A STUDY OF JOB SATISFACTION AMONG TEACHERS OF POST PRIMARY INSTITUTIONS IN ZARIA METROPOLITAN AREA OF KADUNA STATE

BY

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DECLARATION

I hereby declare that this thesis is a record of my own research work. It has not been presented partially or wholly anywhere in any previous application for a higher degree. All references are dully acknowledged.

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CERTIFICATION

This thesis entitled "A Study of Job Satisfaction Among Teachers of Post Primary Institutions in Zaria Metropolitan Area of Kaduna State by Umego, Caroline Chimezie meets the regulations governing the award of the degree of Master of Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the memories of my late mother, Madam Veronica Umeh, and my late mother-in-law, Madam Theresa Umego. They were really a source of inspiration to me. May their souls rest in perfect peace Amen

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Finally, I am great ly indebted to my ever loving husband, who was a great source of encouragement to me when the going seemed tough. To my children I am saying a big thanks for their endurance throughout the period of my study. My ultimate gratitude is to the Almighty God for all His infinite mercies on my family.

ABSTRACT

The study was undertaken to discover if there is any relationship between some personal variables of teachers, some factors that bear on the job satisfaction or dissatisfaction of post-primary school teachers in Zaria Metropolitan area of Kaduna State and their job satisfaction. Eleven schools were used for the study. In all, two hundred and sixteen teachers were involved for **the** study. A set of questionnaire was constructed for collection of data. The data collected were analysed using Analysis of variance , Mann-Whitney U test, and correlation coefficient statistical tools. Out of the seven hypotheses stated three were accepted and four rejected.

The study revealed that there is no significant relationship between age, sex, years of teaching experience of teachers in post-primary schools in Zaria Metropolitan area and their job satisfaction, where as there is a significant relationship between qualification of teachers, provision of school facilities, leadership of school heads, the salaries teachers receive and their job satisfaction.

Recommendations were made for the improvement of job satisfaction among teachers.

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Chapter 1

1.1 Introduction

This study tried to find out if there is any relationship between some personal variables of teachers, some factors that bear on the job satisfaction or otherwise of teachers in post-primary schools in Zaria Metropolitan area of Kaduna State and their Job satisfaction. While teaching as a profession has attracted many people yet there has always been various factors that impinge on its proper functioning.

Teaching should be made attractive so as to relate its status to what obtains in other professions which enjoy the high level of importance. According to Thakur, *et al.* (1980), the importance of education in Nigeria's economic development and social change can best be seen from the proportional allocation to the educational sector during the annual budgets of the federal and state governments. This high priority accorded education in Nigeria is borne out of the importance attached to education as a necessary tool for training the citizens of the nation.

Teachers have important roles to play in the task of national development. Teachers constitute one of the most important input required for a successful execution of educational programmes.

This probably explains why Morphet *et al.* (1959) observed that "as is the teacher, so is the school". Formal structure, rules and regulations, courses of study, for instance, may be developed , but they are no use if teachers are not there. So the achievement of the school's purposes is dependent upon the extent to which all teachers develop and re-examine certain common goals and find genuine satisfaction in participating and working toward them.

Fagbulu (1972) writing on the indispensibility of teachers in our educational system has this to say "just as it is inconceivable to have a dynamic and functioning world without *Homo sapiens*, so it is equally difficult to think of a worthwhile school without competent and satisfied teachers". Hence inspite of recent advances in the technology of education, the teacher's role is still preserved and more and better trained teachers will be needed in the years ahead to cope with the serious business of educating the Nigerian children.

Against this background, it is necessary to examine whether our teachers who are described as "the keymen" in the entire educational programmes are satisfied or dissatisfied with their job. It could be observed that when teachers are recognized as the essential component in the educational structure and in our national development efforts, they should also be rewarded accordingly. Through

this, they derive satisfaction in their job and their performance on job could increase.

It is often alleged that teachers in Nigeria are not satisfied with their profession as a result of various factors. Some of these factors are their poor salaries, or delays in promotion, lack of adequate facilities for teaching, poor leadership of the school heads. As a result of these, teachers feel disgruntled and continue to teach as that is the only chance of earning a living open to them.

This assertion tends to be in line with Gray (1980) observation that a teacher joins a school for a set of personal reasons and purposes. If he gets what he believes he wants he will leave, if he cannot manage to leave or living has too many other problems associated with it, he will come to some accommodation with the organisation; such "accommodation" may include active dissatisfaction.

However, because there are various categories of employers of teachers, the nature and degree of job satisfaction or dissatisfaction experienced by teachers may vary according to the compensational structure maintained by the various employers. This study therefore, tried to find out how satisfied or dissatisfied post-primary school teachers are in Zaria Metropolitan area of Kaduna State.

1.2 Statement of the Problem

It has been observed that teachers in Zaria Metropolitan area feel that they are not getting commensurate reward for their job and that other people are better rewarded without working as hard as teachers. In addition, it is often alleged that teachers performance is hampered by such issues as irregular payment of salaries, inadequate equipments and materials for the performance of their duties.

This study tried to find out if there is any relationship between some teacher variables, some factors that cause job satisfaction or dissatisfaction of post-primary school teachers in Zaria Metropolitan area of Kaduna State and their job satisfaction.

The problem under investigation can thus be summarised with the followimg basic questions.

1. Are teachers in Zaria Metropolitan Area satisfied with their job?
2. Is there any relationship between a teacher's age and his job satisfaction?
3. What is the relationship between sex of a teacher and his or her job satisfaction?
4. Does a teacher's qualification affect his job satisfaction?

5. Is there a relationship between a teacher's experience and his job satisfaction?

1.3 Basic Assumptions

In this study the following assumptions are made:

1. Teachers'job satisfaction depends on the general conditions under which they work.
2. Teachers'job satisfaction is dependent on age, sex, qualification and experience.

1.4 Hypotheses

In order to solve the problem, the following hypotheses are advanced:

1. There is no significant relationship between teachers' age and their job satisfaction.
2. There is no significant relationship between the sex of teachers and their job satisfaction.
3. There is no significant relationship between teachers' qualification and their job satisfaction.
4. There is no significant relationship between teachers' length of teaching experience and their job satisfaction

5. There is no significant relationship between job satisfaction of teachers and the provison of school facilities.
6. There is no significant relationship between job satisfaction of teachers and the leadership of the school heads.
7. There is no significant relationship between job satisfaction of teachers and the salaries they receive.

1.5 Significance of the Study

It has been alleged that secondary school teachers in Zaria Metropolitan area consider teaching as a stepping stone to other professions that offer better conditions of service to their employees. Through this study therefore, the various means through which the conditions of teachers could be improved would be identified, so as to minimise the rate of labour turnover within the system.

The study is also significant in that it is regarded as the first job satisfaction study carried out among post-primary school teachers in Zaria town.

It is the hope of the researcher that the findings of this study may be of help to Nigerian personnel administrators who deal with teachers everyday.

1.6 Objectives of the Study

This study attempts to achieve the following objectives

1. To find out whether teachers in post-primary institutions in Zaria Metropolitan area are satisfied with their job.
2. To identify the factors that contribute to their satisfaction or dissatisfaction.
3. To see if age, sex, qualification and years of teaching experience had anything to do with the job satisfaction of teachers.

1.7 Definition of Terms

Job satisfaction: refers to an individual's feeling towards his job, and this can affect the way he performs his duty.

Morale: Refers to the zeal, willingness with which a person performs his duty.

Compensation Structure: The compensation structure of a school refers to the provisions made by the management to govern salaries teachers receive, as well as fringe benefits, such as provision of housing, transportation and other benefits.

Work Load: The number of teaching hours, the amount of preparation, marking and extracurricular assignments given to a teacher constitute his workload.

School Facilities: These refer to the buildings, classroom space, books, laboratory, and other equipment that are important for running a school programme.

1.8 Delimitation of the Study

This study was limited to classroom teachers in post-primary institutions in Zaria Metropolitan Area of Kaduna State. The study was also intended to find out some of the factors that may affect a teacher's job satisfaction. Specifically, it covers three job satisfaction factors which are - salaries teachers receive, school facilities and leadership of the school and four teacher variables such as age, sex, experience and qualification. It is hoped that other reseachers would study the situation in other states so that the results of the studies could be compared.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In the review, the investigator considers the recent studies of teachers' job satisfaction and implications they have for teachers and school administrators. The following issues are examined:

i. Motivation and teacher job satisfaction;

ii. Moral and teacher job satisfaction;

iii. Leadership and teacher job satisfaction;

iv. Decision making and teacher job satisfaction;

v. Compensation structure of the school in relation to teacher job satisfaction

2.2 Motivation and Teachers'Job Satisfaction

Very often, one hears complaints against teachers concerning their unwillingness to work hard or to cooperate with the head of their institutions. Similar criticisms are frequently levelled against clerical staff in government offices, nurses in hospitals and even people in very highly placed positions in public and private organizations. Many employers with or without justification, complain that some of their workers deny the allegations, but may put the blame on their organisations. Whether such employees or employers are correct, complaints from one side

against the other can be regarded as indication that certain
employers are not sufficiently motivated (Afolayan, 1989)

The earliest systematic thoughts on motivation formed a part of the scientific management movement, popularized by Taylor, at the begining of this century. This school of thought was based on a philosophy which conceptualised a worker as an "economic" man, that is, as a person who works only for money , and thus would labour harder for higher pay and work. However, no sooner did the scientific management start to spread than it came under attack. The main point of criticism against this school of thought has been that it ignored or, at best, played down the importance of the human side of the enterprise.

After the scientific management movement, came the advocates of the human relations movement. They argued that human factors had greater motivational strength for workers than monetary reward and physical conditions. Meaningful interaction among workers, communication within the organisation, and good relations between the worker and his boss were particularly emphisized as ingredients of human relations. The often quote Hawthorne research has lent weight to the argument of the movement. Mayo came to a similar conclusion that interpersonal

relationships, more than working conditions, motivate staff.

Another school of thought that concerned itself with staff motivation was the human resource movement. Its basic tennets are: i) That workers possess great potentials which are invaluable resources to organisation and ii) That one of the basic needs of man is to be afforded the opportunities to apply his full range of abilities to worth while activities which will contribute to the fulfilment of organisational goals. Commonly associated with this movement are Maslow's 'Needs' theory, Herzberg's 'Motivation- Hygiene' theory, and McGregory's theory X and theory Y.

2.2.1 Maslow's Needs Theory

Sergiovanni and Carver (1980) stated that Abraham Maslow has developed an interesting and useful framework which takes expressions of needs at the common sense level such as air, water, food, protection, love, control, sex, respect, doing good, and having influence, and incorporates them into a five-level taxonomy arranged in hierarchical order of prepotency. The prepotency feature of this formulation is of importance, for it specifies that the most basic needs must be reasonably satisfied before one is interested in needs at the next higher level.

Ejiofor (1987) asserts that a disconcerting aspect of Maslow's theory is his ascertion that man is a wanting animal, as soon as one need is satisfied, another appears in its place. Maslow classified these human needs into five categories as listed below:

Physiological (or biological)
Safety (or security)
Social (or affiliation)
Esteem (or recognition)
Self-Actualization (or self-realization)

Maslow views these human needs as forming a hierarchy with psychological needs at the base followed by safety, social and esteem needs in that order, with self-actualization at the highest level of all. According to him at a given time, a need category predominates over the other, and a person tends to work to satisfy it. At that time, it is a motivator, but as soon as it is completely or almost completely satisfied, it subsides to give way to another need or category of needs to come into prominence, a person then starts and continue to work towards the fulfilment of the newly emergent need. As a lower order need has to be fulfiled before a higher need can be satisfied, man starts at the physiological category of needs. It is, for instance, after he has got air to breathe,

water to drink, that the safety needs can motivate him. It is only after he has started to feel safe and secure that social needs become a motivator; also, the satisfaction of social needs has to precede that of esteem need and it is in the final stage the self actualization becomes a motivator.

Sergiovanni and Carver (1980) stress the importance of this theory to school executive.They suggested that the school executive is to find out at what levels teachers are with respect to the hierarchy. This is important because it does not make sense to motivate at the esteem level if teachers are insecure or to motivate at the security level when they seek esteem.

2.2.2 Herzberg's Motivation - Hygiene Theory

Herzberg's (1966) proposes that factors which contribute to job satisfaction and factors which contribute to job dissatisfaction form two separate sets. His hypothesis is that factors from one set (for instance opportunities for professional growth) contribute to satisfaction if present but not dissatisfaction if absent. Whereas factor from the other set, such as friendly expression from the principal, lead to dissatisfaction if not present, but their presence does not contribute very much to satisfaction. The factors which comprise the first set, called satisfiers, are directly related to intrinsic matters derived from the work itself.

These include opportunity for advancement, recognition for achievement, responsibility and the work itself. According to him, the more any of these factors is provided, the greater the motivation. Ejiofor (1987) states that the factors which comprise the second set, called dissatisfiers, are directly related to extrinsic matters derived from outside the work itself. These include the physical environment, interpersonal relationship, salary, supervision, job security, company policy and administration. According to him the existence of these hygiene factors does not motivate the worker to produce more but their absence or reduction causes dissatisfaction. He therefore calls them dissatisfiers.

Since the dissatisfiers are related to the condition of work rather than work itself, Ejiofor (1987) maintains that they have little motivational potential for most people. The satisfiers, which are directly related to the work itself and are indeed derived from work itself, are motivators by definition. However, the importance of the dissatisfiers cannot be overlooked, for they provide the neccessary preparation for facilitating the satisfiers. Herzberg refers to these as "Hygienic in nature because they help to prevent on the job trouble. Of course, salary, working conditions, good supervision, teaching materials, small classes, overtime pay, and other hygiene

factors must be provided to teach if we are to prevent dissatisfaction. It must be remembered however, that in general, that making provision for hygienic needs' prevents decrease in performance, but will not increase performance. The motivation to work beyond what is necessary to meet minimum requirements comes from the satisfier set of factors.

2.2.3 McGregory's Theory X and Theory Y

Afolayan (1989) states that McGreory summarizes the way administrators view the subordinates under the polar categories which he labels as Theory X and Theory Y. Under Theory X assumptions, man is viewed as naturally lazy, unambitious and capable of being motivated only by threats, punishment, and material rewards. Those who work at human nature on Theory Y assumptions conceptualize man as capable of liking and even enjoying work as much as play if given the right atmosphere and as capable of being self-directed and of being motivatied without the necessity of imposing external sanctions.

The two sets of assumptions have different implications for applying motivational strategies. An administrator who bases his views on human nature on theory X assumptions tends to structure the organisation in a rigid way, and then closely controls and supervises his staff. He instils in the minds of his subordinates fear of punishment or

of denial of rewards; he orientates them to wait always for the promise of extra pay or other privilages before they do extra work. On the other hand an administrator who works under Theory Y assumptions, through the wise use of participation encourages workers to accept responsibility and develop self control. In this way, they are assisted to achieve the satisfaction of affiliation, esteem, and self actualization as a result of which they put in extra energy in order to be more productive.

According to Afolayan (1989) studies of motivation reveal some contradictions among theorists. However, we can base our practice on the areas common to them. All the thoerists agree that men have certain needs which they desire to fulfil and that people will be motivated to work in situation when these needs have a promise of being fulfilled. The needs are not of the same intensity with every staff. A need or set of needs is predominant at a time and it is that which motivates an individual at the particular time. Another clear point from the study of motivation is that no single motivational strategy has been identified to be effective for everybody or even for an individual at all times or situations.

2.3 Morale and Teachers'Job Satisfaction

Morale refers to the zeal or willingness with which an individual performs his work. It may be high or low. A teacher may like his work and may believe that he is working with a fine group of people. Or he may distrust the administration, be dissatisfied with the amount of money he is receiving, and resent his fellow workers. Actual conditions do not count. The important element in morale is what the teacher believes and feels. Grüneberg (1976) observes that it is possible to determine the quality of morale by careful observation of the way people act. A positive correlation has been found between low morale and high rate of absenteeism. Loafing, taking excessive time away from the task at hand, and constant bickering are signs of low morale. Cheerfulness, promptness, enthusiasm, dependability, and cooperation are indications of high morale.

Morale affects the amount of work a person does. Low morale cuts down production. High morale increases it. If morale is high, a teacher will do his best to promote effective learning. If morale is low, teachers will not live up to their potential ability and the school will operate at far less than its maximum efficiency. High morale is built by making sure that the job provides the satisfaction an individual worker wants from life.

What then makes a teacher satisfied with his job and school? As stated by Wiles (1950), security and a comfortable living; pleasant working conditions; a sense of belonging; fair treatment; a sense of achievement and growth; recognition of contribution, participation in deciding policy, and opportunity to maintain self respect, are some of the necessary ingredients that can make a teacher satisfied.

2.4 The School Leadership and Teacher Job Satisfaction

In the past, teacher effectiveness was seen as a result of certain characteristics possessed by the teacher. So teachers were held entirely responsible for the effectiveness of their teaching and success of their students. People who view the school from outside never thought that other factors within the school, could affect the teacher's effectiveness.

However, in recent times, a lot of studies on teaching have revealed another dimension to teacher's effectiveness and commitment to the school organisation (Sweeney, 1982).

In Udoh (1986), Sweeney (1982) argues that teachers' efforts are frustrated when the school leadership takes the business of the school causally. The result is low morale, poor motivation, inadequate planning by teachers,

haphazard instructional and methods, chaotic classroom situations.

As teachers concern themselves with the business of the school, the principal should understand that, the teachers have some personal concern. To help them do their work well, the principal has to sincerely show them some considerations. No teacher can teach well if he has personal problems. However, the principal can make teachers' work easier by doing some favour for them, making himself easily understood, listening to them especially when they have complaints or problems, treating them as his equals and making himself approachable. Teacher morale and motivation are affected when school leadership makes them feel that resources at hand are made available only to few selected teachers.

2.4.1 Interpersonal Relationship

An extensive research at Western Electric Company Hawthorne in U.S.A. has thrown light on morale and interpersonal relationships. Although, the studies extended over five years and were divided into twelve periods, much of the experiment concerned a small group of girls who were isolated in a separate room and asked to cooperate and work as they felt. During each period there were some changes in working conditions. Rest periods were instituted, the total day shortened, special

lunches prepared, and other similar changes introduced. Finally, all the innovations were discontinued and the girls returned to a long work without rest periods or other special considerations. In every period, including the last, production increased. Thus there was little or no correlation between work output and such things as the intensity of light and length of rest period. The explanation seems to lie in the kind of interpersonal reltions which the girls developed among themselves, and with their supervisor. So it is with teachers in school system. For it is unlikely that a high discontented group of teachers would operate a successful school system, if the relationship between them and their school head is not cordial.

2.4.2 Policies and work Conditions

Chase (1951) in Culbertson, *et al.*, (1960) reported a study that included 1,784 teachers and over 200 school systems in 43 states. His findings provide insight into ways in which administrative policies and practices are related to teacher's satisfaction. Three fourths of the teachers regarded freedom to plan their work as the most important influence on morale. Good salaries and equipment were second in importance, and stimulating professional leadership, which gave recognition to good work and provided opportunities

for teachers to participate in making policies on salary scheduling, working conditions, and curriculum problems was ranked third.

Weber (1954) as in Culbertson, *et al.*, (1960) in discussing teaching load, said that, in the eyes of teachers, load is to a large extent a function of the satisfaction one derives from teaching. Where morale is high, responsibilities do not seem onerous. So it follows that if the teaching load is excessive, it appears to be directly related to teacher dissatisfaction. Teachers often say tha a friendly sympathetic principal did much to lighten what might otherwise be a heavy load.

2.4.3 Teacher Expectation

What makes a job satisfying or dissatisfying does not depend on the nature of the job, but on the expectations that individuals have of what their job should provide (Grüneberg, 1976). For instance, individuals who have expectation that their job should give them opportunities for, such as challenge, a failure of the job to meet this expectation will lead to dissatisfaction compared to a situation where no such expectation is involved.

On the kind of behaviour that staff members generally expect from their leaders or administrators, Juilfs (1958) came to the conclusion that morale equals personal interest.

Studies on morale indicate that administrators ought to be competent leaders and that leadership must be earned. If an administrator expects to be a leader, he must have some vision and be able to stimulate those with whom he works and give them support in carrying out new programmes. It is important, too, that he has honesty and integrity, so that the teachers believe that the administrator will treat them with fairness and honesty and so that they can depend upon his statement completely. Employees want to be recognized as persons of worth and dignity, who are treated as individuals of importance in a democratic society. They want a voice in policy-making that affects their welfare; such as participating in development of salary schedules, in service programme and so on.

Employees want to feel that they have access to the administrator. Teachers who come to their principal must be assured of a courteous and sympathetic hearing and explanation made of why some issues are to be taken up. This tends to imply an open-door policy. Listening to teachers' grievances is also important in its effects on morale. Both satisfied and dissatisfied teachers have complaints that must be heard sympathetically.

2.4.4 Leadership Practice and Styles

Agboola (1989) found out that management pattern and leadership practices in our schools

have contributed to teachers job satisfaction. He went further to say that studies have shown that the leadership style of a head teacher has a significant influence on the teachers job satisfaction.

Three types of leadership styles are often associated with school administration. These are, according to Afolayan (1989), the Getzels and Guba model of leadership; Nomothetic, idiographic and transactional styles of leadership. The leader who bases his leadership under nomothetic style stresses the requirement of the organisation and emphasizes that workers should comform to the pattern of behaviour expected of them, he de-emphasizes the aspiration of the individual members of the organisation and stress organisational goal achievement, rules and regulation instead. the idiographic leader is more concerned with individual needs than with the institutional demands. He puts minimum emphasis on role and expectation as well as on rules and regulations and stresses minimum control of individuals work behaviour. The transactional leader compromises between nomothetic and idiographic styles. He appreciates the need to achieve the organisation's goals, but at the same time recognises the need to meet, as much as possible, the requirements of the individual. The transactional leader balances nomothetic and idographic behaviours and he

judiciously uses each style as the occasion demands.

Another very interesting study is the Ohio leadership studies carried out by Stogdill (1957). It identified two dimensions of leadership: these are "initiating structures" and "consideration". By initiating structure is meant structuring roles for followers, defining superiour subordinate relationship, establishing line of communication, expecting compliance to rules and regulations. "Consideration" on the other hand, refers to warm superior subordinate personal relationship, respect for followers, and in general, looking out for the welfare of subordinates. A good leadership generates conducive school climate for effective teacher performance. A good balance between a teacher's ability to initiate and maintain structure and consideration for the staff is essential to ensuring good performance by the teacher and high success by students.

There are also democratic, autocratic and laissez-faire styles. As stated by Ezenne (1979) democratic leadership encourages more group discussion and decision and these have favourable effects on job satisfaction, while autorcratic leadership reduces independence, and it is likely to produce less job satisfaction, but greater output in some cases.

One can now understand why group members generally prefer a transactional leader- a leader who is high on both initiating strucutre and consideration.

2.5 Decision Making and Teacher Job Satisfaction

Participation of workers in decision making process, can contribute immensely to an effective administration. Participation serves social, psychological and emotional purposes by giving staff a sense of belonging to the organization as well as a feeling of being recognized and respected. Consequently, it increases their commitments to achieving the organizational goals. When staff jointly take a decision, individuals become more determined to effect the decision than if they have not been involved.

As stated by Ezenne (1979), in the Nigerian school system, there are instances where matters affecting teachers are decided without consulting them, such as deciding what is to be taught, the materials to be used, the criteria for selecting who should be admitted to their schools. They have little or no say in determining who is qualified to enter the teaching profession. These have really hampered the status of teachers, for teachers deciding on their own who is to be admitted into the teaching profession will increase professional competence. All these affect the way teachers go

about in performing their duties, leaving teachers, the most important component of the entire school system to grumbled.

2.6 The Compensational Structure of the School

According to Castetter (1981), the level of salaries, wages, and benefits in a school is an important factor in attracting, retaining and activating teachers. Compensation is related to satisfaction of needs of staff members. Their status in society and in school system, as well as their economic welfare is linked to pay packets. A compensation system properly conceived and administered can make an important contribution to attainment of specific objectives of the organisation as well as to individual satisfaction of its members. As a result of the critical importance of compensation structure to the proper functioning of the system, it must be constantly reviewed and re-evalutated. The compensational structure should be designed in such a way as to enhance the satisfaction of human needs and to minimise the wide variety of complex human problems engendered by its necessity.

In Nigeria, this issue attracts more attention than any other issue. Because of inflation it has been necessary to review the salary situation almost annually and make adjustments in it. Regrettably, this is not the case in Nigeria. The

prices of commodities have risen three times what they used to be but the workers salaries especially teachers' have remained alsmost the same. The review sometimes made are insignificant to the increase.

2.7 Appraisal of Teacher Performance

Performance appraisal may be defined as a process of arriving at judgements about an individual's past or present performance against the background of work environment and about his future potential for an organization (Castetter, 1981).

The human relations movement with its emphasis on good interpersonal relations, job satisfaction, and the importance of informal groups provided an important initial stimulant for the study of job attitudes and their relationship to human behaviour in organisations. Through the thirties and forties, many studies were carried out to determine the correlates of high and low job satisfaction (Grüneberg, 1976). Such studies according to him related job satisfaction to seniority, age, sex, education, occupation, and income to mention a few. All these studies stemmed much from interest in job satisfaction and its pressumed relationship to job performance. As Brayfield and Crockett, pointed out in Grüneberg (1976) a common assumption that employee satisfaction directly affects performance

permeates most of the writings during the past two decades. For instance, in the Western Electric Studies, the evidence from the Relay Assembly Test Room showed a dramatic tendency for increase in job satisfaction.

The appraisal process is designed to assist personnel to achieve individual as well as organisational benefits. In the field of education, a host of traditional techniques have and are still employed to appraise the professional performance of school personnel. These include self-rating, ratings by pupils, school administrators, colleagues, and supervisors.

According to Castetter (1981), the constant search for new and better methods to appraise personnel performance had led to the development of a variety of appraisal systems and techniques. These methods seem to cluster around three basic classes of methods:

1. those designed to measure personal characteristics;
2. those focusing on the process by which the individual performs the role which he/she has been assigned; and
3. those that are product or result oriented.

It should ne understood that being rewarded for good performance is likely to encourage further

good performance. So administrators should note this in dealing with thier staff.

2.8 Review of Related Previous Studies in Nigeria

In a study conducted by Ezenne (1979) on job satisfaction and performance of teachers, it was found that monetary rewards which are always emphasized by management were less important to the worker than task reward, prestige, control rights and social emotional satisfaction.

Mukolu (1988) in a similar study stated clearly that teachers dissatisfaction with their job does not stem from material rewards only but also in respect of almost all aspects of their job.

Agboola (1989) in his study on job satisfaction among primary school teachers in Kaduma state found out that the sources of job satisfaction or job dissatisfaction reside in age, educational level, length of teaching experience and income level.

In a study carried out in the Western part of Nigeria, Olatunji (1971) pointed out that the factors which have contributed highly to the job satisfaction of western Nigerian secondary school teachers were school facilities and services, the principal, and teaching job.

The review has helped to strengthen and clarify the problem the study is set out to solve. The issues reviewed showed that job satisfaction is a universally felt problem and it is a multi-

dimensional issue. In addition, through the review the appropriate statistical tool and research instrument to apply have ben identified.

2.9 Summary

This chapter has tried to look at some of the studies that have been carried out in the area of teacher job satisfaction. The researcher has also discussed the theory of motivation, morale and how they affect teachers' job satisfaction or dissatisfaction. Attempt were also made to review the leadership behaviour of some administrators to see what implications it has on the job satisfaction of teachers. Reviewed in this chapter is the compensation structure of the school system, decision making process and how they affect teachers and their job.

Lastly, a brief review of previous related studies was done.

Chapter 3

METHODOLOGY

3.1 Introduction

In this chapter, a detailed description of the instrument and procedure for the collection of data are stated. The procedure for the treatment and analysis of the data are also presented.

3.2 Sampling Procedure

In this study of teacher job satisfaction, Zaria Metropolitan Area of Kaduna State is taken to include Zaria City, Tudun Wada, Gaskiya, Sabon Gari, and Wusasa areas, as well as Samaru, Basawa and Bomo areas.

Sampling was not necessary since there were only eleven schools located within these areas. All the eleven schools were studied to get the opinion of each one of the teachers since they were not much. They are:

i. Alhudahuda College, Zaria
ii. Barewa College, Zaria
iii. Kufena College, Wusasa, Zaria
iv. Basawa Teachers' College, Zaria
v. Government Commercial College, Zaria
vi. Women Teachers' College, Zaria
vii. Government Girls' Day Secondary School, Kofa-Gayan

viii. Government Girls' Day Secondary School, Samaru, Zaria

ix. Government Day Secondary School, Bomo, Zaria

x. Government Girls' Day Secondary School, Dogon-Bauchi

xi. Army Day Secondary School, Chindit Barracks, Zaria

The study considered all categories of classroom teachers in these schools, because the population of the teachers in all the schools were generally low. So the reseacher decided to use all the 216 teachers.

3.3 The Instrument

The data used in writing this report were collected through survey method, using the questionnaire. One set of questionnaire was constructed and administered by the researcher (See Appendix 1). The questionnaire was given to all the teachers in all the 11 schools to respond to. It was made up of two sections with twenty-three items.

In section A, respondents were requested to give information on personal data, namely, age, sex, qualification, teaching experience, while section B, contains statements that tried to elicit information on the extent to which respondents were

satisfied with their job. The Likert type scale response pattern was used as follows:

Response Pattern	Score
Very Satisfied	5
Satisfied	4
Undecided	3
Dissatisfied	2
Very Dissatisfied	1

3.4 Validation of the Research Instrument

For this study, the researcher depended on the opinion of experts for the validation of the instrument. A team of experts examined the items and made some corrections and modifications. It was after this process, that the researcher administered the questionniare to the groups concerned.

3.5 Administration of Questionnaire

Before the researcher carried out the distribution of the questionnaire, an authority letter was obtained from Zaria Zonal Educational Office for all the principals of the schools visited. This was to allow the researcher carry out the research in their schools.

All the schools visited had a laid down procedure for administering the questionnaire among the teachers. The principal on receiving the letter

of authority from the researcher referred it to the senior master/mistress. The senior master/mistress collected the questionnaire and asked the researcher to come back at agreed date to collect the completed questionnaires. The procedure was considered very effective as it usually had a higher response rate than if the researcher had to search for the teachers by himself. A period of three weeks was spent in gathering the data.

3.6 Data Analysis

After the researcher had collected all the questionnaires, they were coded for the purpose of feeding them to the computer. The researcher employed three major statistical techniques in analysing the data and computing the results of the findings. Percentages were used in presentation of data. The one-way analysis of variance was used to test hypotheses 1, 3 and 4; the Mann-Whitney U-test was used to test hypothesis 2, while the correlation coefficient was used to test hypotheses 5 - 7.

3.7 Summary

The sample for the study consisted of classroom teachers from 11 schools involved in the study. the questionnaire was used for data collection. The data collected was organized and analysed using percentages, one-way analysis of variance, Mann-Whitney U-test and the correlation coefficient.

Chapter 4

ANALYSIS OF DATA

4.1 Introduction

This chapter contains the presentation and analysis of the data collected for the study. The analysis would determine if the teachers' satisfaction or dissatisfaction with their job has anything to do with age, sex, qualification and years of teaching experience. So four hypotheses were tested in respect of the named variables. Three more hypotheses were tested to find out if respondents are satisfied or not with their salaries, leadership of school heads and provision of school facilities.

4.2 Hypothesis 1

This deals with the question of whether, there is any significant relationship between teachers' age and their job satisfaction.

Table 4.1 shows the distribution of the sample according to age. The ages are grouped for convinience of analysis. An examination of the actual responses revealed the following age distribution

Table 4.1: Distribution of Sample by Age

Age Group (years)	Teachers Frequency	%
21 - 30	105	48.6
31 - 40	102	47.2
41 - 50	9	4.2
Total	216	100

Table 4.2: Anova Summary for Age and Job Satisfaction

Source of Variation	Sum of Squares	D.F	Mean Square	F
Between Groups	249.8	2	124.9	1.43
Within Groups	18632.4	213	87.5	
Total	18882.1	215		

The critical value of F is 3.04 at .05 level of significance. Since the F value obtained (1.43) is much less than this, we accept our null hypothesis. So Table 4.2 reveals that at .05 level of significance, there is no relationship in the job satisfaction of various age groups in post-primary institution in Zaria town.

This may be as a result of the poor salaries they receive. Consequently the ages of the teachers do not affect their job satisfaction.

Mukolu (1988) found out a similar situation in a study she carried out among academic staff of Command Secondary Schools in Nigeria. The mean scores of the teachers with regard to their age groups in Table 4.3 clarify the observed situation better.

Table 4.3: Mean Scores by Age

Age Groups (Years)	Number	Mean
21 - 30	105	46.3
31 - 40	102	44.6
41 - 50	9	49.0

4.3 Hypothesis 2

Hypothesis 2, suggests that, there is no significant relationship between sex of teachers and their job satisfaction.

In Table 4.4 the distribution of the sample according to sex is given.

Table 4.4: Distribution of Sample by Sex

Sex	Teachers	
	Frequency	Percentage
Male	149	69.00
Female	67	31.02
Total	216	100

Of the 216 teachers, 149 were men and 67 were women. These figures represent 69.00 and 31.02 percent of the sample respectively. The data was further analysed using the Mann-Whitney U-test, to find out if the sex of teachers has anything to do with their job satisfaction. Table 4.5 gives the results of the Mann-Whitney U test analysis.

Table 4.5: Mann-Whitney U Test for Relationship in the Job Satisfaction of Male and Female Teachers

Gender	Frequency	U	P
Male	149	16607.5	0.1981
Female	67		
Total	216		

Significance at $P < 0.05$

Table 4.5 shows no significant relationship between the way male and female teachers feel about their job.

This means that there is no gender relationship in the job satisfaction of teachers. Therefore the hypothesis which states that there is no significant relationship between sex of teachers and their job satisfaction is retained at 0.05 level of significance. The same results were obtained in similar studies by Olatunji (1971) and Mukolu (1988).

This state of no sex relationship in the job satisfaction of the teachers may be because of the bad condition of our economy where people no longer care what sort of profession they are entering. As long as they are being paid they try to adjust to the situation so as to derive satisfaction from their job.

4.4 Hypothesis 3

This hypothesis states that, there is no significant relationship between teachers' qualification and their job satisfaction.

Table 4.7: Distribution of Sample According to Qualification

Qualification	Teachers	
	Frequency	Percentage
N.C.E.	93	43.0
H.N.D.	38	17.6
Bachelor Degree	79	36.6
Masters Degree	6	2.8
Total	216	100

Out of the 216 teachers involved in the study 93 were N.C.E. holders, 38 were H.N.D. holders. These constitute 43.0 and 17.6 percent of the population. Seventy-nine were Bachelor degree holders, while only 6 were holders of master degree. These figures represent 36.6 and 2.8 percent respectively.

Table 4.8: Anova Summary for Qualification and Job Satisfaction

Sources of Variation	Sum of Squares	D.F.	Mean Squares	F
Between Groups	845.7	3	281.9	3.31
Within Groups	18836.4	212	85.1	
Total	18882.1	215		

From the statistical table, critical value of F is 2.65 at .05 level of significance. From Table 4.8 it is clearly seen that the F value is higher than the critical value. This suggests the rejection of the null hypothesis. This shows that there is significant relationship in the job satisfaction of teachers with various qualifications. This should be an encouraging situation for teachers to seek further qualifications. Table 4.9 shows the mean scores of the teachers and their qualifications.

Table 4.9: Mean Score of Teachers by Qualification

Qualification	Frequencies	Mean
N.C.E.	93	45.7
H.N.D.	38	48.8
Bachelor Degree	79	43.6
Masters Degree	6	50.3

Going through Table 4.9, there is an indication that holders of Masters degree are the most satisfied teachers with their job, followed by holders of H.N.D. and N.C.E. The least satisfied group are holders of Bachelor degree. One would have expected the N.C.E. to be least satisfied, but not so in this study. This may be that all the teachers are subjected to the same work situation.

4.5 Hypothesis 4

There is no significant relationship between a teacher's length of teaching experience and his level of job satisfaction. Table 4.10 shows the distribution of teachers according to their qualifications.

Table 4.10: Distribution of Sample by Years of Teaching Experience

Years of Teaching Experience (Years	Frequencies	Percentage
1 - 4	63	29.2
5 - 8	90	41.7
9 - 12	34	15.7
13 - 16	21	9.7
16 - above	8	3.7
Total	216	100

Of the 216 respondents, 63 said they have taught within one to four years, given 29.2 percent of the total population. Ninety of them, have got teaching experience of five to eight years. This represents 41.7 percent of the population. The teacher who fall in the range of nine to twelve years are 34 in number, constituting 15.7 percent of the total population. Twenty-one teachers have acquired teaching experiences of thirteen to sixteen years, giving a percentage of 9.7 of the whole population. Only eight respondents fall within sixteen years and above years of teaching experience. this gives 3.7 percent of the population. The analysis of variance was computed in Table 4.11 to find out if there is any relationship between length of teaching experience of teachers and their job satisfaction.

Table 4.1: Anova Summary for Years of Teaching Experience and Job Satisfaction.

Sources of Variation	Sum of Squares	D.F.	Mean Squares	F
Between Groups	414.0	4	103	1.18
Within Groups	18468.2	211	87.5	
Total	18882.1	215		

The critical value of F is 2.41 at .05 significant level. Since the F-value obtained (1.18) is much less than this, we accept the null hypothesis. This shows that there is no significant relationship in the job satisfaction of teachers with different years of teaching experience. This means that whether the teachers are satisfied or dissatisfied, it has nothing to do with the length of time they have taught.

This seems to be contrary to what one would have ordinarily expected. a possible explanation may be the teachers are facing similar experiences on the job irrespective of years of service. also the harsh economic conditions, poor conditions of service, poor facilities, non-payment of salaries and so on, may be affecting them. Thus placing them in a rather similar platform.

The study also set out to find how satisfied or dissatisfied the teachers were with some aspects

of their job. The data collected are analysed using the correlation coefficient statistical tool and the responses were scored using the Likert type scale response pattern as follows:

Response Pattern	Scores
Very Satisfied	5
Satisfied	4
Undecided	3
Dissatisfied	2
Very Dissatisfied	1

For the sake of convenience, very satisfied and satisfied were taken as satisfied, while undecided remains on its own, and very dissatisfied and dissatisfied were taken as dissatisfied.

4.6 Hypothesis 5

The fifth hypothesis states that, there is no significant relationship between job satisfaction of teachers and provision of school facilities. Their responses are shown in Table 4.12.

Table 4.12: Relationship between Job Satisfaction of Teachers and Provision of School Facilities

Items	Categories of Responses	Teachers		
		Frequencies	Percentage	Correlation
How satisfied are you with the provision of school facilities?	Satisfied	25	11.5	.0249
	Undecided	9	4.2	
	Dissatisfied	182	84.3	
	Total	216	100	

The respondents indicated the degree of satisfaction they have with available work facilities and equipment in their schools. Table 4.12 above shows that 25 respondents constituting About 11.5% of the sample are satisfied with the available work facilities, while 9 teachers or 4.2% said that they are undecided, 182 representing 84.3% indicated that they are dissatisfied with the available work facilities and equipment.

A correlation coefficient was calculated to test the hypothesis as shown in Table 4.12 and this is extracted and shown as Table 4.13.

Table 4.13: Correlation Result of Teachers on the Provision of School Facilities

ITEMS	Correlation
How satisfied are you with the provision of school facilities?	.0249

As one can see from the table, the value of the correlation coefficient is .0249 which is below the 0.05 level of significance. This tends to suggest that the null hypothesis is still rejected. This reveals that a relationship exists between teacher job satisfaction and availability of work facilities in the schools.

Writing on the necessity for the provision of teaching facilities and equipment in schools, Souper in Adeyanju (1980) says that no school can function properly without adequate facilities and

equipment which are actually put into use and not simply kept "to flatter the ego of the teacher who receives a large allocation". He argues that provision of textbooks, in their quantity and quality is an obvious starting point, since books are regarded as very vital in the schools. He also stressed the need to buy audio-visual soft wares.

Morphet, *et al.* (1959) supports this finding. They found out that many teachers have found themselves extremely limited by the facilities with which they work, and after a few years the teacher would not have it otherwise.

Naibi in Adaralegbe (1972) also stresses the importance of provision of adequate buildings, furniture as well as essential school equipment and materials. He points to lack of instructional materials as problems most schools are facing. This, he contends, makes it difficult for both teachers and students to enrich and update their knowledge.

Supporting this finding, Jocobson (1973) says that facilities and equipment are essential to the school enterprise. Indeed, the difference between an efficient and an inefficient school may be partly due to disparity in the quantity and quality of facilities and equipment provided.

Investigation reveals that schools lack many facilities now because the government can no longer provide all the necessary facilities for schools.

The situation is that the teacher is pushed to the wall and becomes frustrated because, in as much as he wants to perform his duties well, he cannot do so, because he cannot do that with bare hands, but needs materials to achieve the school's goals.

4.7 Hypothesis 6

The hypothesis states that, there is no significant relationship between job satisfaction of teachers and the leadership of the school head.

In the questionnaire, the respondents were presented with four questions. These include:

How satisfied are you with:

a. the amount of support and guidance you receive from your principal?

b. the adequacy of the help received from your principal?

c. your participation in decision making on school matters?

d. the way the principal passes information to you on your profession?

Their responses are analysed in Table 4.14.

On the item of how satisfied teachers are with the amount of support and guidance they receive from their principal in table 4.14, a total of 137 of the population, that is, 63.4% showed that they are satisfied with the leadership of their school heads. Twenty-seven respondents, representing 12.5% indicated that they were undecided, while 52

Table 4.14: Correlation Results of Teachers on the Leadership of School Heads

Items	Categories of Responses	Frequencies	Percentages	Correlation
How satisfied are you with:				
a. the amount of support and guidance you receive from your principal?	Satisfied	137	63.4	
	Undecided	27	12.5	-.0674
	Dissatisfied	52	24.1	
b. the adequecy of the help received from your principal?	Satisfied	126	58.3	
	Undecided	42	19.4	-.0423
	Dissatisfied	48	22.2	
c. your participation in decision making on school matters?	Satisfied	114	52.8	
	Undecided	37	17.1	-.0089
	Dissatisfied	65	30.1	
d. the way the principal passes information to you on your profession?	Satisfied	147	68.1	
	Undecided	17	7.9	-.0219
	Dissatisfied	52	24.1	
				-.0018

respondents, representing 24.1% of the population showed that they were dissatisfied with the leadership of their school heads.

How satisfied are you with the adequacy of help received from your principal attracted these responses from the teachers, One hundred and twenty six teachers, constituting 58.3% of the total group indicated that they are satisfied, while 42 teachers or 19.4% said that they are undecided, 48 representing 22.2% indicated that they are dissatisfied.

One hundred and fourteen teachers, that is 52.8% of the total showed they are satisfied on the issue of participation in decision making on school matters. Thirty-seven respondents, representing 17.1% of the teachers indicated that they are undecided, while 65 respondents or 30.1% said that they are dissatisfied with their participation in decision making on school matters.

When asked how satisfied teachers are with the way their principal passes information to them on their profession, 147 teachers, or 68.1% indicated that they are satisfied. Seventeen respondents, which is 7.9% of the population showed they are undecided, while 52 teachers which is 24.1% said that they are dissatisfied.

In trying to find out whether hypothesis 6 would be accepted or not, results were computed as shown in table 4.14 above.

The correlation coefficient for item (a) on the table above is -.0674. The result above the 0.5

level of significance for the study, and so the result is accepted.

The teachers were also asked to indicate how satisfied they are with the adequacy of the help they receive from their principal. The correlation result got is .0423 which is below .05 confidence level. This calls for the rejection of the result.

A further question was asked to the teachers to find if they are satisfied with their participation in decision making on school matters. The correlation co-efficient was computed and result was .0089. This falls below the given .05 significance level. So the result is rejected.

The last question asked was, how satisfied the teachers were with the way the principal passes information to them on their profession. The correlation coefficient was found to be .0219, and this is below the .05 confidence level set for the study. So the result is rejected. This shows that a relationship exists between teacher satisfaction and school leadership.

These correlation results were put together to obtain a single correllation coefficient of .0018. This is below the given .05 confidence level. From Table 4.14 only one out of the four questions asked is above the .05 level of acceptance. So the null hypothesis is rejected.

Griffiths (1952) and Haplin (1956) stress, that the type of leadership exhibited by principals is

important to teachers' satisfaction. As Campbell *et al.* (1971) pointed out, a good part of what any school does is dependent upon the administrative leadership given to that school.

Nwameme (1980) in his study on the relationship between levels of teacher job satisfaction and principals' leadership styles in selected post-primary institutions in Benue State, found out that most teachers preferred the democratic principals out of three descriptions of principals presented earlier in chapter three, (that is democratic, autocratic and *laissez-faire*). They also preferred principals who vary their leadership styles as situations demand. He (Nwameme) therefore, encourages the principals to evolve democratic leadership behaviours and good human relations in order to motivate their teachers and to obtain their support and co-operation.

Edem (1982) and Ajayi (1988) point out the benefits associated with consultation, staff participation in administration and establishing good relationship with staff. A principal whose leadership encourages consultation, staff participation in decision making and friendship often motivates staff to positive task performance.

Under the leadership of the school heads, the researcher also had an unstructured interview with some of the teachers. Here the teachers showed that they are unhappy as some of the principals impose

on them subjects that is not their areas of specialization to teach.

4.8 Hypothesis 7

The hypothesis says that there is no significant relationship between job satisfaction of teachers and the salaries they receive. About four questions were given to the respondents to answer. They are as follow: How satisfied are you with:

a. the amount of pay and fringe benefits you receive?

b. the extent to which your salary compares to the salary of other people with similar qualifications and experiences in other profession?

c. the criteria used for promotions?

d. the promotion prospects which you have?

Therefore, the question required the respondents to show how satisfied or otherwise they were with the salaries they receive. Their responses are as shown in table 4.15.

On the issue of teachers salaries. they were asked to indicate how satisfied they are with the amount of pay and fringe benefits they receive, 14 teachers, which is about 6.5% of the total population showed they are satisfied, 14 of them, that is 6.5% said that they are undecided, while

Table 4.15: Correlation Results of Teachers on their Salaries

Items	Categories Of Response	Frequencies	Percentages	Correlations
How satisfied are you with:				
(a) the amount of pay and fringe benefits you receive?	Satisfied	14	6.5	
	Undecided	14	6.5	-.0500
	Dissatisfied	188	87.0	
(b) the extent to which your salary compares with the salary of other people with similar qualifications and experiencies in other profession?	Satisfied	10	4.6	
	Undecided	13	6.0	-.0021
	Dissatisfied	193	89.3	
(c) criteria used for promotion?	Satisfied	24	11.1	
	Undecided	21	9.7	-.0711
	Dissatisfied	171	79.2	
(d) promotion prospects?	Satisfied	61	28.3	
	Undecided	29	13.4	-.0339
	Dissatisfied	126	58.3	
				-.0639

188 teachers, representing 87.0% indicated they are dissatisfied on the issue.

Ten respondents, constituting 4.6% of the population showed that they are satisfied on the extent to which their salaries compare with the salary of other people with similar qualification and experiences in other profession. Thirteen of them, which is about 6.0% said they are undecided, while 193 teachers or 89.3% indicated they were dissatisfied.

When teachers were asked on how satisfied they are with the criteria used for promotion, 24 of them, that is 11.1% showed they are satisfied, while 21 teachers or 9.7% said that they are undecided, 171 representing 79.2% indicated that they are dissatisfied.

Also on the issue of their promotion prospects, 61 teachers, which is 28.3% of the total population showed that they are satisfied. Twenty-nine respondents constituting 13.4% said that they are undecided, while 126 teachers or 58.3% indicated that they are dissatisfied with their promotion prospects.

So to test the acceptance of the hypothesis, a correlation coefficient was computed as in Table 4.15.

The first question on the table is how satisfied are you with the amount of pay and fringe benefits you receive? The correlation coefficient

result got for this number is -.0500. This is below the .05 level of significance, therefore the result is rejected. This reveals that there is a relationship between the pay and fringe benefits a teacher receives and his satisfaction.

The teachers were also asked to indicate the extent to which their salary compares with that of other people with similar qualifications and experiences in other professions. The correlation coefficient was computed and the result got is -.0021. This falls below the .05 significance level. So the result is rejected.

The correlation result got from the question-criteria used for promotion is -.0711. This result is below .05 confidence level set for the study. Therefore the hypothesis is rejected. This means that the criteria used for promotion affects the job satisfaction of teachers.

The correlation coefficient for the promotion prospects teachers have was computed. The result was .0334, and this fall below .05 level of significance, and calls for the rejection of the result.

A common correlation coefficient was computed to test the hypothesis. The result is -.0639 indicating a lower value than .05 level of significance. For this, the null hypothesis is rejected. This shows that there is relationship

between job satisfaction of teachers and salaries they receive.

This is in contrast to what Etzioni said in Ezenne (1979) that non-economic rewards play a central role in determining the motivation and happiness of workers. This type of reward which is not economic, affects significantly the behaviour of workers and largely limits the effect on economic incentive plans.

The finding of the human relations movement is also against this aspect of motivating workers. They believe that it is necessary to relate work and organizational structure to the social needs of the employees, for in this way, the workers are happy to get the satisfaction they need from their job.

On the other hand, there are some researchers whose findings are in favour of the present study. Kleinberger, as in Osas *et al.* (1988), attributes poor academic performance to a great number of factors among which is the enormous growth of the secondary school population in the recent times. Above all, he said, most teachers are ineffective due to poor salaries.

In support of this Reeder, in Osas, *et al.* (1988), suggests that the first question to be asked by the school officials should be whether the pay of the teaching personnel is adequate or not.

In summary, in as much as, salary and other factors make up the conditions of service for teachers, these on their own do not solve all problems of job satisfaction. The paradox in the teaching profession in Nigeria is that much is expected from the teacher, by the government and society, but little is offered to him. Whereas teachers are expected to train and transform individuals and societies into educated citizens, but they are not given the necessary regards. As Awonusi in Osas *et al.* (1988) pointed out, the teacher is the one whose salary must not be paid in the face of any financial squeeze.

The researcher had unstructured interview with some of the teachers. From what they said, she could gather that some teachers who are not indigenes of Kaduna State are employed on contract basis. This made them look like foreigners in their own country. This frustrates and demoralises them and the security of the job is not there. This is because the teachers on contract can be dismissed at any time, or at best the teachers concerned will be struggling for a renewal all the time. Worst still, it is not pensionable. With this situation the teachers are not relaxed to do their work with satisfaction.

Chapter 5

5.0 Summary Of Findings, Conclusions, Recommendation And Suggestion For Further Studies

5.1 Introduction

This chapter presents the summary and concluding remarks on the study, the recommendations, and suggestions for further studies.

5.2 Summary of Findings and Conclusion

The main focus of this study was to find out if there is any relationship between some personal variables of teachers, some factors that bear on the job satisfaction or dissatisfaction of post-primary school teachers in Zaria Metropolitan are of Kaduna State and their level of job satisfaction. The main findings were as follows:

The hypothesis of no significant relationship between age of a teacher and the level of his job satisfctction was accepted (The age range of teachers was from 20 - 50 years, with the highest proportional number of teachers under 30 years old). It was found out that the ages of the teachers had nothing to do with their job satisfaction.

Hypothesis 2 which states that there is no significant relationship between sex of a teacher

and the level of his job satisfaction was also accepted. Suprisingly, there were more male teachers than female ones, but it was found that sex of the teacher did not influence their satisfaction with their job.

There were more Nigerian certificate in Education (N.C.E.) holders, followed by holders of first degree. The hypothesis was rejected because significant relationship exists.

From the analysis on Table 4.10, in Chapter 4, it could be seen that not many teachers have got up to 16 years teaching experience. the oldest of them all was eight years old. The hypothesis of no significant relationship was accepted.

In respect of the teachers' satisfaction or dissatisfaction with some aspects of their job, it was found out that teachers were dissatisfied with the salaries they receive, provisions of school facilities, and the leadership of the school heads.

5.5 Recommendations

On the basis of the findings of this study the following recommendations are made:

a. The teachers were dissatisfied with the salaries they receive. Therefore, the state government should look into this issue and do something to improve the situation. This should include increasing the salaries of teachers to bring them up to the level of

the professions, prompt and regular payment of salaries, promotion from one level to another as at when due, and giving all teachers from this country a permenent appointment.

b. Learning facilities should be provided in all the school where they are inadequate. The government should give financial support to schools by way of grants for equipment. Provision should also be made for their constant supervision and maintenance to ensure that they are up to date and properly utilised.

c. There is also the need to improve the administrative policies of the schools, the amount of support and guidance from school leadership, freedom given to teachers to participate in deciding school matters, responsibilities assigned to the teachers, recognition for their contribution in achieving school goals, making sure that teachers are given subjects of their specialization to teach and so on.

d. The improvement of all the above issues will help make the teachers charged with the task of affecting desirable changes in the student dedicated to their duties.

5.4 Suggestions For Further Studies

It will be recalled that this study was limited only to Zaria Metropolitan area. It did not cover the state or country as a whole. So, there is need for some future researchers to carry out studies to cover the state and nation, so that we can have a standard to compare the job satisfaction of teachers in secondary schools in Nigeria and that of teachers from other countries.

People are talking of "falling standard of education". A study should be conducted to find out if it has anything to do with job satisfaction of teachers in secondary schools.

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APPENDIX I: TEACHERS QUESTIONNAIRE ON JOB SATISFACTION

This study on job satisfaction among secondary school teachers in Zaria Metropolitan area of Kaduna State is conducted in partial fulfilment for the requirements of the M.Ed degree of Ahmadu Bello University, Zaria. This questionnaire is therefore designed to determine how satisfied teachers are with their job. To this effect, kindly assist to complete this questionnaire. All information provided will be treated as confidential.

Thanks for your anticipated cooperation.

Umego, C. C. (Mrs)

SECTION A: PERSONAL INFORMATION. Tick The Appropriate Box.

1. Age:
   - Under 20 years ☐
   - 21 -30 years ☐
   - 31 -40 years ☐
   - 41 -50 years ☐
   - 51 - above ☐
2. Sex: Male ☐ Female ☐
3. Highest qualification obtained
   - NCE ☐ Masters ☐
   - HND ☐ Doctorate ☐
   - Bachelor ☐
4. Years of Teaching Experience ☐
5. Your Salary per annum in GL ☐

SECTION B: JOB SATISFACTION FACTORS.

Please tick one of the following which shows how satisfied or dissatisfied you are with your job:

How satisfied are you with:

	Very Satisfied 5	Satisfied 4	Undecided 3	Dis-Satisfied 2	Very Dis-Satisfied 1
1. The available work facilities and equipment?					
2.The number of periods you teach a week?					
3.The number of students in your class?					
4.Opportunities to be creative and immaginative in your work?					
5.The amount of support and guidance you receive from your principal?					
6. The adequacy of the help received from your principal?					
7. Your participation in decision making on school matters?					
8. The amount of responsibilites you carry in the school?					
9. The way the principal passes information to you on your profession?					
10.The recognition of praise you receive from your pricipal for doing your work well?					
11. The encouragement you receive to further your education?					
12. The amount of pay and fringe benefits you receive?					

	Very Satisfied 5	Satisfied 4	Undecided 3	Dis-Satisfied 2	Very Dis-Satisfied 1
13. The extent to which your salary compares with the salary of other people with similar qualification and experiences in other profession?					
14. Criteria used for promotion?					
15. Promotion prospects which you have?					
16. The degree of job security?					
17. The prestige which secondary school teachers enjoy in Nigeria today?					