic and College of Health Science and Management Technology. The population of the study consisted of 4,364 (Jackson, 2023).

The non-proportionate stratified random sampling technique was used to select one hundred (100) lecturers from Ignatius Ajuru University of Education and Rivers State University while fifty (50) lecturers was selected from College of Health Science and Management Technology and Captain Elechi Polytechnic. This technique helps to represent all the faculties and departments under study.

A sample of 300 lecturers was used for the study. They were drawn from the different faculties in the four higher institutions owned by the Rivers State Government, 100 lecturers each from Ignatius Ajuru University of Education and Rivers State University and fifty (50) lecturers each from College of Health Science and Management Technology and Captain Elechi Polytechnic were sampled bringing the total to 300 participants.

The instrument titled "Motivation and Job Satisfaction Scale" (MJSS) was used to generate data for the study. The instrument consisted of two parts, A and B. Part A is concerned with information on demographic variables while Section B was used to generate responses on "Lecturers' Motivation Scale" (LMS) and "Lecturers' Job Satisfaction Scale" (LJSS). The LMS contained 25 items to measure lecturers' motivation while LJSS contained 15 items designed to measure lecturers' job satisfaction. The instrument was responded to on a 4-point modified Likert scale of Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 point respectively.

The instrument was tested for reliability through a test-retest method, with a reliability coefficient of LMS ($r=0.87$) and LJSS ($r=0.89$), ascertained through the Pearson Product Moment Correlation (PPMC) statistic. Pearson Product Moment Correlation was used to answer all the research questions and to test all the hypotheses.

Results

Research Question One: To what extent does physiological needs (salary, accommodation and health care services) relate to lecturers’ job satisfaction in Rivers State owned higher institutions?

Hypothesis One: There is no significant relationship between physiological needs (salary, provision of accommodation and health care delivery) and job satisfaction among lecturers in Rivers State owned higher institutions.

Table 1: Pearson’s Product Moment Correlation Analysis on the Relationship between Physiological Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

		Correlations	
		Physiological Needs	Lecturers' Job Satisfaction
Physiological Needs	Pearson Correlation	1	0.93**
	Sig. (2-tailed)		0.00
	n	300	300
Lecturers' Job Satisfaction	Pearson Correlation	0.93**	1
	Sig. (2-tailed)	0.00	
	n	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Computation, 2022

Table 1 shows the extent to which physiological needs (salary, accommodation and health care services) relate to lecturers’ job satisfaction in Rivers State owned higher institutions. As such, the answer to research question one is that physiological needs relate to lecturers’ job satisfaction in Rivers State owned higher institutions to a very strong extent ($r = 0.93$). The implication of this result is that the extent of relationship between physiological needs and job satisfaction among lecturers in Rivers State owned higher institutions is very strong since the correlation coefficient ($r = 0.93$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

Furthermore, table 1 showed that the test to hypothesis one indicated that there is a very strong correlation ($r = 0.93$, $r \leq \pm 0.80$ to ± 1.00), between physiological needs and job satisfaction among lecturers in Rivers State owned higher institutions. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between physiological needs and job satisfaction among lecturers in Rivers State owned higher institutions, hence null hypothesis one is rejected at the 0.05 significance level.

Research Question Two: To what degree does belongingness needs relate to lecturers’ job satisfaction in Rivers State owned higher institutions?

Hypothesis Two: There is no significant relationship between belongingness needs (respect among co-workers and relationship with heads of department) and job satisfaction among lecturers in Rivers State owned higher institutions.

Table 2: Pearson’s Product Moment Correlation Analysis on the Relationship between Belongingness Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

		Correlations	
		Belongingness Needs	Lecturers' Job Satisfaction
Belongingness Needs	Pearson Correlation	1	0.79**
	Sig. (2-tailed)		0.00
	n	300	300
Lecturers' Job Satisfaction	Pearson Correlation	0.79**	1
	Sig. (2-tailed)	0.00	
	n	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Computation, 2022.

Table 2 shows the extent to which belongingness needs (respect among co-workers and relationship with heads of department) relate to lecturers’ job satisfaction in Rivers State owned higher institutions. As such, the answer to research question three is that belongingness needs relate to lecturers’ job satisfaction in Rivers State owned higher institutions to a strong extent ($r = 0.79$). The implication of this result is that the extent of relationship between belongingness needs and job satisfaction among lecturers in Rivers State owned higher institutions is strong since the correlation coefficient ($r = 0.79$) is within the range of $r \leq \pm 0.60$ to ± 0.79 .

Furthermore, table 2 showed that the test to hypothesis three indicated that there is a strong correlation ($r = 0.79$, $r \leq \pm 0.60$ to ± 0.79), between belongingness needs and job satisfaction among lecturers in Rivers State owned higher institutions. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between belongingness needs and job satisfaction among lecturers in Rivers State owned higher institutions, hence null hypothesis three is rejected at the 0.05 significance level.

Research Question Three: To what degree does esteem needs (promotion and incentives) relate to lecturers’ job satisfaction in Rivers State owned higher institutions?

Hypothesis Three: There is no significant relationship between esteem needs (promotion and incentives) and job satisfaction among lecturers in Rivers State owned higher institutions.

Table 3: Pearson’s Product Moment Correlation Analysis on the Relationship between Esteem Needs and Job Satisfaction among Lecturers in Rivers State Owned Higher Institutions

		Correlations	
		Esteem Needs	Lecturers' Job Satisfaction
Esteem Needs	Pearson Correlation	1	0.90**
	Sig. (2-tailed)		0.00
	n	300	300
Lecturers' Job Satisfaction	Pearson Correlation	0.90**	1
	Sig. (2-tailed)	0.00	
	n	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Computation, 2022.

Table 4 shows the extent to which esteem needs (promotion and incentives) relate to lecturers’ job satisfaction in Rivers State owned higher institutions. As such, the answer to research question four is that esteem needs relate to lecturers’ job satisfaction in Rivers State owned higher institutions to a very strong extent ($r = 0.90$). The implication of this result is that the extent of relationship between esteem needs and job satisfaction among lecturers in Rivers State owned higher institutions is very strong since the correlation coefficient ($r = 0.90$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

Furthermore, table 3 showed that the test to hypothesis four indicated that there is a very strong correlation ($r = 0.90$, $r \leq \pm 0.80$ to ± 1.00), between esteem needs and job satisfaction among lecturers in Rivers State owned higher institutions. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between esteem needs and job satisfaction among lecturers in Rivers State owned higher institutions, hence null hypothesis four is rejected at the 0.05 significance level.

Research Question Four: To what degree does self-actualization (opportunity for career advancement) relate to lecturers’ job satisfaction in Rivers State owned higher institutions?

Hypothesis Four: There is no significant relationship between self-actualization (opportunity for career advancement) and job satisfaction among lecturers in Rivers State owned higher institutions.

Table 4: Pearson’s Product Moment Correlation Analysis on the Relationship between Self-Actualization and Job Satisfaction among Lecturers in Rivers State Owned Higher Institutions

Correlations

		Self-actualization	Lecturers' Job Satisfaction
Self-actualization	Pearson Correlation	1	0.94**
	Sig. (2-tailed)		0.00
	n	300	300
Lecturers' Job Satisfaction	Pearson Correlation	0.94**	1
	Sig. (2-tailed)	0.00	
	n	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Computation, 2022

Table 4 shows the extent to which self-actualization (opportunity for career advancement) relate to lecturers’ job satisfaction in Rivers State owned higher institutions. As such, the answer to research question five is that self-actualization relate to lecturers’ job satisfaction in Rivers State owned higher institutions to a very strong extent ($r = 0.94$). The implication of this result is that the extent of relationship between self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions is very strong since the correlation coefficient ($r = 0.94$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

Furthermore, table 4 showed that the test to hypothesis five indicated that there is a very strong correlation ($r = 0.94$, $r \leq \pm 0.80$ to ± 1.00), between self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions. Thus, since $p\text{-value} = 0.00 < 0.05$, there is significant relationship between self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions, hence null hypothesis five is rejected at the 0.05 significance level.

Discussion of Findings

Relationship between Physiological Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

The study investigated the extent to which motivation, and self-concept predicts job satisfaction among lecturers in Rivers State owned higher institutions. However, the result in table 1 revealed that the extent of relationship between physiological needs and job satisfaction among lecturers in Rivers State owned higher institutions is very strong. Furthermore, the result of hypothesis one indicated that there is significant relationship between physiological needs and job satisfaction among lecturers in Rivers State owned higher institutions. The finding of this study is supported by the study of Amporful et al. (2020) which revealed that there was statistically significant and positive relationship between motivation (physiological needs) and job satisfaction of lecturers. The study also found that physiological needs such as provision of good accommodation and health care delivery have statistically significant effects on lecturers’ job satisfaction.

Relationship between Belongingness Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

The result in table 2 shows that the extent of relationship between belongingness needs and job satisfaction among lecturers in Rivers State owned higher institutions is strong. While the result of the tested hypothesis three indicated that there is significant relationship between belongingness needs and job satisfaction among lecturers in Rivers State owned higher institutions. This finding is in agreement with the study of Ma (2013) which revealed that lecturers' level and sense of belonging was significantly correlated with lecturers' job satisfaction. Lecturers' self-esteem was the single most important predictor of their sense of belongingness, followed by their health status. Supporting the results, St-Amandet al. (2017) in their study revealed that there was a positive relationship sense of belongingness and lecturers' job satisfaction. The study found that higher sense of belongingness was significantly correlated to lecturers' job satisfaction. The study found the following determinants of sense of belongingness; friendship, positive school climate, positive support from colleagues and caring behaviours of school principals.

Relationship between Esteem Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

Table 3 shows that the extent of relationship between esteem needs and job satisfaction among lecturers in Rivers State owned higher institutions is very strong. While the result of the tested hypothesis four indicated that there is significant relationship between esteem needs and job satisfaction among lecturers in Rivers State owned higher institutions. These finding is consistent with the study of Kassim et al (2016) in their study, which revealed that there was a significant positive relationship between emotional intelligence and job satisfaction. The study found that self-esteem significantly correlated with job satisfaction. Supporting the results,

Relationship between Self-Actualisation Needs and Job Satisfaction among Lecturers in Rivers State owned Higher Institutions

The result in table 4 shows that the extent of relationship between self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions is very strong. Furthermore, the result of the tested hypothesis five indicated that there is significant relationship between self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions. These results are consistent with the results from the findings of Gopinath (2020), which revealed that there was a positive significant relationship between self-actualization and job satisfaction. The study concluded that that job satisfaction of academic leaders (lecturers) can be enhanced by giving lecturers training on self-actualisation.

Conclusion

The study investigated the extent to which motivation and self-concept predict job satisfaction among lecturers in Rivers State owned higher institutions. However, the findings of the study indicated, among others, that relationships between physiological needs, esteem needs, self-actualization and job satisfaction among lecturers in Rivers State owned higher institutions are to a very strong extent. As such, it was concluded that job satisfaction among lecturers in Rivers State owned higher institutions can be more effective as a result of attending to physiological needs, esteem needs, self-actualization and job satisfaction.

Furthermore, findings of the study indicated that belongingness needs and self-actualization showed a strong relationship with job satisfaction among lecturers in Rivers State owned higher institutions. These results could be attributed to the fact that the jobs of lecturers

in Rivers State owned higher institutions are mainly related to public interest and responsibility, thereby necessitating that lecturers in Rivers State owned higher institutions should have the capability to ensure the protection of their legitimate interests, belongingness needs and grow on the job.

Based on the findings of this study, it can be concluded that for higher institutions in Rivers State to focus on enhancing the job satisfaction of lecturers, they need to focus on the following: personal development and training; fair benefits and incentives; constructive continuous support; fair and equitable promotion; and in the area of professional responsibility, among other professional and administrative support.

Implications for Counselling

1. Counsellors should be employed in all the departments of the universities with well-furnished offices to provide counselling services to the lecturers and students who may have job dissatisfaction, family issues and academic challenges.
2. Counsellors should also encourage lecturers and engage them to seek the services of counsellors especially when they are experiencing workplace stress and job dissatisfaction. This can be done through seminars, conferences and media services.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. The management of Rivers State owned higher institutions should provide the most conducive working environment to enhance the work satisfaction of lecturers.
2. The management of Rivers State owned higher institutions should ensure that the belongingness needs of lecturers are addressed in accordance with the teaching and learning philosophy of institutions in order to increase the satisfaction of lecturers and boost retention rate.
3. The management of Rivers State owned higher institutions should ensure that the esteem needs of their lecturers should be adequately fulfilled in order to improve their job satisfaction and to contribute significantly towards their performance.
4. The management of Rivers State owned higher institutions should ensure that the self-actualization of the lecturers is developed and enhanced so that the self-actualization of staff would translate into higher job satisfaction among lecturers, which in turn will result in their improved performance at work.

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