

**IMPLICATION OF JOB MOTIVATION AND SATISFACTION ON  
OCCUPATIONAL COMPETENCY AND CAREER SELF ACTUALIZATION OF  
TECHNICAL COLLEGE TEACHERS IN OGUN STATE, NIGERIA**

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**Abstract**

*This study investigated Implication of job motivation and satisfaction on occupational competency, and career self-actualization of technical college teachers in Ogun state. Descriptive survey research design was adopted for the study. The population for this study comprised all the eight (8) technical college teachers in Ogun State with sample size of 75 technical college teachers. A structured questionnaire with a reliability coefficient of 0.79 was used for data collection. Data was analysed with descriptive statistics of mean and standard deviation for answering research questions, while the hypothesis was tested using Correlation Matrix and linear regression. The findings revealed that a significant relationship exists among job motivation, job satisfaction, occupational competency and career self-actualization of technical college teachers in Ogun State, Nigeria. Also, job motivation ( $\beta = .150$ ) and satisfaction ( $\beta = .148$ ) do not significantly influence technical college teacher's occupational competency. Furthermore, job motivation ( $\beta = .040$ ) and satisfaction ( $\beta = .260$ ) do not significantly influence technical college teachers' self-actualization in Ogun State Nigeria. It was therefore concluded and recommended that the Ministry of Education should work out incentive packages to increase teachers' motivation, Also, working and living conditions of technical college teachers should be improved.*

**Keyword:** Technical College Teachers, Job motivation, satisfaction, occupational competency, career self-actualization

**Introduction**

At every level of the educational system, teachers play a significant role as stakeholders. Their participation in the teaching-learning process is linked to and a key factor in determining the quality of education which can be accessed by the students. In essence, the quality of education obtainable in any society could be linked to the quality of her teachers. It has constantly been reported that no nation can rise above the quality of her teachers (Nwanekezi, Okoli, & Mezieobi, 2011). This only suggests that to instill the necessary

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information in students, teachers are expected to play important roles in reforming and shaping any nation toward its sustainable national development. Teachers play a crucial role in the education sector because of their profession and the way they develop and train students. Furthermore, teaching is one of the noble profession that calls for unique abilities in mentoring others to transmit fundamental knowledge, skills, talents, and interests necessary for the long-term growth of individuals and society as a whole. A high degree of educational background and aptitude, as well as specific training and knowledge, are prerequisites for the teaching profession (Osaat & Ekechukwu, 2017). In Nigeria, educational activities are conducted at a variety of institutions, such as technical colleges, secondary schools, and primary schools.

Similar to educators in other educational settings, technical college instructors are typically characterized as individuals possessing technical expertise and expected to actively guide, facilitate, and instruct a group of learners with sufficient knowledge to enable them to become self-reliant. Knowledge of the subject, organization skills, classroom management, respect for interpersonal relationships with students, parents, and the community at large, humility, dedication, teaching credentials, and the ability to serve as role models for the next generation are all expected of a good technical college teacher.

Although these qualities are expected of technical college teachers, some of them must be extremely driven and content with their work before they can reach their full potential. As stated by Arifin (2015) motivation may contribute to improved output, less absenteeism, and decreased employee turnover. According to Anastasiou and Papakonstantinou (2014), teachers who are dissatisfied with their jobs may also exhibit hostile conduct against their coworkers and students, quit their jobs early, or withdraw psychologically from their jobs. Therefore, low teacher motivation would provide the same outcomes as unhappiness at work. Therefore, employers, managers of organizations, administrators of education, and other stakeholders must, in essence, focus on the motivation and satisfaction of teachers in order for them to completely demonstrate their occupational competency and commit to their work for improved performance. It is on this note that this study tends to examine the implication of job motivation and satisfaction on occupational competency and self-actualization of technical college teachers in Ogun State, Nigeria.

### **Statement of Problem**

One important factor influencing student achievement and the standard of education in a country is the motivation of teachers. In the technologically advanced world of today, where profound transformations are occurring, the demand for highly motivated educators is at all-time high. Teachers who are driven and committed to their work are regarded as essential to a school's ability to successfully address the different issues and challenges that it faces. As a result, when working, teachers should be extremely driven, content, at ease, and joyful. In order to achieve educational goals, teachers and members of their families should receive adequate care and welfare, including regular incentives, promotions, and generous health and academic sponsorship. This will encourage them to demonstrate their highest level of

competency and ability in their work. This may suggest that teachers' satisfaction levels, which are correlated with their levels of motivation and dedication, are reflected in the results of every school program.

Unfortunately, majority of educators in the nation, including those in technical colleges, have demonstrated a high degree of dissatisfaction with their line of work. This may have contributed to their lack of motivation, which has been demonstrated by their refusal to engage in classroom activities, tardiness, absence from work, lack of additional training, uninspired and uninspiring instruction, lack of interest in meetings, and the emergence of arguments among coworkers, among other behaviors. It is important to remember that any school's success is solely dependent on its teachers' efforts. If teachers are dissatisfied with their work, they will not be committed, which will lead to subpar performance. Studies have demonstrated that the long-term loss of seasoned educators lowers instructional quality and raises the expense of hiring and preparing new educators. It is on this note that this study tends to examine the implication of job motivation and satisfaction on occupational competency and self-actualization of technical college teachers in Ogun State, Nigeria.

### **Purpose of the Study**

The main purpose of this study is to determine the implication of job motivation and satisfaction on occupational competency and self-actualization of technical college teachers in Ogun State, Nigeria. Specifically, the study sought to examine the:

1. level of job motivation among technical college teachers in Ogun state., Nigeria
2. level of job satisfaction among technical college teachers in Ogun state, Nigeria
3. level of occupational competency displayed by technical college teachers in Ogun State, Nigeria
4. level of career self-actualization of technical college teachers in Ogun State, Nigeria

### **Research Question**

The following research questions were raised to guide the study:

1. What is the level of job motivation, among technical college teachers in Ogun State, Nigeria?
2. What is the level of job satisfaction among technical college teachers in Ogun State, Nigeria?
3. What is the level of occupational competency displayed by technical college teachers in Ogun State, Nigeria?
4. What is the level of career self-actualization of technical college teachers in Ogun State

### **Hypotheses**

The following hypotheses were formulated for the study:

1. There is no significant relationship among job motivation, job satisfaction, occupational competency, job fulfilment and career self-actualization of technical college teachers in Ogun State, Nigeria.
2. Job motivation and satisfaction do not significantly influence occupational competency of technical college teacher in Ogun State, Nigeria.
3. Job satisfaction and satisfaction do not significantly influence career self-actualization of technical college teacher in Ogun State, Nigeria.

## **Literature Reviewed**

### **Technical College Teachers**

Teachers are those who work primarily in educational settings, imparting specific knowledge and moral principles to their students through teaching. Teachers at technical colleges are those who have undergone specialized training and certification in order to transmit to their students practical knowledge, skills, and talents. This is done to ensure that students acquire the necessary skills to be relevant and functional in their chosen fields of work. Ayonmike (2014) states that a technical college is an establishment that prepares students for the workforce by taking into account the latest advancements in jobs, trends, and skill requirements. The effectiveness of technical college teachers in the technical training program is essential to achieving the course's aims and objectives. Aside from that, a variety of factors, particularly those related to teachers, may influence how well teachers perform, how well students acquire new skills, and how successful training objectives are met. Occupational competency, self-actualization, motivation, job satisfaction, and occupational competency are some significant factors that could help or impede a teacher's effectiveness.

### **Motivation**

The desire that forces someone to continue acting in a particular way for a set amount of time is known as motivation. In the context of education, motivation is the process that drives individuals to strive toward achieving the intended goal. According to Ushioda (2011), a teacher's motivation comes from their own intrinsic values, which are the rationale behind their decision to become instructors and continue teaching. Furthermore, motivated educators are more likely to go above and beyond to raise student achievement and guarantee that the learning objectives are met (Rizky & Ardian, 2019). Additionally, when given the right circumstances, elements like financial resources, professional development, and training can inspire teachers. These elements determine whether an educational organization is successful. Consequently, teachers who lack motivation may not feel content or pleased in their work.

### **Job satisfaction**

The expression of teachers' happiness and joy in carrying out their duties can be used to measure their level of satisfaction. According to Agu (2014), job satisfaction is defined as a sense of wellbeing and enjoyment that results from meeting needs and enjoying one's work. When teachers work fulfills their expectations, they are satisfied with their jobs. Dizgah, Chegini, and Bisokhan (2012) assert that the importance of job satisfaction is critical to the development of any educational program worldwide. It most likely rates among the true predictors of academic achievement and success, along with professional knowledge, skills, competency, resources, and tactics. Adeyemi (2015) stated that factors influencing employees' job satisfaction included work environment, supervisory/management style, coworker relationships, compensation, and corporate rules. Therefore, job satisfaction may impact the performance and competency of technical college teachers while also assisting them in committing to and achieving their personal goals.

### **Occupational Competency**

Occupational competences are the knowledge, abilities, and work experience that a person needs to be able to do their job well. Anitha and Reema (2014) define teacher competency as the culmination of a teacher's motivation, self-concept, knowledge, behavior, emotions, and personality qualities within a specific setting. More competent performance can be produced once an employee is able to accurately assess their own abilities and understands the nature of the work environment. On the other hand, an employee who lacks confidence in their abilities or is not familiar with the nature of the work environment tends to perceive low competency (Yang & Chang, 2023). Additionally, according to Xue, Chai, Yao, & Fu (2023), teacher occupational competency is the foundation of teachers' educational work, the basis for school recruitment and performance assessment, and the key to improving and modernizing education. Therefore, motivation and satisfaction could play a significant role in helping technical college teachers to express their occupational competency for the attainment of educational objectives and career self-actualization.

### **Self-Actualization**

After basic requirements are met, self-actualization is an essential evolutionary process that seeks to realize one's inherent potential. According to Kaufman (2018), these requirements are physiological, safety, belonging and love, the need for self-actualization, and the need for self-respect or self-esteem. Self-actualized people typically have a high level of life satisfaction and devote a large portion of their time to charitable endeavors (Gopinath, 2020). Teachers in technical institutions who aren't able to pursue their career goals or seek new opportunities may find it difficult to stay motivated or happy in their roles. This would inevitably have an impact on how effective they are at reaching the nation's educational objectives. Hence their motivation and satisfaction is essential.

### **Methodology**

Descriptive survey research design was adopted for the study. The study was conducted in the Ogun State of Nigeria. The population for this study comprised all the eight (8) technical college teachers in Ogun State Nigeria. A total sample of 75 technical college teachers in Ogun State was used for the study. Structure questionnaire which comprised of 20 items was used as instrument for data collection. Validity of the instrument was done by experts to ensured appropriate vocabulary and sentence structure of the items are suitable for the intended respondents. Reliability of the instrument was established by administering 20 copies of the instrument to respondents outside the study area. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and reliability coefficient of 0.79 was obtained. The instrument was administered by the researcher with support of two research assistant. The filled questionnaire was collected on the spot by the researchers. Data was analyzed using descriptive statistics of mean and standard deviation for answering research questions, while the hypothesis was tested using Correlation matrix (Pearson Product Moment Correlation, PPMC) and linear regression (LR) with the aid of SPSS software. Null hypotheses with p-value that are less than or equal to 0.05 was rejected while null hypotheses with p-values that are greater than 0.05 was accepted.

**Data Analysis and Results**

The results and discussion are presented in accordance with the objectives and research questions and hypothesis of the study.

**Testing of Hypothesis**

**Hypothesis 1:** There is no significant relationship among job motivation, job satisfaction, occupational competency, job fulfilment and career self-actualization of technical college teachers in Ogun State, Nigeria.

**Table 1: Relationship among job motivation, job satisfaction, occupational competency, job fulfilment and career self-actualization of Technical College Teachers in Ogun State, Nigeria.**

Variables	M	SD	1	2	3	4
1. job motivation	1.74	.75	1			
2. job satisfaction	2.47	.58	.590**	1		
3. occupational competency	1.68	.45	.150	.148**	1	
4. career self-actualization	2.69	.55	.040	.260	.184**	1

The table above show the relationship among job motivation ( $M = 3.31, SD = 0.74$ ), job satisfaction ( $M = 3.31, SD = 0.74$ ), occupational competency ( $M = 3.31, SD = 0.74$ ), and career self-actualization ( $M = 3.31, SD = 0.74$ ) of technical college teachers in Ogun State, Nigeria. One of the six correlations proved statistically significant at the 0.05 level. All correlations are positive and ranged from 0.40 to 0.59. The results from the table revealed a moderate, significant and positive correlation between job motivation and job satisfaction ( $r=0.59$ ). Furthermore, moderate, significant and positive correlations was also established

between job satisfaction and occupational competency ( $r=0.15$ ). In addition, the relationship between occupational competency and career self-actualization ( $r=0.18$ ) were also significant. Based on the results, the null hypothesis will not be accepted. Therefore, significant relationship exists among job motivation, job satisfaction, occupational competency and career self-actualization of technical college teachers in Ogun State, Nigeria.

**Hypothesis 2:** Job motivation and satisfaction do not significantly influence occupational competency of technical college Teacher in Ogun State, Nigeria.

**Table 2: Regression analysis summary for influence of job motivation and satisfaction on occupational competency**

Model	Unstandardized Standardized T			Sig.	Coefficients
	Coefficients				
	B	Std. Error	Beta		
Constant	1.519	.212		.180	.630
Job motivation	.091	.113	.150	.805	.427
Job satisfaction	.115	.146	.148	.790	.436

Dependent Variable: occupational competency

Table above shows the influence of job motivation and satisfaction on occupational competency of Technical College Teacher in Ogun State, Nigeria. The table shows that job motivation has the strongest influence ( $\beta= .150$ ) on occupational competency followed by job satisfaction ( $\beta= .148$ ). However, the influence of job motivation and satisfaction on occupational competency of technical college teachers is not significant ( $p < 0.05$ ). Thus, hypothesis 2 was not rejected. Hence, Job motivation and satisfaction do not significantly influence occupational competency of technical college teacher in Ogun State, Nigeria

**Hypothesis 3:** Job motivation and satisfaction do not significantly influence self-actualization of technical college Teacher in Ogun State, Nigeria.

**Table 3: Regression analysis summary for influence of job motivation and satisfaction on career self-actualization**

Model	Unstandardized Standardized T			Sig.	Coefficients
	Coefficients				
	B	Std. Error	Beta		
Constant	2.642	.262		.204	.000
Job motivation	.030	.139	.040	.213	.204
Job satisfaction	.248	.174	.260	1.426	.000

Dependent Variable: career self-actualization

Table above shows the influence of job motivation and satisfaction on occupational competency and career self-actualization of Technical College Teacher in Ogun State, Nigeria. The table shows that job satisfaction has the strongest influence ( $\beta = .260$ ) on occupational competency followed by job motivation ( $\beta = .040$ ). However, the influence of job motivation and satisfaction on occupational competency and career self-actualization of technical college teachers is significant ( $p > 0.05$ ). Thus, hypothesis 2 was rejected. Hence, job motivation and satisfaction significantly influence career self-actualization of college teacher in Ogun State, Nigeria

### **Discussion of Findings**

This study looked at how technical college teachers in Ogun State, Nigeria, perceived their own self-actualization and occupational competency in relation to their motivation and job satisfaction. The findings of the study revealed that the level of job motivation, satisfaction, occupational competency among technical college teachers in Ogun State is high but with low level of self-actualization. This agree with the statement of (Wolf, Torrente, Mccoy, & Rasheed, 2015) that teachers who are motivated are likely to go the extra mile to improve student performance and ensure that the learning outcomes are achieved. It is also in agreement with Adeyemi (2015) who concur that company policies, salary, co-worker relationship, supervisory management style and work environment were determinants of workers' job satisfaction. In the same vein it aligns with the opinion of (Gopinath (2020) who contended that a person becomes functionally autonomous only when he or she has reached self-actualization

Based on hypotheses tested, significant relationship exists among job motivation, job satisfaction, occupational competency and career self-actualization of technical college teachers in Ogun State, Nigeria. This agree with findings of (Jerotich & Box 2015) who asserted job motivation is positively associated with job satisfaction and teachers who are highly motivated and satisfied may likely build capacity to improve their competency and become successful at their job.

Job motivation and satisfaction do not significantly influence occupational competency of technical college teacher in Ogun State, Nigeria. This is in support with Bakker and Demerout (2017) who asserted that teaching-related sources of job satisfaction and motivation seem to have a greater impact on commitment and thus increase their engagement level, satisfying their need for autonomy and competency and increasing their willingness to invest effort and competency into their work tasks.

Job motivation and satisfaction significantly influence career self-actualization of college teacher in Ogun State, Nigeria. This aligned with Gopinath (2021) who found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem, good leadership that further reflect their performance recognition.

### **Conclusion**

Based on its findings, the study came to the conclusion that, among other things, recognition, the possibility of professional advancement, job security, good pay, and positive relationships with staff and students are some of the satisfying and motivating factors that encourage technical college teachers to perform well and be happy about their jobs. Therefore, a technical college teacher's motivation and job satisfaction may have an impact on their occupational competency, job fulfillment, and self-actualization based on their age, gender, knowledge level, and prior work experience.

### **Recommendations**

Based on the findings in the study, the following recommendations were made:

1. The Ministry of Education should work out incentive packages to increase teachers' motivation to teachers in technical colleges.
2. Working and living conditions should be improved to enable technical teachers to live near schools. This will increase their motivation and performance.
3. Awards and recognition of efforts should be instituted for better performance by Government and Educational Stakeholders.

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