

Fall 9-1-2006

Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment

Nwachukwu Prince Ololube
University of Helsinki, Finland

CALL FOR SUBMISSIONS!

Essays in Education (EIE) is a professional, peer-reviewed journal intended to promote practitioner and academic dialogue on current and relevant issues across human services professions. The editors of *EIE* encourage both novice and experienced educators to submit manuscripts that share their thoughts and insights. Visit <https://openriver.winona.edu/eie> for more information on submitting your manuscript for possible publication.

Follow this and additional works at: <https://openriver.winona.edu/eie>



Part of the [Education Commons](#)

Recommended Citation

Ololube, Nwachukwu Prince (2006) "Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment," *Essays in Education*: Vol. 18 , Article 9.
Available at: <https://openriver.winona.edu/eie/vol18/iss1/9>

This Article is brought to you for free and open access by OpenRiver. It has been accepted for inclusion in *Essays in Education* by an authorized editor of OpenRiver. For more information, please contact klarson@winona.edu.

Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment

Nwachukwu Prince Ololube
University of Helsinki Finland.

Abstract

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled 'TEJOSAMQ' was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Background to the Study

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers. The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded

increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers' demands are beyond the government resources.

Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. They further argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands.

The teachers' argument is in line with Adams' (1963) equity theory of motivation. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive (http://www.mindtools.com/pages/article/newLDR_96.htm)

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005).

The overall purpose of the study was to explore and explain job satisfaction and teachers' work motivation in relation to Nigerian teachers' needs satisfaction for school effectiveness. The primary purpose of the present research was to test these ideas in the education environment, using teachers' job and need satisfaction ratings as the dependent variables and teachers' background information as the independent variables. To a large extent, this work is built on the theoretical frameworks of scholars like Herzberg, Mausner and Snyderman (1959) and Maslow (1943, 1970). The research hypotheses and objectives of this research were made to order for the study of Nigerian teachers' job satisfaction, with the view of ascertaining the degree to which intrinsic and extrinsic factors of motivation impact them in their work situation.

The relevance and intrigue of this research may be seen in how far it supports or refutes prior claims about job satisfaction and motivation amongst Nigerian teachers and, if possible, teachers around the world. Prominently, Nigerian teachers referred to in this study are secondary school teachers. In addition, the job and needs satisfactions of the Nigerian teachers were

compared with the findings from similar studies both within and outside the field of education. For example, Adams (1963), Denga (1996), Filak and Sheldon (2003), Hoppock (1993), MaKenna (2000), Michaelowa (2002), Reis *et al.* (2000), Robbins (1998), Roe (1970), Sheldon *et al.* (2001), Sheldon, Ryan, and Reis (1996), Ubom (2001), Ubom and Joshua (2004), Vroom (1964), and Whawo (1993) were consulted in order to establish the extent of variability or association that may exist across their findings. Finally, the empirical findings from this study would help in describing or explaining the pivotal role of motivation on the needs satisfaction of Nigerian teachers' in line with other theories that are reviewed in this work. However, the emphasis of this research is on the need-based or content theories, with a glance at process and reinforcement theories.

The questionnaire developed and used to gather data for this study borrows from similar works on motivation and need satisfaction by authors like Maslow (1943, 1970), Herzberg, Mausner and Snyderman (1959), Ifinedo (2003) and many others. In particular, this research paper is written for education planners, policy makers, educators, academics and human resource development and strategic managers interested in empirical information methods to conceptualise the issue raised in this study and provide them with useful suggestions that might help them improve secondary schooling in Nigeria. Multiple audiences exist for any text, thus it is my intention that the academic community will also find this paper a useful addition to school effectiveness and school improvement literature.

Theoretical Perspectives and Literature Review

Employee job satisfaction and motivation can be studied through several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo 2003; Rosenfeld & Wilson 1999). An organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance their motivation (Lewis, Goodman & Fandt 1995). Golembiewski (1973, p. 597) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974, p. 279), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987, p. 176), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance).

It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction are often confused with one another. Peretomode (1991) citing Gibson, *et al.* pointed out that the two terms are related but are not synonymous. They acknowledged that job

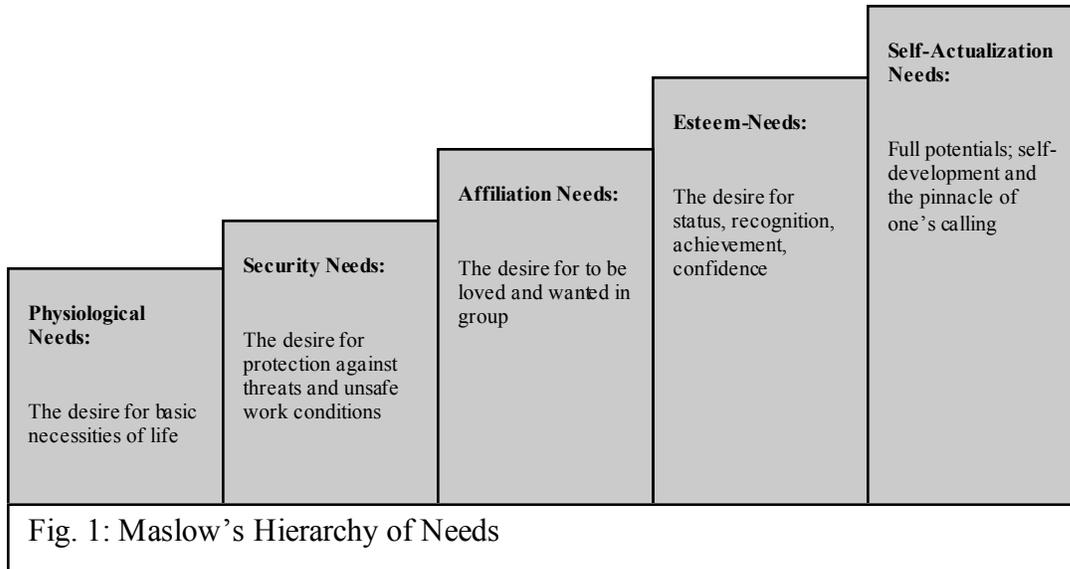
satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Peretomode (1991, p. 113) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Need-based Approach or Content theory

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg *et al.*'s two factor theory.

Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.



However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find the hierarchy model very attractive (Naylor, 1999).

Herzberg et al.'s Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg *et al.* does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content:

Herzberg *et al.* indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors (see Figure 2).

Herzberg *et al.*, (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje *et al.* (1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

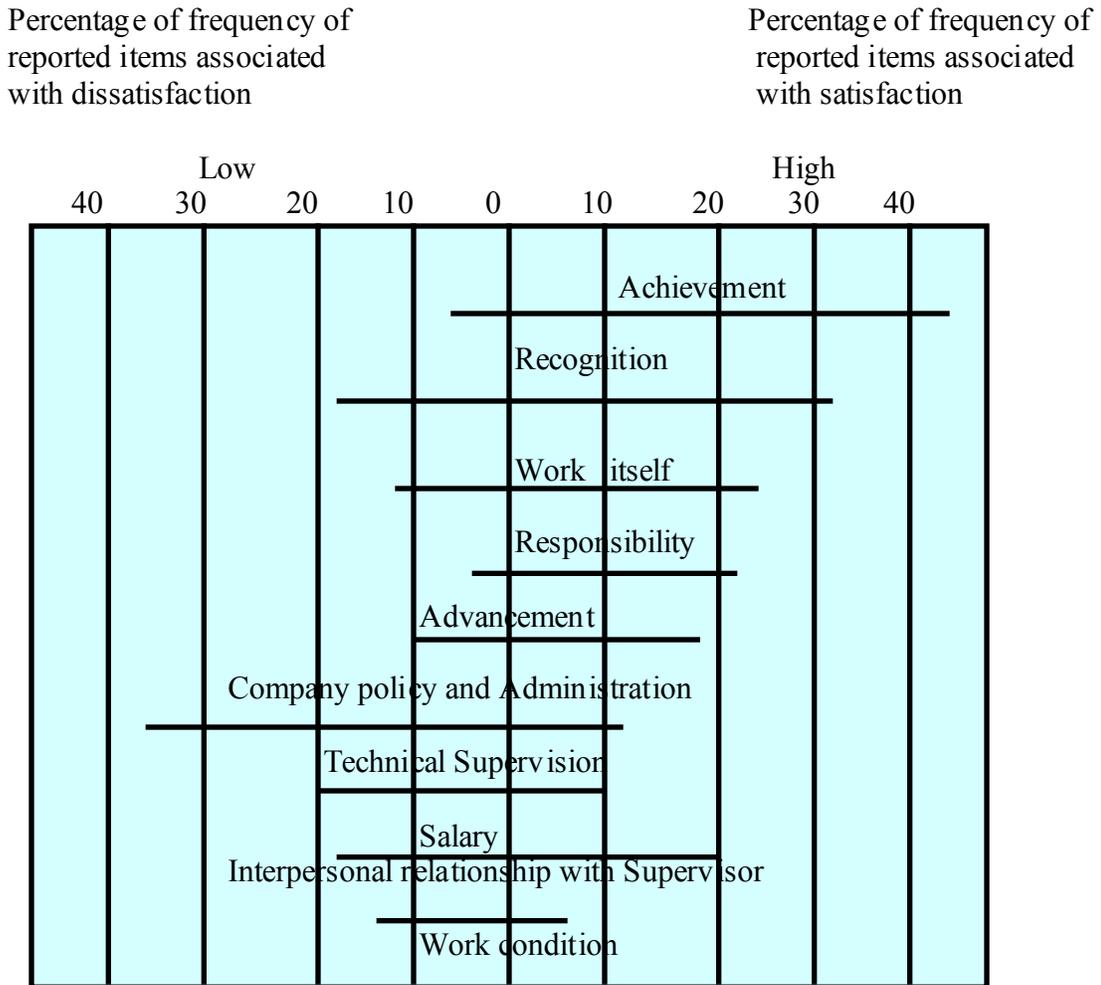


Figure 2: Summary of Herzberg *et al.*'s (1959) research Findings.
 Source: Schoderbek *et al.* (1988 : 270)

Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of “a fair day’s work for a fair day’s pay”. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995: 502). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This

social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000, p. 112) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

According to Lewis *et al.* (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

Reinforcement Theories

Reinforcement theories relate to the idea of *operant conditioning*. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999, p. 549). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Lewis *et al.*, 1995).

Job Satisfaction

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies and researchers, for example Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind.

Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (McNamara, [n.d]; War, 1998).

Hackman and Oldham (1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

Research Methodology

A survey research design was used in this study to investigate job satisfaction and motivation of secondary school teachers in Nigeria. The thematic foundation of this research study rests on the need-based approach or content theory of motivation. To this end, questions in the questionnaire followed in many ways and themes the classic works of Maslow (1970) and Herzberg *et al.* (1959) and other content theory scholars.

The research area was Rivers State and the population of the study consisted of all the teachers in Rivers State (accessible) of Nigeria (target). The Rivers State is home to 146 public secondary schools, which are different in size and type. The population is comprised of principals and teachers from 18 randomly selected secondary schools that have teaching staff strength of more than 50 each. A convenient sample size of 680 participants who were also randomly selected was chosen from amongst the respondents.

The need satisfaction variables were divided into five areas based on Maslow's categorization. They were physiological needs, security needs, social needs, self-esteem needs and self-actualization needs. Herzberg *et al.* also influenced this study. They categorized man's work needs as follows: achievement, advancement, responsibility, recognition and work itself; they called them 'the motivating factors' whereas the hygiene factors are pay/salary, job security, working conditions, policy and administration, supervision and interpersonal relationships. These areas of needs formed the components of needs satisfaction in this study.

The research instrument titled "Teachers' job Satisfaction and Motivation Questionnaire" (TEJOSAMQ) was used to gather data for the study. Section "A" of the research questionnaire describes respondents' background information, categories include: gender, age, status, area of specialization, education level, and length of service. Section "B1 and B2", on the other hand describes possible job satisfaction and dissatisfaction variables. The questionnaire was made up of 6 items in section 'A' and 12 items in section 'B1'. Respondents were asked to rank some possible items on job related sources of satisfaction and motivation from the most important 1, 2, 3... to the least important 10,11 and 12. Section 'B2' contains 17 items of job related sources of

dissatisfaction and was constructed along a four-point likert-type scale (summed) of not dissatisfied (1), not so dissatisfied (2), dissatisfied (3), and strongly dissatisfied (4). A summated rating scale, one type of which is called likert-type scale, is a set of attitude items all of which are considered of approximately equal "attitude value" and to each of which subjects respond with degree of satisfaction and dissatisfaction (intensity) (Kerlinger 1973, p. 496).

A reliability measurement was seen as suitable in this investigation. In the analysis, using the SPSS version 13.0 software program, a Cronbach alpha reliability of 0.89 was obtained which shows that the research instrument had a strong reliability (see, Bryman & Cramer 1990, p. 71; 2001, p. 63; Reynaldo & Santos 1999; Saunders *et al.* 2000, p. 361). The face and content validity of the research instrument were ascertained by some experts in Test and Measurement.

To arrive at the intended analyses, the participants' responses were keyed into SPSS version 13.0 software and several sets of statistical analyses were performed: mean point value, standard deviation, variance and t-test of significance. One-way-analysis of variance (ANOVA) was employed to test the relationship between variables and respondents' background information. The t-test of significance was computed to test for statistically significant differences in the variables. A statistically significant set at $p < 0.05$ assesses if the researcher's level of confidence in the sample also exists in the population (see, Bryman & Cramer 1990, p. 151; 2001, p. 159).

Data Analysis and Results

Research Hypotheses

To provide focus and direction, five research hypotheses 'null' were formulated for the study. They are as follows:

1. There are no significant relationships between factors that tend to motivate teachers in terms of job satisfaction and job performance.
2. There are no significant differences in the intensity of job dissatisfaction factors of Nigerian teachers.
3. There are no significant differences between respondents' genders in terms of their job satisfaction.
4. There are no significant differences between ages of respondents' and their job satisfaction.
5. There are no significant difference between occupational status of respondents' and their job satisfaction.

T-test and ANOVA statistical analysis was used to test the entire research hypotheses. Descriptive statistics, that is mean, standard deviation and variance of the respondents' scores to all the statements in each of the sections of the questionnaire, were computed. The test of significance was primarily performed at the probability level of $p < 0.05$. A total of 690 of the 1000 questionnaires sent to the randomly selected sample were returned, which represented a response rate of 69.1%. Out of these 690 questionnaires, 680 were deemed good to be analyzed. In cases where respondents did not answer every question, the questionnaires were discarded. The typical participants were principals and teachers who had earned permanent status and were

employed full-time as teachers in secondary schools in Rivers State. Out of the total number of respondents, 286 (42.1%) were male while 394 (57.9%) were female. 18 (2.6%) were principals and 662 (97.4%) were teachers. Further information on the demographic characteristics is as displayed in Table 1.

The descriptive analysis revealed significant relationships among facets of job satisfaction, performance and motivation factors. Table 2 displays ranking of teachers' job satisfaction scores and motivation. Of the 12 variables of teaching related sources of job satisfaction and motivation related factors measured in this study, teachers were most motivated by both the job context and content i.e. job security and working conditions, the work itself, reaching one's potential and personal growth. Teachers tend to be satisfied if these factors are present in their teaching job and believe that they will positively impact their job performance. Opportunity for advancement, achievement and standards for excellence, recognition by others and authority and independence are ranked next in meeting their job satisfaction needs. While status, importance and influence ranked as the least likely to render job satisfaction. Pay and fringe benefits ranked 10th. This result revealed that both the hygiene factors and motivators are important in different ways in predicting teachers' job satisfaction (Naylor 1999, p. 542). (See table 2).

Table 1 : Participants' Demographic Characteristics

	Independent Variables	Frequency	%
Gender	Male	286	42.1
	Female	394	57.9
Age	20-30 years	113	16.6
	31-40 years	251	36.9
	41-50 years	271	39.9
	51 and Above years	45	6.6
Status	Principals	18	2.6
	Teachers	662	97.4
Area of Specialization	Social Sciences	208	30.6
	Sciences	307	45.1
	Humanities	165	24.3
Educational Level	NCE (Nigerian Certificate in Edu.)	167	24.6
	Graduate	459	67.5
	Postgraduate	54	7.9
Length of Service	1-5 years	116	17.1
	6-10 years	228	33.5
	11-15 years	157	23.1
	16-20 years	131	19.3
	21 and Above	48	7.0

Table 2: Respondents' perception of teaching related sources of job satisfaction

Variables	Ranking	Mean	Std. Dev.	Variance
Job security and working condition	1	2.05	1.822	3.318
Work itself	2	3.54	2.167	4.694
Reaching ones potential and personal growth	3	4.21	2.831	8.015
Opportunity for advancement	4	4.89	2.484	6.171
Achievement and standards for excellence	5	5.83	2.458	6.040
Recognition by others	6	6.05	2.328	5.419
Authority and independence	7	6.63	2.293	5.259
Responsibility within the teaching job	8	7.27	2.483	6.164
Being creative and taking new challenges	9	8.14	2.546	6.485
Pay and fringe benefits	10	8.63	2.160	4.666
Making contribution to educational development	11	9.16	2.622	6.873
Status, important & influential	12	9.45	2.224	6.523

The next sets of statistical analysis were carried out to determine if significant differences exist between teachers' job dissatisfaction and their intensity (hypothesis 2). First, descriptive statistics were run to ascertain their mean values, and the result revealed that the most important factor of job dissatisfaction for Nigerian teachers is educational policy and administration which has a mean rating of 3.74 while fringe benefits, pay and failure to achieve score second with a mean of 3.71 each. Promotion opportunities and training opportunities took the 4 and 5 position respectively. It is important to note that homogeneity occurs for pay and fringe benefits as satisfiers' and de-satisfiers'. Urgent work and too much work had a mean of 3.55 each. Lack of status, time for family members and hobbies, and too little work are seen as not very significant to their job dissatisfaction as they scored 2.09, 2.11 and 2.13 respectively (See table 3 for detail). To determine if significant differences exist between teacher related sources of job dissatisfaction and their intensity, an analysis using t-test was carried out. The results of the t-test indicated significant differences ($t = 3.10$, $Df = 679$, $p. < .002$) between teachers' job dissatisfaction facets and their intensity. Thus hypothesis 2 was rejected.

Table 3: Descriptive statistics of teacher related sources of job dissatisfaction

Variables	N	Min.	Max.	Sum	Mean	Std. Dev.	Variance
Educational Policy & Administration	680	3	4	2541	3.74	.441	.194
Fringe benefits	680	1	4	2522	3.71	.540	.292
Pay/Salary	680	1	4	2522	3.71	.527	.277
Failure to achieve	680	2	4	2523	3.71	.460	.212
Promotion opportunity	680	2	4	2503	3.68	.517	.268
Training opportunity	680	2	4	2498	3.67	.508	.259
Urgent work	680	2	4	2416	3.55	.567	.321
Too much work	680	1	4	2416	3.55	.559	.312
Technical supervision	680	1	4	2343	3.45	.750	.563
Lazy & Incompetence	680	1	4	1665	2.45	.935	.875
Hassles	680	1	4	1662	2.44	.765	.586
Inter- P. relationship	680	1	4	1596	2.35	.814	.663
Neg. feedback	680	1	4	1537	2.26	.907	.823
Job security & stability	680	1	4	1478	2.17	.930	.865
Too little work	680	1	4	1445	2.13	.855	.731
Time for family & home	680	1	4	1434	2.11	.926	.857
Lack of status	680	1	4	1422	2.09	.899	.808
Valid N (listwise)	680						

To test to what degree differences exist between the attitudes of the respondents' demographic characteristics towards their perception of job satisfaction, ANOVA was employed. The independent variables tested are: gender (hypothesis 3), age (hypothesis 4) and status (hypothesis 5). They were computed and the result showed that significant differences existed in the respondents' opinion based on their gender ($f = 13.26, p < .000$). In other words, from the result, female teachers derived greater job satisfaction than their male counterparts. This is in line with Ladebo's (2005) study where he illustrated that Nigerian female teachers found their teaching jobs more satisfying than their male counterparts. Likewise, there was a high statistical difference between teachers' age differentiation and their consequent job satisfaction. Teachers between the ages of 20-30 and 51 and above showed a greater job satisfaction than those ages 31-40 and 41-50 ($f = 11.28; p < .000$). It became obvious from the computed ANOVA test that principals are more satisfied with their jobs than teachers at ($f = 16.57; p < .000$), principals' occupation of administrative positions is one possible reason for this result.

Discussion of Results and Concluding Remarks

This study explored the conflicting approaches to the theories of motivation. The research strategy and design were much in line with the need-based or content theories of motivation. The study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (Ifinedo 2003, 2004). While we recognize that priorities accorded job and needs satisfaction perception may differ, the results of this study did not depart significantly from previous works

and literature reviews on job satisfaction and motivation of employees in general. This study's results agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (e.g. Adams, 1963; Herzberg *et al.*, 1959; Ifinedo, 2003, 2004; Ladebo, 2005; Roe, 1970; Ulom & Joshua, 2004; Ulom, 2001). Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers. Therefore, this study also supports Danga (1996) study of human engineering for higher productivity. It is also in accordance with Roe's (1970) need theory that explains that an occupation is a primary source of need satisfaction.

The likely explanation for the findings of this study is that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis *et al.*, 2000; Ryan, 1995). On the contrary, when teacher's environment or personality style does not afford these kinds of experiences, they fail to thrive. Also, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions were associated with the intention to leave the teaching profession (cf., Ladebo, 2005). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers' dignity and self-esteem. Teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion (Adams, 1963; Ulom & Joshua, 2004).

The theoretical question of this study supports the notion that what motivates an average Nigerian teacher to be dissatisfied with his or her job does not depend on educational policy and administration alone but on cultural, societal and economic underpinning. In addition, this study suggests that Adams 1960s equity theory which matches the notions of "a fair day's work for a fair day's pay" be applied in all sectors of the economy as equity and fairness in workplaces has been found to be a major factor in determining employee motivation and job satisfaction (cf. Lewis *et al.*, 1995, p. 502). Therefore, the plight of the Nigerian teachers should not be overlooked.

The implications of the study's findings must be viewed in light of the strengths and weaknesses of the study's design. Findings are limited by the use of self-report instruments to measure respondents' levels of job satisfaction and job dissatisfaction and how it influences their job performance. However, because of the importance placed on assessment and perceptions in job satisfaction studies, self-report measures are appropriate and suitable as a means of data gathering. A larger strength is the study's high response rate (69.1%). Differences that might exist between respondents' perception could also influence the study's findings, thereby limiting its generalizability. Nevertheless, the result of this study is generalizable, especially to education and all establishments under the public sector's umbrella.

However, since a study of this kind has never been carried out on this scale in Rivers State before now, using the job satisfaction and dissatisfaction variables in this study will be a guide for further research to be carried out on a wider premise and covering many states of the federation as a way of finding a lasting solution to teachers' negative attitude toward work and job dissatisfaction. A new perspective on job satisfaction and dissatisfaction and their motivational variables which not only takes into consideration the unique characteristics of the variables used in this study but their environmental and cultural derivation is thus highly suggested.

References

- Adams, J. S. (1963). Towards understanding of Inequity. *Journal of Abnormal and Social Psychology*, 67, pp. 422 – 436.
- Bryman, A. & Cramer, D. (1990). *Quantitative Data Analysis for Social Scientists*. London: Routledge
- Bryman, A. & Cramer, D. (2001). *Quantitative Data Analysis with SPSS Release 10 for Windows: A Guide for Social Scientists*. Philadelphia: Routledge: Taylor and Francis Group.
- Collinson, V. (1996). *Reaching Students: Teachers ways of knowing*. Newbury Park, CA: Corwin Press.
- Connell, J. P. & Ryan, R. M. (1984). A Developmental Theory of Motivation in the classroom. *Teacher Education Quality*, 11, pp. 64-77.
- Denga, D. I. (1996). *Human engineering for high productivity in industrial and other work organization*. Calabar: Rapid Educational Publishers.
- Dessler, G. (2001). *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Dweck, C. S. (1999). *Self-theories: Their role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press.
- Filak, V. F. & Sheldon, K. M. (2003). Student Psychological Need Satisfaction and College Teacher-Course Evaluations. *Educational Psychology*, Vol. 23, No. 3, pp. 235-247.
- Firestone, W. A., & Pennel, J. R. (1993). Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research*, 63 (4), pp. 489-525
- Golembiewski, R. T. (1973). Motivation. In Carl Heyel (Ed.), *The Encyclopedia of Management 2nd*. New York: Van Nostrand Reinhold.
- Hackman J. R. & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60: pp. 159-170.

- Hackman J. R. & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16: pp. 250-279.
- Herzberg, F., Mausner, B. & Snyderman, B.B. (1959). *The Motivation of Works* (2nd edition). New York: John Wiley and Sons.
- Hoppock, R. (1993). *Occupational information*, New York: McGraw-Hill.
- Hoy, W. K. & Miskel, C. G. (1987). *Educational Administration: Theory, Research and Practice*. New York: Random House.
- Ifinedo, P. (2003). *Employee Motivation and Job Satisfaction in Finnish Organizations: A Study of Employees in the Oulu Region, Finland*. Master of Business Administration Thesis, University of London.
- Ifinedo, P. (2004). *Motivation and Job Satisfaction among Information Systems Developers- Perspectives from Finland, Nigeria and Estonia: A Preliminary Study*. In Vasilecas, O., Caplinskas, A., Wojtkowski, W., Wojtkowski, W. G., Zupancic, J. and Wryczw, S. (Eds.), *Proceedings of the 13th. International Conference on Information Systems Development: Advances in Theory, Practice Methods, and Education*, 9 - 11 September, 2004, Vilnius, Lithuania, pp. 161 -172.
- Johnson, S. M. (1990). *Teachers at work*. New York: Basic Books.
- Kelly, J. (1974). *Organizational Behavior*. Homewood: Richard D. Irwin.
- Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York; Holt Rinehart and Winston. N. Y.
- Ladebo, O. J. (2005). Effects of Work-related Attitudes on the Intention to Leave the Profession: An Examination of School Teachers in Nigeria. *Educational Management Administration & Leadership*, Vol. 33, No. 3, pp. 355-369.
- Lawler, E. & Suttle, J. (1972). A Casual Correlation test of Need Hierarchy Concept. *Organizational Behavior and Human Performance April*, pp. 265-287.
- Lawler, E. E. (1973). *Motivation in Work Organization*. New York: Brooks Cole.
- Lewis, P. S., Goodman, S. H. & Fandt, P. M. (1995). *Management: Challenges in the 21st Century*. New York: West Publishing Company.
- Luthans, F. & Kreitner, R. (1985). *Organizational Behavior Modification*. Glenview, 111: Scott, Foresman.
- Maslow, A. H. (1943). A theory of Human Motivation. *Psychological Review*, 50, p. 370.

- Maslow, A. H. (1970). *Motivation and Personality*. 2nd edition, New York: Harper and Row.
- McKenna, E. F. (2000). *Business Psychology and Organisational Behaviour: A Student's Handbook*. Hove: Psychology Press.
- McNamara, C. (n.d). Job satisfaction. Retrieved 14/09/05 from
<http://www.managementhelp.org/prsn_wll/job_stfy.htm#anchor306642>
- Michaelowa, K. (2002). Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa. HWWA DISCUSSION PAPER 188. <http://www.hwwa.de/Publikationen/Discussion_Paper/2002/188.pdf>
- Naylor, J. (1999). *Management*. Harlow: Prentice hall.
- Ololube, N. P. (2004). Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Schools. Paper Presented at the Seventh International LInE Conference, September 23-25, 2004.
- Ololube, N. P. (2005). Benchmarking the Motivational Competencies of Academically Qualified Teachers and Professionally Qualified Teachers in Nigerian Secondary Schools. *The African Symposium, Vol. 5, No. 3. pp. 17-37.*
- Peretomode, V. F. (1991). *Educational Administration: Applied Concepts and Theoretical Perspective*. Lagos: Joja Educational Research and Publishers.
- Reis, H., Sheldon, K., Gable, S., Roscoe, J., & Ryan, R. (2000). Daily well-being: The role of autonomy, competence and relatedness. *Personality and Social Psychology Bulletin, 26*, pp. 419–435.
- Reynaldo, J. & Santos, A. (1999). Cronbach's Alpha: A Tool for Assessing the Reliability of Scales. *Journal of Extension Vol. 37 (2)*
- Robbins, S. P. (1998). *Organizational Behaviour: Concepts, controversies and applications*. New Delhi: Prentice Hall.
- Roe, A. 1970. *The study of occupations*. New York: John Wiley.
- Rosenfeld, R. H. & Wilson, D. C. (1999). *Managing Organizations: Text, Readings and Cases*, London: McGraw-Hill.
- Rosenholtz, S. (1989). *Teachers' workplace: The social organization of schools*. New York: Teachers College Press.
- Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality, 63*, pp. 397–427.

- Saunders, M., Lewis, P., & Thornhill, A. (2000). *Research Methods for Business Studies*, (2nd) Edition. Harlow: Printice Hall.
- Schoderbek, P. P.; Cosier, R. A.; & Aplin, J. C. (1988). *Management*. San Diego: Harcourt Brace Jovanovich Publishers.
- Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What's satisfying about satisfying events? Comparing ten candidate psychological needs. *Journal of Personality and Social Psychology*, 80, pp. 325–339.
- Sheldon, K. M., Ryan, R. M., & Reis, H. T. (1996). What Makes for a Good Day? Competence and Autonomy in the Day and in the Person. *Personality and Social Psychology Bulletin*, 22, 1270-1279.
- Skinner, B. F. (1939). *The Behavior of Organism: An Experimental Analysis*. New York: D. Appleton-Central Company.
- Skinner, B. F. (1971). *Beyond Freedom and Dignity*. New York: Alfred Knopf
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage.
- Sweeney, P. D. (1990). Distributive justice and pay satisfaction: A field test of an equity theory prediction. *Journal of Business and Psychology*, Vol. 4(3), 329-341
- Ubom, I. U. & Joshua, M. T. (2004). Needs Satisfaction Variables as Predictors of Job Satisfaction of Employees: Implication for Guidance and Counseling. *Educational Research Journal*, Vol. 4. No. 3
- Ubom, I. U. (2001). *Value orientations, needs satisfaction and job performance of public servants in Akwa Ibom State*. Ph. D. dissertation, University of Calabar, Calabar – Nigeria.
- Ukeje, B. O., Okorie, N. C. & Nwagbara, U. A. (1992). *Educational Administration: Theory and Practice*. Abuja: Totan Publishers Ltd.
- Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley & Sons
- Warr, M. (1998). Life Course Transitions and Desistance from Crime. *Criminology* 36, pp. 183-218.
- Whawo, D. D. (1993). *Educational Administration: Planning and Supervision*. Benin City: Jodah Publications.

