

## THE MODERATING EFFECT OF MOTIVATION IN THE RELATIONSHIP BETWEEN WORKING ENVIRONMENT AND JOB SATISFACTION OF BUSINESS EDUCATION LECTURERS

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### **Abstract**

*The study the moderating effect of motivation in the relationship between working environment and job satisfaction of business education lecturers. A correctional survey research design was used to accomplish the goal of the study. The population for the study was 189 and the entire population was used for the study. 5-points Likert type scale structured questionnaire was used for data collection. The overall reliability coefficient were greater than 0.70. Statistical Package for Social Science (SPSS) version 25.0 was employed for the data analysis. Pearson's Product Movement Correlation Coefficient was used to test research hypotheses 1-4 and Hierarchical regression was used to test research hypotheses 5-8. The analyses revealed that working environment (for example, physical working environment, institutional working environment, interpersonal working environment and conditional working environment) significantly associated with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria. The analyses also revealed that motivation significantly moderated the relationship between working environment (for example, physical working environment, institutional working environment, interpersonal working environment and conditional working environment) and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria. The study recommended, among others, that working environment of Business Education Lecturers in Colleges of Education should be improved by caring for their psychosocial workplace factors, work-life balance, and workplace behaviours among others in North-Eastern Nigeria.*

**Keywords:** Business Education Lecturers, Colleges of Education, Job Satisfaction, Moderator Motivation, North-Eastern Nigeria, Working Environment.

### **Introduction**

Education continues to be the cornerstone of any significant social change that affects all human endeavours across the globe. It is a crucial tool for societal ideals, socioeconomic development, cultural transmission, and political environment from one generation to another. In

Nigeria, there are three structural levels of education, namely: basic, post-basic and tertiary. The provision of instructional, technical and vocational skills necessary for the development of human capital is the responsibility of tertiary education, covering colleges of education, universities and polytechnics (Njoku, 2016). Tertiary education is the highest level of education in the nation. As such, when tertiary education curricula are implemented effectively, students can acquire the necessary knowledge, skills and values for personal and national development.

In tertiary institutions, the job satisfactions of lecturers play a significant role in the overall functioning of the tertiary institution. Job satisfaction is indispensable for the job performance of lecturers and consequently, for the quality of education in a country. For any academic setting to get ahead, there must be a deliberate policy to integrate employees job satisfaction in order to improve the job performance of academic staff. Working environment is one of the topographies of employee job satisfaction. Chandrasekhar (2016) opined that physical working environment, institutional working environment, human/interpersonal working environment and instructional working environment are all factors that impact employee's ability to execute and perform their job. Similarly, Yusuf (2020) opined that factors such as institutional culture, office architecture and layout, furniture, machine placement, ventilation, and lighting have a favourable impact on instructors' job happiness. According to a study by Fajonyomi (2021), instructors' job happiness can be increased by their physical location, immediate surroundings, and behavioural practices.

Despite the importance of working environment on job satisfaction in the educational sector, a study conducted by Okoye (2013) reported that lecturers in Colleges of Education are unhappy, uninspired and not satisfied with their jobs. The effect has led to a series of strike actions among Colleges of Education lecturers in the country. What might be causing this undesirable circumstance? It is important to examine a moderating variable such as motivation. Yamoah and Ocansey (2013) reported that whatever level of commitment exerted in a working environment will not yield the desired objectives, if the employees are not motivated. It is based on these reports that the study was carried out to examine the moderating role of motivation in the relationship between working environment and job satisfaction of business education lecturers in Colleges of Education.

### **Purpose of the Study**

The aim of this study is to examine motivation as moderator of the relationship between working environment and job satisfaction of business education lecturers in Colleges of Education in North Eastern region of Nigeria. Specifically, the study intends to examine:

1. examine the relationship between physical working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.
2. determine the relationship between institutional working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.
3. examine the relationship between interpersonal working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.
4. determine the relationship between conditional working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.
5. examine motivation as moderator of the relationship between physical working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-east, Nigeria.
6. determine motivation as moderator of the relationship between Institutional working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria

7. ascertain motivation as moderator of the relationship between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.
8. determine motivation as moderator of the relationship between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.

### **Research Hypotheses**

The following null hypotheses guided the study.

*Research Hypothesis 1:* Physical working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

*Research Hypothesis 2:* Institutional working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

*Research Hypothesis 3:* Interpersonal working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

*Research Hypothesis 4:* Conditional working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

*Research Hypothesis 5:* Motivation does not significantly moderate the relationship between physical working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-east, Nigeria.

*Research Hypothesis 6:* Motivation does not significantly moderate the relationship between Institutional working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria

*Research Hypothesis 7:* Motivation does not significantly moderate the relationship between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.

*Research Hypothesis 8:* Motivation does not significantly moderate the relationship between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.

### **Conceptual Framework**

The term physical working environment refers to the overall design and layout of a given classroom and its learning centers. Teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every student (Yusuf & Metiboba, 2014). The physical environments are crucial to classroom management because it influences teacher and student behaviours. This intricate and detailed planning makes some behaviours possible and eliminates others. A working environment plays an important role in the employee's productivity. The working environment is argued to impact immensely on employee's productivity either towards negative or the positive outcomes



**Figure 1: Conceptual Framework of the Study.**  
**Sources: Developed by the Authors.**

The conceptual framework (see, Figure 1) presented the relationship between the variables (working environment, job satisfaction, and motivation). The suitability of items in the working environment directly alters its relationship with the lecturers' job satisfaction. The working environment plays an important role in employees' motivation, including lecturers in Colleges of Education who battle with limited and poor resource provisions and provoking policies that do not consider or take their job satisfaction into account. Elements of a poor working environment left lecturers with no alternative than industrial actions to address issues with their job satisfaction. Work environment may not guarantee lecturers' job satisfaction because its elements are dynamic in nature, but with good motivational policies, the exertions of lecturers' job satisfaction may be reduced.

An increase in lecturers' salaries, peculiar allowances and bonuses, review in training, conference, workshop policies and institutional policies and promotion will motivate to put in more energy, which indirectly improves their job satisfaction. Therefore, the moderator (that is, motivation) in this context changes the relationship between the working environment and lecturers' job satisfaction in Colleges of Education. Lecturers' job satisfaction in an environment characterized by poor facilities and policies may not be correlated with the one in which the lecturers are motivated to work even if the aspect of the working environment is not adequately provided, the level of the motivation will lower the level of job dissatisfaction.

## **Method**

### ***Research Design***

A correlational research design was used for the investigation. Without involving the researcher, this approach can evaluate the relationship between the predictor variable and the outcome variable (Field, 2018). The approach was selected in accordance with Knussan's (2014) recommendation, which stated that when a correlational research design is used for a study without involving a researcher, this approach can evaluate the relationship between the predictor variable

and the outcome variable (Field, 2018). The approach was employed in order to gather respondents' thoughts about a particular circumstance or relationship through the use of a questionnaire.

### **Population and Sampling Procedure**

221 business education lecturers from nine public colleges of education in North-Eastern part of Nigeria were the study's target population.

### **Measurement Scale**

The measurement scale employed for data collection was structured questionnaires, titled "Lecturers Working Environment, Motivation and Job Satisfaction Questionnaire". The measurement scale was structured on a 5-point Likert type scale.

### **Data Collection Procedure**

The authors administered the measurement scale on the respondents with the help of 6 research assistants who interacted with the target respondents in their respective places of work before the exercise. The interaction assisted in creating a good rapport between the authors and the respondents. The authors used direct contact for data collection using face-to-face delivery method. The approach is considered appropriate because it enables the authors to thoroughly explain the purpose, importance, and confidentiality of all information to the respondents. Anas, Adamu, and Bala (2020) opined that the direct approach has the advantage of retrieving a higher percentage of completed copies of the questionnaire.

### **Data Analysis**

The data collected from the respondents was entered into Statistical Package for Social Science (SPSS) version 25.0. The hypotheses 1-4 were tested using Pearson Product Moment Correction Coefficient (PPMCC) while the hypotheses 5-8 were tested using Hierarchical Regression. All the null hypotheses were tested at a 0.05 level of significance. If the p-value is found to be less than 0.05, the null hypotheses were rejected or otherwise accepted.

## **Results**

*Research Hypothesis 1:* Physical working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

**Table 1: Pearson's correlation between physical working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria.**

Variable		PWE	JS	Decision
PWE	Pearson <i>r</i>	1	.387**	
	Sig. (2-tailed)		.000	Rejected
	N	189	189	

*Note.* PWE = Physical working environment; JS = Job satisfaction.

Table 1 indicated that the relationship between physical working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria is significant  $r = .387^{**}$ ,  $p = .000$ . This result did not support hypothesis 1, which proposed that physical working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria. all in all, hypothesis 1 was therefore rejected.

*Research Hypothesis 2:* Institutional working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

**Table 2: Pearson’s correlation between institutional working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria.**

Variable		INWE	JS	Decision
INWE	Pearson <i>r</i>	1	.189**	
	Sig. (2-tailed)		.009	Rejected
	N	189	189	

*Note:* INWE = Institutional working environment; JS = Job satisfaction.

Table 2 indicated that the relationship between institutional working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria is significant  $r = .189^{**}$ ,  $p = .009$ . The result revealed that institutional working environment significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria. By and large, hypothesis 2 was therefore rejected.

*Research Hypothesis 3:* Interpersonal working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

**Table 3: Pearson’s correlation between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria.**

Variable		INTWE	JS	Decision
INTWE	Pearson <i>r</i>	1	.396**	
	Sig. (2-tailed)		.000	Rejected
	N	189	189	

*Note:* INTWE = Interpersonal working environment; JS = Job satisfaction.

Table 3 revealed that the relationship between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria is significant  $r = .396^{**}$ ,  $p = .000$ . The result revealed that interpersonal working environment significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria. Therefore, hypothesis 3 is not retained.

*Research Hypothesis 4:* Conditional working environment does not significantly associate with job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

**Table 4: Pearson’s correlation between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria.**

Variable		CWE	JS	Decision
CWE	Pearson <i>r</i>	1	.415**	
	Sig. (2-tailed)		.000	Rejected
	N	189	189	

Note: CWE = Conditional working environment; JS = Job satisfaction.

Table 6 indicated that the relationship between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria is significant  $r = .415^{**}$ ,  $p = .000$ . The result showed that there was a significant relationship between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria. Therefore, hypothesis 4 was rejected.

*Research Hypothesis 5:* Motivation does not significantly moderate the relationship between physical working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-east, Nigeria.

**Table 5: Regression result for the moderating effect of motivation in the relationship between physical working environment and job satisfaction of Business Education Lecturers.**

Variable	Beta ( $\beta$ )	t-value	p-value	Decision
Physical working environment	.452	2.789	.006	
Int_1	.170	3.469	.001	Rejected

Table 2 revealed that motivation significantly moderated the interplay between physical work environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern, Nigeria ( $\beta = .170$ ;  $P = .001$ ). The result implied that motivation significantly moderated the relationship between physical working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. Therefore, hypothesis 5 was rejected.

*Research Hypothesis 6:* Motivation does not significantly moderate the relationship between Institutional working environment and job satisfaction of Business Education lecturers in Colleges of Education in North-East, Nigeria.

**Table 6: Regression result for the moderating role of motivation on the relationship between institutional working environment and job satisfaction of Business Education Lecturers.**

Variable	Beta ( $\beta$ )	t-value	p-value	Decision
Institutional working environment	.162	2.164	.009	
Int_1	.385	2.895	.002	Rejected

Table 6 revealed that the relationship between the institutional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria was significantly moderated by motivation ( $\beta = .385$ ;  $P = .002$ ). The result implied that motivation significantly moderated the relationship between institutional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. Therefore, hypothesis 6 was rejected.

*Research Hypothesis 7:* Motivation does not significantly moderate the relationship between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.

**Table 7:** Regression result for the moderating role of motivation on the relationship between interpersonal working environment and job satisfaction of Business Education Lecturers.

Variable	Beta ( $\beta$ )	t value	p-value	Decision
Interpersonal working environment	.367	2.329	.021	
Int_1	.843	2.770	.008	Rejected

Table 7 revealed that motivation significantly moderated the relationship between interpersonal working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria ( $\beta = .843$ ;  $P = .008$ ). The result implied that motivation significantly moderated the relationship between interpersonal working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. Therefore, hypothesis 7 was rejected.

*Research Hypothesis 8:* Motivation does not significantly moderate the relationship between conditional working environment and job satisfaction of business education lecturers in Colleges of Education in North-East, Nigeria.

**Table 8:** Regression result for the moderating role of motivation on the relationship between conditional working environment and job satisfaction of Business Education Lecturers.

Variable	Beta ( $\beta$ )	t value	p-value	Decision
Conditional working environment	.152	3.029	.005	
Int_1	.178	4.821	.000	Rejected

Table 8 revealed that the relationship between conditional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria was significantly moderated by motivation ( $\beta = .178$ ;  $P = .000$ ). The result implied that motivation significantly moderated the relationship between conditional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. Therefore, hypothesis 8 was rejected.



## Discussion

The analysis of hypothesis 1 showed a significant relationship between physical working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria. The finding was in line with the study conducted by Yusuf (2020) who reported that knowing the importance of enabling the working environment on job performance, the government have tried to create a good working environment in tertiary institutions, especially institutional culture, to bring a sense of satisfaction among lecturers. The finding was also in line with the study conducted by Toropova, Myrberg and Johansson (2021) who reported that a good working environment enhances job satisfaction which, in turn, promote the retention of teachers, and contributes to the well-being of teachers and their students, overall school cohesion, and job performance. The finding also supported the study of Fajonyomi (2021) who found that there was a significant positive relationship between the working environment, job satisfaction and job performance of employees.

The analysis of hypothesis 2 showed that there was a significant relationship between institutional work conditions and job satisfaction of Business education lecturers in Colleges of Education in North-Eastern Nigeria. The result agreed with the study conducted by Puneet (2017) who found that working environment has impact on employees' job productivity and job satisfaction in workplaces. Akinwale (2019) reported that working environment such as physical and institutional promote employees' safety, growth, performance, satisfaction and goal attainment. Yusuf (2020) opined that institutional work conditions such as institutional culture, office layout and design, furniture, machine arrangement, ventilation, and lighting have a positive influence on job satisfaction of teachers. The study carried out by Fajonyomi (2021) also reported that physical location, immediate surroundings and behavioural procedures enhances the job satisfaction of teachers.

The analysis of hypothesis 3 showed that there was a significant interplay between interpersonal working environment and job satisfaction of business education lecturers in Colleges of Education in North-Eastern Nigeria. The result concurred with the study carried by Opperman (2016) who found that factors of working environment such as policies, rules, culture, resources, working relationships, work location, and internal and external environmental influences the various ways that employee performed and satisfied on the job. Akintayo (2016) refers to work environment as the immediate task environment where an organization draws its inputs, processes them and returns the outputs in the form of products or services for public consumption. Several factors in the workplace environment may lead to the level of teachers' job performance and one of them is job satisfaction. Fajonyomi, (2021) argued that the lack of good working environment and motivation mechanisms are no doubt, translated into the lecturer's low morale which, in turn, translated into job dissatisfaction.

The analysis of hypothesis 4 showed that there was a significant interplay between conditional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. The result agreed with the assertion of Hay (2017) who asserted that the working environment includes a 'friendly, well designed, safe physical space, good equipment and effective communication which will improve employee job satisfaction and job productivity. The study of Ghasemy (2020) also reported that workplace events have a positive influence on employees' attitudes such as job satisfaction, organizational trust, and work commitment, as well as workplace behaviours such as motivation, absenteeism, tardiness, turnover intention, loyalty, and job productivity over time. Similarly, the study of Bano *et al.*, (2021) reported that work environment occasionally triggered emotional reactions and that these reactions impact working environment insight and conduct.

The analysis of hypothesis 5 showed that motivation was a significant moderate of the interplay between physical working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. The result confirmed the earlier findings of Fei and Han (2018) who revealed that a good institutional working environment can be considered a conducive environment in a school. This comfortable condition will indirectly affect the teachers and students in producing a fun learning culture which also will influence their positive attitude towards the school.

The analysis of hypothesis 6 indicated that motivation is a significant moderator of the interplay between institutional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. The result agreed with the study of Anahtar (2017) who found that motivational factors such as salary, wages, company policy, promotion, and relationships among coworkers moderated job satisfaction of employees. Mishra (2017) opined that motivation influences job satisfaction as a general attitude linked to three main dimensions, which are work-specific factors, individual characteristics, work-group relations, and outside work. Fajonyomi (2021) further argued that lack of good working environment and motivation mechanisms are no doubt, translated into lecturer's low morale which, in turn, translated into job dissatisfaction.

The analysis of hypothesis 7 showed the moderating effect of motivation in the relationship between interpersonal working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria was significant. The result is in line with that of Akinfolarin and Ehinola (2014) who reported that if an organization does not possess the ability to motivate its employees it will lead to frustration, and relationships in working workplace will lead to satisfaction or dissatisfaction.

The analysis of hypothesis 8 showed that motivation significantly moderate the relationship between the conditional working environment and job satisfaction of Business Education Lecturers in Colleges of Education in North-Eastern Nigeria. The finding aligned with that of Yamoah and Ocansey (2013) who reported that whatever level of commitment in the working environment and conditions, it will not yield the desired objectives if the employee is not motivated. They maintained that motivation constitutes a central element in going through the process of job satisfaction of employees. Factors that foster effective teaching in the teaching profession according to Munyengabe, Haiyan, Yiyi and Jifei (2017) include promotion and incentives, adequate release of employees' salaries, conducive classroom environment, codes of conduct, and cheer love of career. They stressed that motivation has the tendency to reduce the job performance and satisfaction of employees even when the working environment is conducive.

## **Conclusion**

The findings of the study showed that motivation moderates the relationship between working environment and job satisfaction of business education lecturers in colleges of education. The findings of the study therefore suggested that pleasant, conducive and resourceful working environment and motivation are very essential in promoting job satisfaction of business education lecturers in colleges of education in North east Nigeria. Consequence, this will foster or promote positive behaviours of lecturers, make them to be loyal, promote work commitment and job performance in their places of work. It is therefore concluded that the job satisfaction of business education lecturers which serve as a pivot for their work commitment and performance depends upon working environment and staff motivation. By this, the job satisfaction of business education lecturers could, in turn, promote their job performance as well as work commitment.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Federal and State Ministry of Education should endeavour to provide physical facilities and infrastructures required to improve the job satisfaction of business education lecturers in colleges of education in North-east Nigeria.
2. Management of colleges of education should endeavour to improve institutional working environment by improving employees' safety, job security, good working relationships among employees, and recognition among others leading to job satisfaction of Business education lecturers in Colleges of Education in North-East Nigeria.
3. Management of colleges of education should endeavour to promote interpersonal working environment of business education lecturers by ensuring their safety, security, reducing their work-related stress and listening to their problems in North-East Nigeria.
4. Working environment of Business Education Lecturers in Colleges of Education should be improved by caring for their psychosocial workplace factors, work-life balance, and workplace behaviours among others in North-East Nigeria.
5. Federal and State Governments should endeavour to adequately motivate business education lecturers by ensuring their job security, timely promotion, career development, and job encouragement among others in North-East Nigeria.

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