JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN KADUNA STATE

BY

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D E C L A R A T I O N

I hereby declare that this thesis has been written by me as a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated and the sources of information are specially acknowledged by means of references.

HAUWA BARIYAT BALA

JANUARY, 1999

CERTIFICATION

This research entitled 'Job Satisfaction among Teachers in Kaduna State' by Hauwa Bariyat Bala meets the regulations governing the award of the degree of Masters in Educational Administration and Planning of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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D E D I C A T I O N

This study is dedicated to my aged mother and to encourage my children in their pursuit for knowledge.

A B S T R A C T

This study was on Job Satisfaction among Secondary-School Teachers in Kaduna State. The variables used for the research were effective leadership, motivation, morale, supervision of schools, promotion prospects, pay (salaries), allowances and staff training opportunity. The purpose of the research was to identify the factors which relate to job satisfaction and dissatisfaction among the teachers in the State. The research method used was the survey method. It was based on information gathered through questionnaire, interview and observation. The sample used was 586 teachers in all the six educational zones of the state. The statistical method used to analyse the data was the Pearson Product. Moment Correlation Co-efficient to test the hypotheses. This method was used to know the relationship between the variables and job satisfaction. All the eight null hypotheses were rejected. The study found that there was significant relationship between teachers' job satisfaction and each of the following variables: Effective Leadership, Motivation, Morale, School Supervision, Promotion, Salaries, allowances and opportunity for staff development. However, from the findings, the teachers were satisfied with effective leadership and school supervision and were dissatisfied with motivation, morale, promotion, salaries and opportunity for staff training.

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CHAPTER ONE

THE PROBLEM

1.1 INTRODUCTION

Education is accepted by all and sundry as an instrument for change in any society. It is a potent force which could be utilized for the fullest realisation of potentialities and aspirations of a nation. This being the case, education should not be static, it should adapt to the realities of any given time. It is through education that needed manpower is provided to serve government institutions and organizations with different capabilities and needs and respond to the environment around them in varying ways. The ways that organisations develop to measure and reward the performance of individual employees are important determinants of motivation.

Employees normally take appointment with the belief that pay, fringe benefits and other rewards would be commensurate with the job each is expected to do. This helps the employee meet his needs and provides him a feeling of satisfaction, a factor found to have a significant direct relationship to his/her performance or output. Where the employee feels that he is not adequately compensated or that the conditions of service are not attractive enough to justify the demands made from him, this creates low morale which not only affects his productivity but could lead also to his exit.

The secondary school education is of vital importance because t is from this levels that people get to tertiary levels and the manpower has to come from the graduates.

Education in Kaduna State at the secondary school level is still in a bad condition. Teachers being the building blocks of education in the state are being ignored by government, looked down upon by the society and thereby making them unsatisfied with their teaching jobs. Teachers in Kaduna State have observed that some factors that influence job satisfaction like salaries, fringe benefits, promotion prospects, teaching materials, supervision of teaching by government and job security are not satisfying. Some of these teachers feel discouraged and leave the teaching job immediately they get better job opportunities, some prefer to go for further studies so that they will get better jobs than teaching. Those that have no alternatives may remain in the job disgruntled and work just to earn a living. These teachers do not seem to produce children who are failures. This may be the reason why many teachers are not committed to their teaching jobs.

The ugly situation of education in Kaduna State has been decried by many. For instance, the Military Administrator of Kaduna State in his 1995 budget broadcast noted among others the deteriorating condition of education in primary and secondary schools in Kaduna State. The general public, government and policy makers in education have accused teachers of laxity in their work, no moral commitment, lack of dedication to their work. This view has been held in certain quarters that teachers performance is poor because they have low morale and so need to be boosted.

In line with the above, Adebimpe (1987), argued that the success of the educational system especially the skills and motivational morale of its personnel especially the teacher. If teachers become dissatisfied with their job for particular reasons, they could loose interest in their job. Thus keeping high morale and satisfaction among teachers requires skills and steady action from administrators and teachers. Musaazi (1982) pointed out that the school will not realise its goals fully until pupils, teachers and Administrators themselves are motivated. Unsatisfied or disgruntled teachers hardly inspire their students. The lack of motivation of teachers as it has been revealed by many, has led to students poor performance and has led to teachers wanting to or leaving the teaching profession. Agboola (1989) stated that the totality of the satisfaction derived by the teachers from the work itself, the work place, environment, the administrative leadership behaviours and the community in which the institution is located affect job satisfaction or dissatisfaction of the teacher just like other workers in different work life. The factors that contribute to their satisfaction and dissatisfaction are the focus of this study.

1.2 STATEMENT OF THE PROBLEM

Over the years, it has been observed that teachers generally are unhappy with their job. As far back as 1974, Fafunwa had observed a high rate of brain drain in teaching profession. This according to him was as a result of teachers abandoning their job as soon as they get an alternative jobs.

The above phenomena is much pronounced in Kaduna State as teachers have been accused of abandoning their legitimate job resulting to students poor performance in external examinations as outcry by the general public (New Nigerian 1982 column 12). Beside this, teachers are not satisfied with conditions of service and other fringe benefits accruing to them not withstanding poor salary structure and overdue promotion exercises. At present, teachers in Kaduna State are joining their counterparts nation-wide to call for teachers salary structure as one of the conditions that can motivate them to stay in the profession and to compete favourably with their counterparts in other fields of employment.

The problem of this study therefore, is that, the researcher is interested in finding whether such independent variables as salary structure, teachers development (training), supervision, promotion, motivation, morale and allowances have perceptible influence on teachers' job satisfaction.

1.3: OBJECTIVES OF THE STUDY

The main objective of this study is to identify the factors that cause job dissatisfaction among teachers' specifically, the factors considered in the study are:

1. Effective leadership
2. Motivation
3. Morale
4. School supervision

5. Promotion
6. Salaries
7. Allowances
8. Opportunities for staff training.

1.4: BASIC ASSUMPTION

The following basic assumption is made:

Teachers' job satisfaction is related to effective leadership, motivation, high morale, effective supervision, promotion, salaries and allowances and staff training opportunities.

1.5 RESEARCH QUESTIONS

The following research questions are to guide this study:

1. Does effective leadership has any effect on teachers job satisfaction?
2. Are teachers satisfied with their jobs when they are motivated?
3. Does high morale has any adverse effect on teachers job satisfaction?
4. Are teachers contented with the level of supervision of teaching by Ministry of Education officials?
5. Does irregular promotion exercise affect teachers job performance?
6. Does irregular payment of salaries have any effect on teachers' job satisfaction?

7. Does lack of payment of allowances affect teachers job satisfaction?
8. Are teachers satisfied with opportunity for staff development?

1.6: THE HYPOTHESES

1. There is no significant relationship between effective leadership and job satisfaction of the teachers in Kaduna State.
2. There is no significant relationship between teachers'job satisfaction and motivation on the job in Kaduna State Secondary Schools.
3. There is no significant relationship between high morale and job satisfaction among secondary school teachers in Kaduna State.
4. There is no significant relationship between school supervision and job satisfaction of the teachers in Kaduna State.
5. There is no significant relationship between promotion and job satisfaction of the teachers on the job in Kaduna State.
6. There is no significant relationship between salaries paid to teachers and the satisfaction they derive from the job in Kaduna State.
7. There is no significant relationship between allowances paid to teachers and the satisfaction they derive from their job in Kaduna State.

8. There is no significant relationship between staff training opportunities open to teachers in Kaduna State and job satisfaction.

1.7 SIGNIFICANCE OF THE STUDY

One very important benefit of this study is that it will give the management information on the general level of teachers job satisfaction and dissatisfaction in the state. It will also indicate specific areas of satisfaction or dissatisfaction with the Ministry of Education. It is also significant in that the government can correct bad situations thus improving the job satisfaction of teachers.

This study will also be significant in that factors contributing to job satisfaction and dissatisfaction will be identified with the aim of promoting satisfaction among secondary school teachers in Kaduna State. It will also aid educational administrators and planners in the state to work out ways of motivating their employees.

1.8: SCOPE AND DELIMITION OF THE STUDY

There are many post-primary schools in Kaduna State such as secondary schools, teachers' colleges, technical colleges and trade schools. However, for the purpose of this study, only secondary schools will be considered. There are six (6) Zonal Education Offices in Kaduna State and all of them were used for this study.

The study examined the following areas of job satisfaction among teachers:

Effective leadership

Motivation

High morale

School supervision

Promotion

Salaries/Allowances

Staff training

C H A P T E R T W O

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter deals with the review of related literature on teachers' job satisfaction and dissatisfaction. In pursuance of this, the literature review covered the following areas: (1) Concept and Theories of job satisfaction;(2) effective Leadership; (3) the place of motivation and morale in teachers' job satisfaction;(4) school supervision;(5) promotion and job satisfaction of teachers;(6) prompt payment of teachers' salaries and allowances (remuneration); and (7) opportunity for staff development;(8) previous studies on teachers' job satisfaction.

2.2 CONCEPT AND THEORIES OF JOB SATISFACTION

In his study, Vuba (1991) views job satisfaction as the total body of feedings that an individual has about his job and this involves in effect, weighing the total of influences on the job, the nature of the job itself, the financial aspect, job advancement, the nature of organisation leadership, the nature of supervision and so on. In line with the above definition. Blum and Mayor (1968), defined job satisfaction as the result of various attitudes the employee holds towards his job towards related factors and towards life in general. These definitions by implication show that a teacher who has a

concluded that individuals have completely different needs from their jobs.

In addition to the above, the researcher believes that job satisfaction is the positive or negative psychological feelings that an individual has about his job. This definition assumes that what one teacher considers satisfying may be dissatisfying to another. In his own definition of job satisfaction, Hoppock (1955 b, 47-48), defined job satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person truthfully, to say "I am satisfied with my job". From this definition, the researcher is of the view that teachers satisfaction or dissatisfaction with his job could be evaluated when influences of satisfaction are weighed against and compared to influences of dissatisfaction. When total influences of satisfaction is more, the teacher is said to have satisfaction in his job and when it is less, he is said to be dissatisfied. Equally, underwood (1957), conceptualized job satisfaction as the experience with workers report as satisfying, people tend to do jobs which reward them positively. In line with the above theory, Breyfield and Crocbette (1955) explained that less satisfied workers have higher rate of absenteeism and more apt to quit their jobs. This definition by implication shows that less satisfied teachers in Kaduna

state have higher rate of absenteeism and quit their jobs for greener pastures if opportuned.

In his own definition, Keith Davis (1977) defined job satisfaction as the favourableness or the unfavourableness with which employees view their work. It result when there is a fit between job characteristics and the needs of employees. That is to say it expresses the amount of congruence between ones expectations of the job and the rewards the job actually provides.

Job satisfaction involves expectations compared with actual rewards, it relates to the equity theory and the psychological construction. Therefore teachers sometimes feel that what they put into the job should be rewarded accordingly. The teachers compare themselves with their colleagues who are in other sectors who receive pay more than they do. This makes them feel cheated and frustrated. It is necessary for government to work out ways of rewarding teachers equally with their counterparts in other sectors.

In discussing the conceptual problems of job satisfaction, Korman (1977) Stated that:

Job satisfaction can be viewed as a multidimensional phenomenon in that several different components have varied some what from study to study and according to the research method, it seems fairly clear that among the major dimensions of the job satisfaction are satisfaction with (i) pay (ii)

supervision; (iii) co-workers; (iv) Company procedures and (v) activity of the job.

A definition of job satisfaction was given by Evans, (1969). He stated that job satisfaction consists of five levels as follows:

a) Overall satisfaction

b) Satisfaction with various aspects of job as pay, work itself; etc.

c) The level of needs and goals

d) The strength of a particular aspects of the individual needs job satisfaction has much bearing on achieving the general organisational goal.

In defining job satisfaction, Dressler (1979) defines job satisfaction as the degree to which one's important needs for health, security, nourishment, affection, esteem and so on are fulfilled on the job or as a result of the job.

In any organisation people have needs and goals which they like to achieve when they become members of the organisation with certain needs to be met. These needs are either negative or positive incentives based on the individual's environment. All over this world people have needs but they may vary in intensity from one person to another. Human needs could be classified into Primary and Secondary needs. The primary needs which are physiological are food, water, air, sleep, and the

Secondary needs include self-esteem, sense of duty, self-assertion, belonging and receiving affection.

Wofford (1974) explained that in job satisfaction it is assumed that primary needs are satisfied outside the organizational contact and that secondary needs are closely associated with job satisfaction because in a work situation it is normally assumed that lower order needs or primary needs are reasonably well satisfied. He also assumed that secondary needs are closely associated with job satisfaction because in a world situation, primary needs are well satisfied. To Wofford, dissatisfaction workers usually attributes their dissatisfaction to things more tangible such as wages, promotion, and other job maintenance factors. This is to say that the need satisfaction must be solved in different ways and cannot be fully satisfied or dissatisfied. Job satisfaction of Kaduna State teachers will continue to be a problem because as teachers problems are solved, more will arise again.

Another aspect of job satisfaction among employees in organisations on how individuals see the fairness of authority by considering their inputs and rewards in the job as compared to those of other people. The employee feels that he is fairly treated if the comparison is equal and thus gets satisfaction. If the individual feels that the comparison is unequal, he feels unfairly treated and not satisfied. The teachers in Kaduna State will feel

satisfied when the authority is fair and considers their input on the job and also rewards them. But if they feel they are fairly treated, they feel dissatisfied. Steers and Peter, 1969 made an equity framework for satisfaction in the form of an equation.

Person's Outcome = Other Outcome

Person's Inputs = Other's Inputs.

When the formula is in-balance there is equity and there is satisfaction but if either side is greater, then there is in-equity and there is dissatisfaction. This is to say that Kaduna State should treat all workers of the same qualification equally. For instance teachers will feel dissatisfied if they are not treated equally with people of the same qualification from sectors of government.

Individual characteristics and job satisfaction

It is assumed that job satisfaction is a function of the personal characteristics of the employee. Employee behaviour is determined in part by his personal and social characteristics of the employee such as his intellectual, emotional, temperamental attitudinal, and interest domains and all these have their origin in both genetic and the environment background of the individual.

It is also assumed that the performance of individuals in organisations is a function of the variation of ability and satisfaction. Employee job satisfaction is probable rather than certain due to individual characteristics. If other job

variables are conducive, the predictability of employee satisfaction is still based on probability rather than on certainty because with time, satisfaction may change when within the same employee and under the same variables. This shows that man has many motives which at anytime are arranged in a hierarchy. The hierarchy of needs may change from time to time and from situation to situation and the employee does not have to get satisfaction. In Kaduna state, a well motivated teacher might have low job satisfaction because of *one reason or the other despite the fact he is well motivated.* On the other hand, a poorly motivated teacher might also have high job satisfaction because he may prefer that condition. Ikeotuonye (1990) assumed that the employee can identify job with certain features as satisfying or dissatisfying.

While considering age as a variable, Carrel and Elbert (1974) reported a positive correlation between age and job satisfaction. They stated that as workers become older, they tend to become more satisfied with their jobs. This could probably be due to their increasing adoption of experience compared with young workers who tend to have high expectations. In line with the above theory, Herzberg (1959) et-al have indicated that morale is high for youthful employee immediately after employment, drops sharply after the first few years and then begins to climb as the workers continue on their job. This U-shaped relationship of age to job satisfaction was explained by them as due to the fact that early satisfaction is as a result of the newness of the job.

Dissatisfaction sets in quite rapidly, however, due to uncertainty and lack of seniority and security. This applies to the teacher who goes into the teaching job newly with high morale which drops sharply after the first few years due to the uncertainty and lack of seniority and security. On sex factor, there is a lot of inconsistency in research findings regarding the relationship between sex and job satisfaction. Hulin and Smith (1964) investigated on a sample of 295 male workers and 163 female workers indicated that the females tend to be less satisfied than their male counterparts. Hulin and Smith therefore contended that it is not sex perse that is related to either high or low satisfaction, but rather that it is due to several variables which relate to sex, pay, promotion opportunities, societal norms are other factors of job satisfaction. Makulo (1988) in her study found that there were no significant difference in the job satisfaction of male and female teachers, and therefore the sex of the teachers did not influence their satisfaction or dissatisfaction with their job. The sex of teachers in Kaduna state does not influence their satisfaction in their jobs because both of them can be satisfied or be dissatisfied.

On occupational level, Hulin and Smith. (1980) also contended that although studies continue to show that satisfied workers can be found in all occupation, there is at the same time evidence that job satisfaction increases as thecondition of service improves. Different jobs allow for

satisfaction of different needs. The higher management positions are enhanced by increased status, pay, responsibility, autonomy and authority, Ikeotunye (1990) also stated that job satisfaction results from the interaction between the worker and his work situation. He explained how job satisfaction is in two dimensions, satisfaction with specific aspects of the work. Such aspects of jobs which combine in different and complete ways to serve as sources of satisfaction for people can be classified into intrinsic and extrinsic characteristics of job. Intrinsic qualities are those aspects of the job which relate to the job environment and are external to the job. Intrinsic qualities correspond with Herzberg's motivators, while extrinsic qualities are his hygiene factors. In supporting this Ikeotunye (1990) in his work found out that intrinsic and extrinsic factors are strong tools for job satisfaction.

Most teachers in Kaduna state would be highly satisfied with their jobs if both intrinsic and extrinsic factors are provided. Also Super and Kidd (1980) and Grunebury, (1979) described ability utilization as freedom to use and develop one's talents, skills and abilities. People want to use their full potential in their work. This shows that when there is lack of personal challenge when they are under employment, workers become dissatisfied. Gooding (1970) supported the above statement by suggesting that dissatisfaction is a function of technology in automotive industries with short job cycles and relatively little

challenge, dissatisfaction is highest. In the teaching job, teachers who are deprived from the use of their abilities, talents and skills become dissatisfied and may quit their jobs as soon as possible.

MOTIVATION AND LEADERSHIP THEORIES

Maslow Hierachy of Human Needs

The Maslow Hirerachy of Human needs theory according to Invancervich (1977) tends to suggest that people in their working places are motivated to perform by a desire to satisfy a set of internal needs. The needs represent the order of importance (from the basic to the highest need). Also, (Haimann and Hilgert 1982:63) in Motivation and leadership Theories by Afolabi (1998) described the Maslow hierarchy of human needs as one of the most accepted theories of human motivation is what people are motivated if certain needs are met.

In his theory, Maslow observed that human needs range from lower to higher levels and that these needs are related to human motivation. Until the lower level needs are met an individual cannot express a desire for higher levels needs. The theory implies that people tend to satisfy those needs in the order in which they are arranged in the hierarchy. Once a need is satisfied, the individual moves to the next levels and that satisfied need no longer motivates. The needs are the physiological needs; safety or security needs, social needs, Esteem needs and self-actualization needs.

Physiological Needs

This is the lowest human needs. These are needs that everyone desires, such as shelter food, rest, recreation and other physical necessities. All workers are able to meet these needs through their salaries and fringe benefits.

Safety or Security Needs

Safety or Security need is the first of the psychological needs. These needs are essential to guard against many uncertainties in life. Employers offer many supplementary benefits for employees to meet this need. These include medical services, insurance, and retirement plans.

Social Needs

Some managers feel that when employees are paid good salaries and fringe benefits, they will be positively motivated to work harder. However, they overlook higher level needs such as social needs. this is a need for someone to love and someone to love him or her. This is a need to give and receive attention.

Esteem Needs

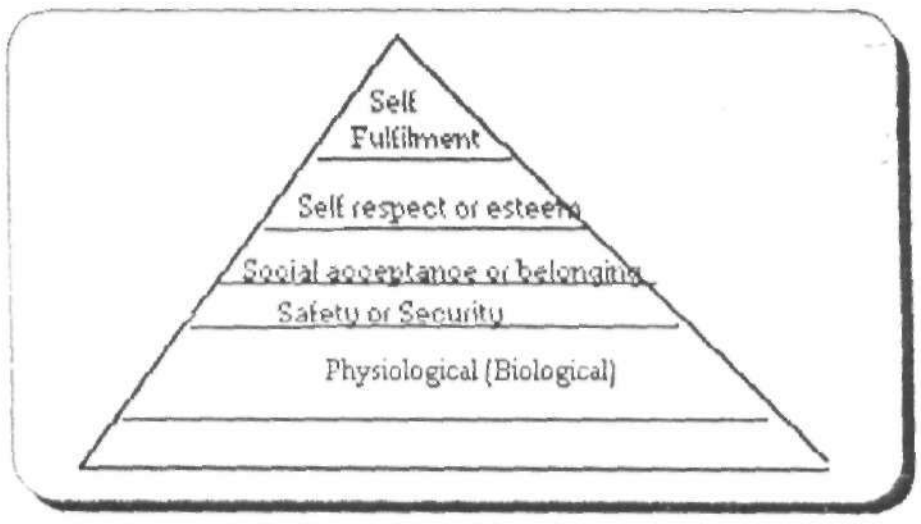
A feeling of self-esteem produces confidence, work, strength, capacity and adequacy. On the other hand, lack of self-esteem produces feelings of inferiority, inadequacy, weakness and helplessness. Esteem needs can therefore be defined as the need for recognition, achievement, status and a sense of achievement.

Self-Actualization Needs.

This is the highest level of human needs. They are the most personal and intrinsic human needs which most people would want satisfied. They have to do with the realization of one's potentials or capabilities to the fullest. By doing a job well for the sake of it, self-actualization has been demonstrated. These needs are not satisfied until people reach their full potential. Because of this, these needs theoretically exist throughout a person's life and it is not possible to fully satisfy these needs. Many jobs frustrate rather than fulfill this level of human needs.

The pyramid below shows Maslow Hierarchy of human needs and showing the strongest needs at the bottom.

Fig. 1



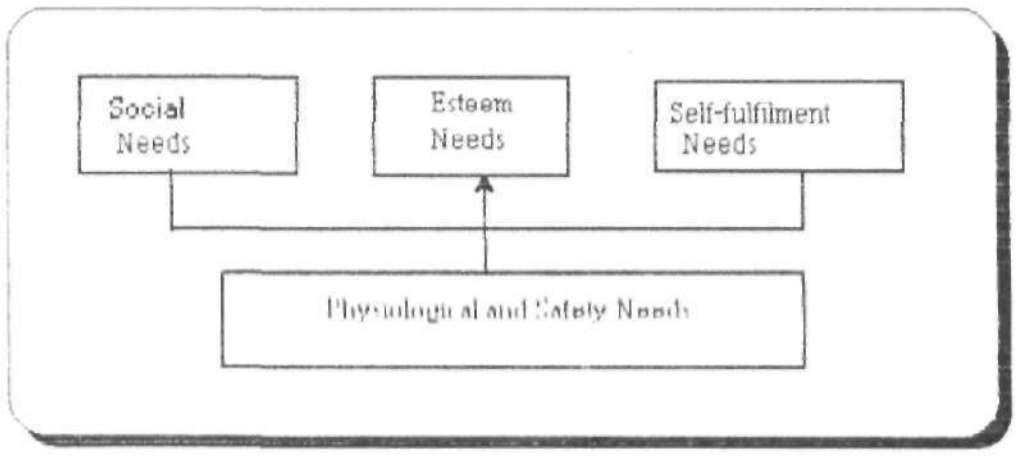
Source: Maslow, A.H (1954). Motivation and Personality Harper and Row Publishers, Inc. New York

Maslow's hierarchy of human needs according to Afolabi (1998) has been divided into lower level and higher level needs. It is based on the notion that the needs don't follow one another so rigidly. Once the lower level needs are met, then any of the higher level needs may take over. While individuals may be interested in meeting their basic needs, they defer in the needs they want next to satisfy.

Maslow's Two-step Hierarchy of Human Need

Fig. 2

Higher Level



This theory tends to suggest that an unsatisfied needs tends to create frustration, stress, conflict and other problems. Teachers would be satisfied if their physiological needs are met, be respected by the society, their efforts, recognised as well as achieving self-actualization in their working places.

Leadership Theories and Styles

Another theoretical position related to human motivation is the Theory X and Theory Y developed by Douglas McGregor. He points out that two views of human beings influence the behaviors of leaders and consequently influencing the degree of workers motivation in an organisation. The two theories are assumptions that leaders hold about workers. (Harmann and Hilgert, 1982:63).

1. People are esentially lazy
2. They avoid responsibility
3. Unless coerced they will do nothing
4 The leader bears the burden of the performance of his or her followers.

Theory Y indicates that:-

1. Work is as natural as rest and play
2. People have a desire to use their potential
3. If people understand and accept objectives, they will exercise self-direction and self-control in achieving those objectives.

Leaders who apply theory X have a limited view of employees' capabilities and motivation. They feel that workers must be directed and strictly controlled to achieve desirable results. They believe that it is the best approach to motivate people and the approach that would enable their lower level needs to be met. For instance, if a worker doesn't work well he is likely to be retrenched and hence no more salary. Theory Y leaders on the other hand have higher opinions of employees

capabilities. They feel that if the proper conditions and approaches are implemented, workers can exercise self direction, and self- control towards the achievement of desired objectives. They feel that management's objectives and activities should fit into workers' scheme of needs. Theory Y leaders therefore believe that the higher level needs of workers are more important in terms of each worker's self-development and motivation.

The two approaches represent extremes in leadership styles and practices. In reality, most leaders separate between theory X and Y. A good leader will not stick to one approach. Situations would determine which style to apply. In crisis situation such as rampant cases of theft or serious disciplinary problems the leader may have to apply theory X.

The major advantage of theory X style is that a given task is accomplished within a short time while its disadvantage is that there is little opportunity for workers personal growth.

A major advantage of theory Y leader list that individual growth is facilitated since workers assume responsibilities on their own and are encouraged to offer ideas to accomplish given tasks. This makes them to feel that their higher level needs are satisfied because there is the sense of belongingness and respect for their ideas. Although this style is viewed as positive and desirable approach for leaders, its implication is time consuming, leaders becomes instructors in trying to assist individuals attain organisational and

personal goals. This style is considered by many leaders as too idealistic than practical, because while some workers may abuse the freedom given to them by their leader to exercise responsibility on their jobs by doing something else, others may expect strong and firm direction from their leader.

Directive and Supportive Behaviour

Leadership and styles may also be viewed in terms of directive behaviour A "directive" behaviour consists primarily of one-way communication from the subordinates in which instructions as to how a given task is to be accomplished are issued. The leader's main concern here is to see to it that the task is done as quickly as possible. A "supportive" behaviour on the other hand is a two way communication between the leader and the subordinates. The leader shows a lot of concern towards the personal and professional welfare of each surbodinate. This in turn are able to express their opinions of feelings to the leader in a non threatening atmosphere. (Tucker, 1981:38).

The leader's style should not be exclusively directive nor supportive but should consist of a mix to the two. The proportion of directive behaviour to supportive behaviour determines the leader's leadership style.

If we plot graphically directive behaviour on a horizontal axis and supportive behaviour on a vertical axis, four different mixes of behaviour emerge. The graph produces four quadrant with each quadrant representing a different mix of directive and supportive behaviour (fig 3).

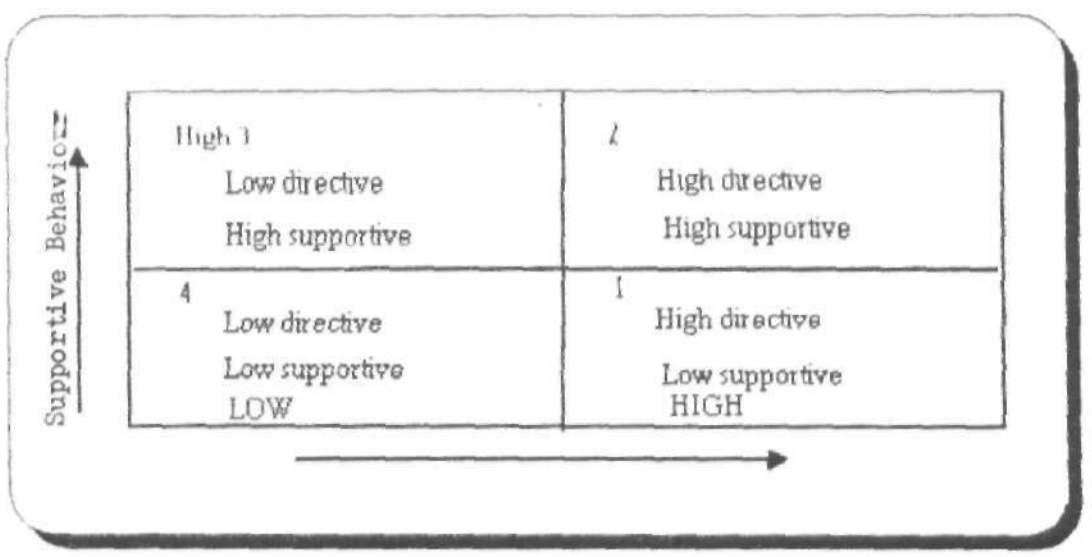
Quadrant 1. High directive and low supportive (much directive to surbordinates, much personal and psychological support).

Quadrant 2. High directive and high supportive (much directive to surbordinates, much personal and psychological support).

Quadrant 3. Low directive and high supportive (not much of direction to subordinates, much personal and psychological support).

Quadrant 4. Low directive and high supportive (not much of direction to subordinates, not much personal and psychological support).

Fig 3 Leadership Style Graph



Directive Behaviour

The four quadrants represent four leadership styles. Apart from quadrant 1 which can be used to deal with an immature department, the others can be used on a department that is progressing towards maturity.

"Departmental maturity" is defined as the members experience and capacity to cooperate in selling high, attainable goals and in reaching group decisions and the groups willingness and ability to accept responsibility.

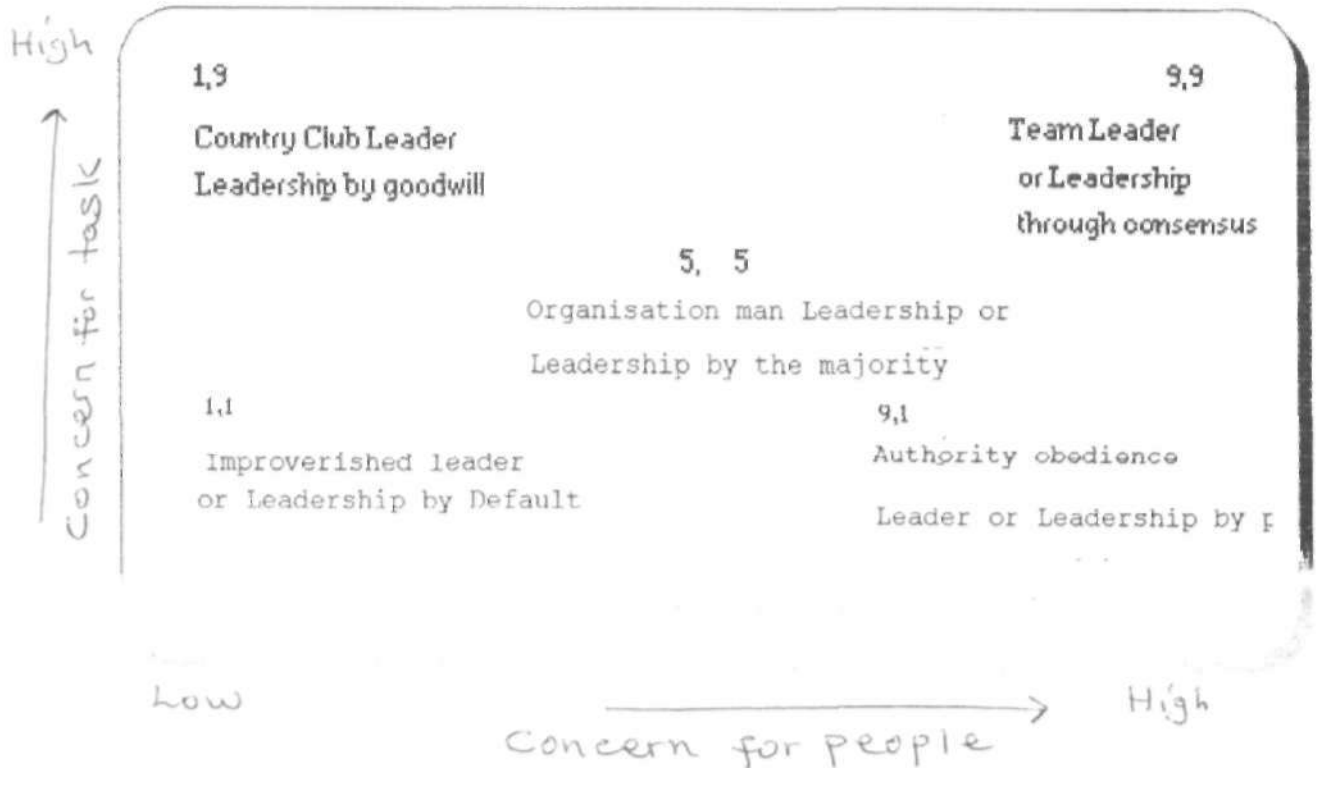
The Managerial Theory

Another theoretical approach to workers motivation is the managerial grid described by Robert E. Blake and Jan S. Moaton. Their managerial grid indicates five basic types of managerial leadership which are based on the supervisor's "concern for people". The Grid has a 9 unit-scale on both the vertical and horizontal axis (fig 4). The five managerial styles of the grid are described as follows (Haimann and Hilget 1982:62).

1. The impoverished (1.1) Leader or leadership by default is one who is more or less "withdrawn". This leader does little to stimulate employees or get work done but is basically interested in getting by and surviving.
2. The country club (1.9) Leader or leadership by goodwill believes that by caring for people and taking care of their human relations needs and by creating a happy working environment, the task can be done quickly.
3. The authority - obedience or leadership by power or task (9.1) leader is mainly concerned about getting a work done. This leader is similar to theory X and emphasizes efficiency and authority and organizes tasks in such a way that there will be little human interference.

4. The organisation man or leadership by the majority or middle - of the road bureaucratic (5.5) leader is one who balances demands for the task to be accomplished with concern for people. This leader is not wholly committed to tasks or people. This is the political leader who gets some work done to satisfy management as well as give some attention to people.
5. The team (9.9) leader or leadership through consensus is similar to the theory Y leadership style. He has a high concern for accomplishing the tasks as well as high concern for people. The team leader believes that the best performance could come from people who are committed to achieving the organisation goals. He has high concern to get a job excellently done by people whom he is helping to grow and develop in the organisation.

Figure 4. The Managerial Grid



Blake and Morton strongly advocated the (9.9) or team leadership style of management as the "one best way to manage" regardless of the environment. Based on their research, they concluded that this approach is the one most positively associated with high productivity process, satisfaction, physical and mental health of people.

2.3. TECHNICIAN, SPECTATOR, JUNGLE FIGHTER AND GAMESMAN

Another leadership style that may be said to categorise the types of leaders is what Micheal Macoby in the gamesman, describes as the spectators, the technician, the jungle fighter and the gamesman. According to this leadership style, just as there are different kinds of departments, so there are different kinds of leaders. This leadership style is a categorization of leaders by the leadership style they generally employ. Their terminology used by Macoby should not be taken too seriously nor too literally but in a lighthearted and inquiring approach. (Tucker 1981:37).

The spectator leader is typically passive and acquiescent. This leader does very little except to ensure that the department's task are done on time, hardly plays the role of an advocate for the department committees while compromises are sought on crucial matters such as promotions, resource allocation and programmes. This role may be compared to that of a committee. The spectator leader flourishes best in matured departments that are recovering from crisis period of stormy reforms. However, the spectator leader must not be left in that position for too long, otherwise, the department

will stagnate. This leadership style can hardly motivate workers.

The technician leader is an excellent bureaucrat who follows the organisation's rules to the letter. He makes sure that all the staff of the department comply with the organization's rules and policies. He or she steers clear of trouble by keeping to the rules. This leader can bring order of a chaotic situation. He or she can use this leadership style to inhibit the radicals, innovators and zealots among the staff while on the other hand, the same leadership style can be used to prod or wake up a sluggish or lazy department. Such a leader is hardly the leader of a high priority department requiring the pursuit of excellence as in academic departments. He or she is content that the department functions within the laid down rules and regulations. Unlike the spectator leader, the technician leader does not hand over all power and authority to committees for he knows the rules too well to do that. He conducts the affairs of the department in a democratic fashion.

The jungle fighter leader is openly ambitious believes that a strong, successful department is the best self - advertisement. Such a leader is sometime a brilliant person but possibly dangerous. During his or her term, life in the department is never dull. He is a strong advocate for all major issues of the department, aggressive, and wants the complete success of the department. But this success is secondary to personal success. He frequently adopts the

attitude having his demands met or he resigns. This results in confrontation with management resulting in his resignation. This approach is described as a brinkmanship approach in which the jungle fighter usually pulls back before superior forces (that is, management). The jungle fighter flourishes best in a priority department where he can display his brilliance and mobilize staff to ensure the success of the department. He is not a team player and is the best leadership style to introduce changes in a technician leader and tends to influence to work of committee. He delegates little power. However, he can change a weak department into a strong one.

The gamesman's leadership style is a complex one. He is strong but flexible, a manager who is sometimes managed. He defends the interests of the department. He is intelligent and courageous and tries to service every one's interests in an attempt to keep the department strong.

Each of the leadership styles described above represent an overall leadership style. In practice, the skilful leader will employ two or more styles. A gamesman may be so involved in the game that he becomes a jungle fighter. A jungle fighter who is wounded in battle may soften or change his tactics in dealing with management. A spectator who is under heavy attack or whose position is threatened may change his strategy. Indeed, a good leader is one who is able to apply two or more of these situation to solve problems.

Conclusion

Having reviewed a number of employee motivation theories, the question to be asked is that which of the motivation theories and management styles is correct. The answer is that it depends on the situation, the manager, the employee, the nature of the organisation and many other complex factors.

However, on the part of the manager, the preferred management style that could motivate the employee are theory Y and the team leader (9.9)-
in the managerial grid.

THE EXPECTANCY THEORY

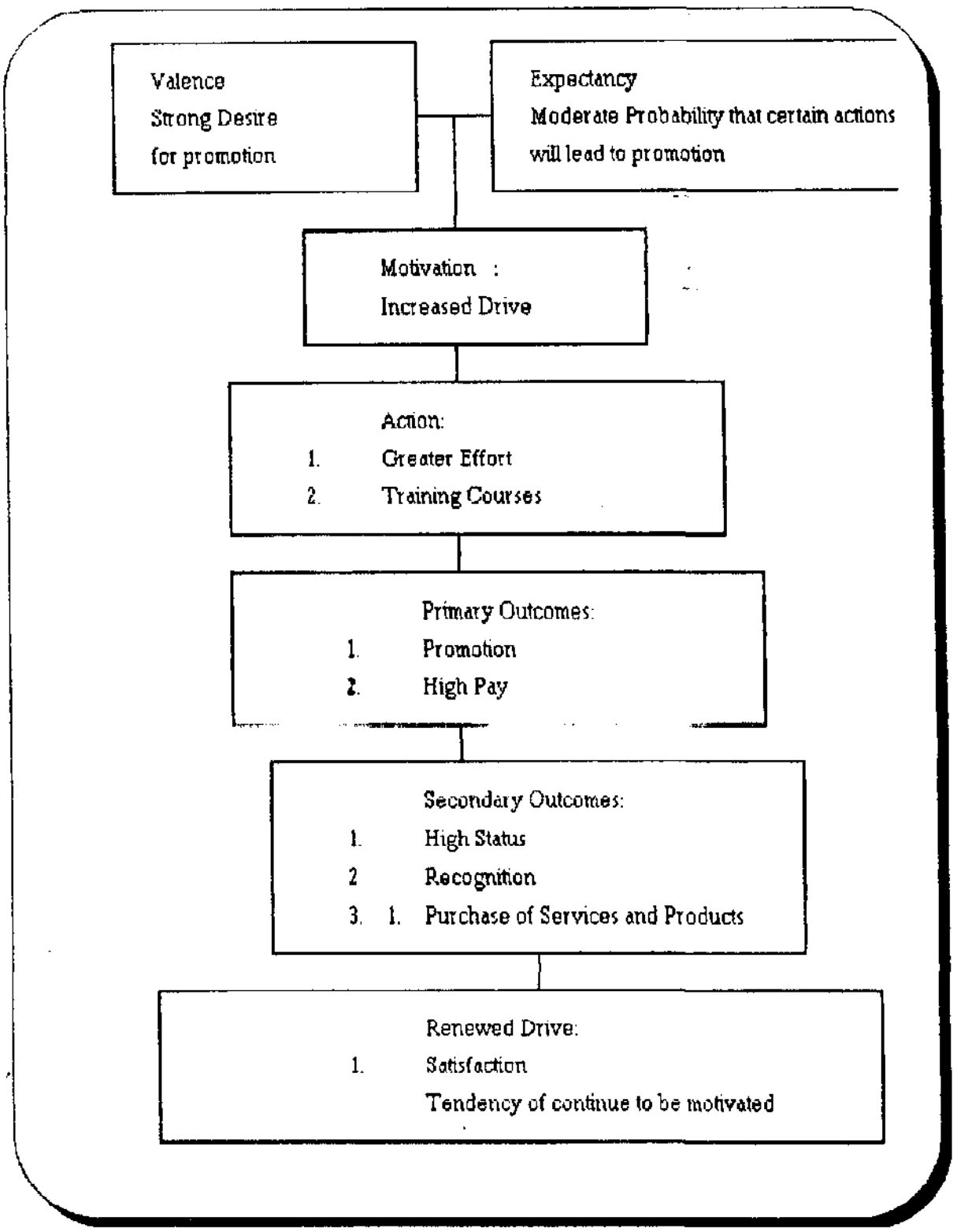
Another theory that gives an explanation to the concept of job satisfaction is the Vroom (1964) expectancy theory. In his theory he defines the concept of valence as the attractiveness of a goal or outcome. In other words, valence is the anticipated satisfaction from an outcome. Vroom defined the expectancy theory as the strength of belief that a particular act will be followed by particular outcomes. He made a proposition that the desire for any particular outcome on the part of an individual to directly related to the likelihood that the outcome will turn lead to another subsequent outcomes of giving desirability. He assumed that the greater the valence of any outcome the more apt is a person to take action in every organization employees have certain wants and goals which they would like to achieve. By the time they anticipated that what they are pursuing is

worthy of the efforts and they perceive the organisation as providing those opportunities for attending the result, they become highly motivated to expand more energy towards the achievement of the goals.

When they perceive the effort to be expanded is greater than the value of the anticipated reward or that their efforts will be thwarted by the organisation, their morale becomes low. Expectancy represents employee judgement of the probability that achieving one result will lead to another result. It is assumed that valence may be negative as well as positive since people may have positive and negative preferences for an outcome.

Vroom designed a mathematically oriented model in order to elucidate on the main features and operation of the expectancy concept. This model indicate that employees motivation is determined by his valence of action multiplied by the strength of a person's expectation that the action will lead to desired outcomes. It also indicates that the motivation achieved will lead to increased effort and it is hoped that this lead to outcomes that represent desired goals for which employee has some valence.

Figure 5: THE EXPECTANCY MODE



Source: Keith Davis 1972: Human Behaviour at work page t

Goal attainment would cause a more satisfied employee who is more likely to be motivated again, while lack of goal attainment would lead to dissatisfaction and low motivation. The expectancy model also suggests that through experience people learn what kind of rewards or outcomes they value more highly than others. It is therefore assumed that satisfaction arises form rewards or outcomes that are being valued. It is noted that employees outcomes are under the control of someone else in both public and private organisations, therefore, there is uncertainty about whether the outcomes will follow the action. For examples, if an employee is seeking for promotion that leads to high pay and higher status, the promotion and higher pay are given at the description of the of the employee. This then implies that a teacher who has regular promotion as when due is bound to be satisfied with his/her teaching job.

HERBERG"S TWO FACTOR THEORY OF MOTIVATION

In their attempt to explain the basis of job satisfaction and its dissatisfaction, Frederick, Mausner and Synderman (1959) formulated the motivation - hygiene theory in their attempt to explain the basis of job satisfaction and its dissatisfaction. The Herzberg model assumes that in modern society, many workers have satisfied their primary needs and they are motivated mainly by secondary needs. The primary needs are no longer strong driving forces for employees in organisation. Prior to Herzberg's investigation, people assumed that satisfaction and lack of satisfaction were merely

opposite of one factor on a continuum, Herzberg rejected this traditional view by stating that certain job factors primarily dissatisfy employee when their conditions are absent and their presence generally brings employees to a satisfied neutral state. Herzberg assumed that these factors are not strongly motivating and called these factors dissatisfiers, hygiene factors or maintenance factors because according to him, they are necessary to maintain a reasonable level of satisfaction in employees. On the other hand, other job conditions are believed to operate primarily to build motivation and job satisfaction and their absence rarely prove strongly dissatisfying. Herzberg called these job conditions as motivational factors, motivators or satisfiers. The variables that Herzberg regarded as hygiene or maintenance factors include pay, job security, working conditions, quality of supervision, organization policy and administration, relation with supervisors and peer relations. These factors are mainly related to job content, because they are concerned with the environment external to the job. They are also regarded as extrinsic motivators providing rewards that have no direct satisfaction at the time the work is done. On the variables of satisfiers or content factors, Herzberg described them as job centred and they include achievement, recognition, responsibility, advancement and growth. These are intrinsic factors and they provide internal reward which the employee may feel while performing the job. In this situation, there is a direct connection between work and rewards. However, it

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is assumed that there is no clear distinction between the two-factors and neither factor is wholly one dimensional in its influence. Then it follows that satisfaction and dissatisfaction are separate factors, but not end points in a continuum. It is therefore assumed that the job is one of the most important areas that a man tends to actualize himself and the conditions that surround the doing of the job cannot give him his basic satisfaction. It is only from the performance of a task that the individual can get the reward that reinforces his aspirations.

Herzberg contends that people grow and become highly motivated when they have a job that causes them grow and challenges their full commitment to the task. Most teachers in Kaduna State are motivated by achievement, recognition and others and show discontent with factors such as bad leadership, delayed payments of salaries, lack of interpersonal relations and poor job content. The hygiene or maintenance factors provide a base which must be carefully considered if dissatisfaction is to be avoided. We can therefore say that factors in the job content meet the needs of the individual for avoiding unpleasant situations, while the job content factors reward the need of the individual to reward his aspirations.

2.3 EFFECTIVE LEADERSHIP AND TEACHER JOB SATISFACTION

In their own definition of leadership, Hicks and Gullet (1976) defined leadership as "The ability to influence the behaviour of others in a particular direction." In his own

definition of leadership, Dubrin (1972:20) states that leading is accomplish desired objectives, either their objectives or those of the leaders. Also, (Hersay and Blanchard 1972:60) interpret "leadership" to mean the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. In defining leadership Musaazi (1982) defines leadership as the process of influencing the activities and behaviour an individual or a group in efforts towards goal achievement in a given situation.

Leadership can therefore be referred to as a service activity that guides, directs and influences person(s) or group(s)to jointly pursue common goals. A competent leader will greatly assist the accomplishment of goals. An effective leadership is therefore an essential concomitant in effective administration. The principal is expected to effect the educational goals to be achieved and he cannot do that alone except with the help of both himself, the teachers, the students, the government and the community who are affected by the outcomes of the goal achievement.

The principal's function therefore must be to clarify gals, map teachers and so on. He should try to solve the school problems by himself and not to leave his teachers to solve. If he allows them to solve problems by themselves, he is not playing his leadership role well. The principal should have the knowledge of his job, has foresight, the spirit of enterprise and adventure, the ability to grasp total situation

and the ability to observe and trace courses of event unemotionally, Abdulsami (1986).

Based on his philosophy of management, the principal adopts a leadership style to achieve his goals. The following leadership styles and approaches will be considered.

1. Autocratic leadership style
2. Democratic leadership style
3. Laissez faire leadership style
4. Transactional leadership style

2.3.1 Leadership Theories and Styles

2.3.2 Autocratic, Laissez Faire and Democratic Leadership Styles

1. Autocratic Leadership Style

This type of leader dictates how goals are to be pursued. He only informs or dictates to the teachers on what should be done. He decides who does what and with who. He rarely delegates authority and when it is done, it is on the basic of favouritism. Hicks and Gullet (1976) state that the leader praises himself and criticize the work of his members, does not participate in active groups but keeps to himself. This brings uncertainty in the programme of the establishment because all steps are dictated. Also, Ricks and Gullet state that the disadvantage of this style is that both staff and students are not happy and out-put is not high and strikes and demonstrations are common.

In the school setting, the teachers can be good at doing what is right in the presence of the leader but do what they like when he is not there. They are not committed to their

jobs and thereby discouraging the students from learning. According to Ezenne (1979) Authoritarian or autocratic leadership reduces independence and it is likely to promote job satisfaction and greater productivity. He is not concerned about his staff welfare. Getzels and Guba (1957) refer to this type of leadership as nomothetic. He sees his subordinates as irrational. To him subordinates are incapable of logical reasoning unless the leader reasons for them and shows them the way, being blind men. This conforms with Douglass MC Gregor theory X of manager's behaviour (Ben-deian 1987).

If the principal must carry his staff along in carrying out his role, he must be an understanding and polite person. Where he has to carry out that style in executing his role, he needs to inform his staff before hand and why he as to do so.

2. <u>Democratic leadership style</u>

This type of leadership emphasises group and leader participation in the formation of the polices that serve as guidelines for organisational operations. Decisions are not delegated. Ngu (1988) refers to this type of leadership as the consultative leadership styles. Mussazi. (1982) states that decisions about organizational matters are arrived at after consultation and communication with various people in the organisations. This leader derives his power and authority from his followers. He attempts as much as he can to make each individual feel that he is an important member of

the group and encourages members to use their skills or talents towards the success of the organisation.

Delegation of authority is judiciously carried out based on staff competence. He does not indulge in the use of threats. He is objective and fact minded. He encourages team spirit without doing too much of the work.

In the school setting, teachers, students, and the principal participate in the determination of the school rules and regulations. With this type of leadership, staff morale is promoted. It is also a means of tapping the creative talents of many teachers. This style promotes greater productivity in the school and riots with students' mischievous behaviours are reduced. There is much cooperation among teachers and when the principal is away the school continues and suffer no setback because they are aware of what to do next. Getzel and Guba (1957) refer a leader of this style as idiographic because the goals of the individuals are emphasized such as welfare and comfort.

3. <u>Laissez-Faire Leadership</u>

Laissez-faire is a french expression which literally means 'let people do what they wish'. Musaazi (1982) describes Laissez-faire leadership as the kind of leadership where there are practically no rules in the organisation. The leadership grants complete freedom to group or individual decision without the leader's participation or direction. This means that subordinates are free to do what they want unchecked. This type of leader in this respect has no

authority. He may merely supply materials needed by the group he is supposedly leading. He remains apart from the group and occasionally participates only when the group ask him to do so.

This type of leadership is leadership without a leader. This type of leadership gives opportunity for individual development offered o the group members since every one is free to express himself and function independently. There may be lack of cooperation and unity among members towards organisation objectives, as stated by Gullet (1976).

In the school situation the principal with this style runs an indisciplined school. There will be no unity among members at all. Teachers teach as they wish and students may attend classes or not, no body cares. Any principal who encourages this type of leadership will destroy the school because it will make even the teachers to be absent from their classes and school. For a school to establish well there must be a dedicated, efficient and courageous principal.

2.3.3 Nomothetic Idiographic and Transactional Leadership Styles

Getzel, and Guba (1959) identified three dimensions of leadership styles as nomothetic - idiographic - transactional leadership.

The nomothetic leader stresses the requirements of the institution. He also emphasizes that behaviour of the individual members of the institution must reflect what is expected of the institution. This leader has practically no

regard for individual personality and individual needs. A principal with this style tends to be rigid in all he does.

The idiographic leader is most concerned with his own personal need and those of his followers. The organisational demands on the individual are minimised or considered of less importance. He spends all his time and energy in trying to meet his personal needs and those of his staff and students. He gives his staff assistance when ever they are in need. He is less concerned about the institutional demands. For example, he does not care much whether or not the students pass their examinations. He also does not show keen interest in authority and school rules. He is pre occupied with personal issues and problems.

Transactional leadership represents a compromise between the nomothetic (stressing organisation demands) and the idiographic emphasizing individual needs. The leader who bases his method on this approach 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. This style is characterised by behaviour. He strikes a balance between Nomothetic and Idiographic approach in some circumstances. This leader sticks to rules and procedures and aims at producing as much as possible without upsetting people in terms of their group and individual needs. The correct balance must always call for the harnessing of individual motivation and group power to the performance of a common task. An effective principal will

always achieve productivity through his teachers because people affect productivity.

Principals in different schools in Kaduna State perform their duties differently. Their performance is determined largely by the kind of people they are and by the ways schools are organised and administered. Schools in which teachers enjoy friendly relations with one another and with their principal, the whole atmosphere is friendly, warm and conducive to good learning. The reverse of this is when there is unfriendliness, the principal should be able to be in a compromising position. He should try to stick to rules and procedures and should aim at producing as much as possible without upsetting his teachers in terms of their group and individual needs. He should always call for the harnessing of individual motivation and group power to the performance of any school task.

2.4: MOTIVATION, MORALE AND TEACHERS' JOB SATISFACTION

The tone of an organisation is a reflection of its motivation or leadership from the top. Absence or weakness of top motivation erodes the morale, and so the effectiveness of the executive team, and so of the people below. In line with this Boro (1993) in her study, stated that motivation is a key to management in action and forms a special responsibility at the level of the overall manager. Motivation efers to the drive towards an outcome, while satisfaction involves outcome already experienced. From this, a person might have job satisfaction but a low level of motivation for the job or the reverse. Motivated persons with low job satisfaction may

look for another position and the people who find their position rewarding but are paid less than they expect search for other jobs situation that lead to labour turnover. Nigeria today is facing a serious economic depression that affects all spheres of life. Its grips are to great extent felt by education which happens to be an instrument of developing all sectors of the economy. If teachers are to help in the achievement of the objectives being laid down in the National Policy on education they should be treated fairly in order to make them happy. The teacher is the hope of the future but he is sometimes treated as the failure of the past. In his study, Akinyemi (1972) stated what to do to keep good and efficient teachers in the service at any level as follows:

1. Decent salary and service conditions as his counterpart with identical or similar qualification
2. He demands to be taken into confidence in the formulation of educational policies and changes in educational administration.

In line with Akinyemi (1972) the denial of these rights has been, and is still the cause of general dissatisfaction among teachers and the exodus of good brains from the teaching profession in Kaduna State. Equally, Oyeniyi (1980) also identified reasons why teachers desert the classroom in the following:

1. The views of the Nigeria public about the teacher and his profession.

2. Our Government views and action on teaching and teachers.
3. Environmental pressure on teachers and teaching
4. Pressure and incentives from the industrial Government and other fields. To him, positive motivation of teachers will strengthen them and there may not be any turn-over from the teaching profession to other professions.

Edem (1982) also stated that the work or teaching will be performed satisfactorily if teachers' needs are met. That in any activity except simple reflex behaviour, there are definite motives and internal conditions which serve to direct the organism toward certain goals. Musaazi (1982) explained the issues of motivation as follows:

i) That perhaps an outstanding feature of motivation is that if the staff are properly motivated, this can change an otherwise mediocre group into a highly productive team.

ii) That judged purely from performance of pupils, schools which have teams of motivated teachers tend to be better than those schools in which qualification and experiences of staff may be inferior, but they lack motivation.

iii) That good motivation of staff is definitely rated to morale. In a large organisation, high morale is difficult to attain, and motivation is a prime factor in achieving it.

This by implication show that a teacher who is well motivated will do his best in his job but the teacher who is not motivated will have a less morale towards teaching and less productive. Also, according to Simon's theory of motivation, Edem (1982:21) stated that he recognised the relationship between the satisfaction by organisation of the needs of workers and the workers productivity. He assumed that, the workers will perform satisfactorily, if their needs are met. He also said that in any activity except simple reflex behaviour, there are definite motives, internal conditions which serve to direct the organisation toward certain goals. Teachers in Kaduna State want conditions of service comparable with workers in other sectors. They will also be motivated towards teaching if social prestige is attached to the teaching profession. Alabi (1983) added that it is not the public alone that does not recognise or appreciate the value of the teacher, government also does not seem to. He also stated that what we now have is a collection of poorly motivated people with low social status, rating to implement out 6-3-3-4, in the National Policy to be avoided, Teachers in Nigeria need to be reinforced positively if the National objectives in Education to be genuinely achieved. In his study, Ezenne (1979) concluded that a happy worker is a better worker and the slogan should be used as a basis to increase job satisfaction of teachers.

Asby (1960) recommended improved conditions of service of teachers in order to confer stability on the teaching

profession because the success of any educational system in achieving its objectives depends on the knowledge, skills and the motivational morale of its personnel especially the teacher.

This is to say that teachers who are happy with their work will do it well. Equally, Bellasca and Alluto (1971) contended that since teachers constitute the bulk of human inputs in the school system, the satisfaction of their needs and expectation must be of crucial concern to the organisation. On observing the importance of teacher job satisfaction, Bidwell, (1956:285) said that satisfaction of teachers with their work is specially important because:

1. Satisfaction of the needs of teachers seem to be intimately bound up with the satisfaction of the needs of students and
2. the creative personal nature of the teaching process would seem to require a feeling of satisfaction and positive identification with the school on the part of the teacher.

On morale and student achievement, Anderson (1952) pointed out that a teacher's attitude towards teaching has an effect upon the quality of instruction. Adebimpe (1987) argues that the success of the educational system specially the implementation of its objectives depends on the knowledge, skill and motivational morale of its personnel especially the teacher. It is therefore necessary for the school principal, Headmaster, and the government of Kaduna State to have the

knowledge of teacher job satisfaction so as to raise the morale of teachers as it is important to the states educational goals and objectives.

Teaching as a profession has been very important throughout history. The human resources available to any nation contribute the most important asset to that nation. This is because all other resources, money, machines, information, time, technology materials, e.t.c. need to be activated by human resources. Many people are of the view that teachers could not be quite satisfied with their profession because some variables influencing job satisfaction like wages, promotion, fringe benefits, job security and so on are not satisfying. Some of the variables are completely lacking. In line with this argument, Cain (1975) in Haske (982) titled Universal Primary Education in Gombi Local Government Area of Gongola State, found that, 'Teachers feel the teaching profession is less prestigious and not rewarding. Most teachers feel disgruntled and keep to teaching as the only opportunity of earning a living open to them. They quit teaching as soon as they get a better job, or opportunity for further education". Also, Awojobi (1974) stated that of all professions, the teaching profession has always been one of the most neglected and the most taken for granted of all occupations. Teachers resign or desert teaching profession for better professions and many of those who stay are very frustrated with zero job satisfaction.

Unfortunately, one may say that in all the professions, (Law, Accountancy, Journalism, e.t.c.), it is only the teaching profession that allows those outside the profession to participate in the noble profession. The teaching profession in Kaduna State is a dumping ground, for those who could not get employment in other sectors. This is to say that any body who claims to be a teacher has no respect in the society because the teaching profession is not respected generally by government and the society as a whole. Also, it is customary for the young graduate to talk of his teaching job as a temporary one. Similarly, students make up their minds right from secondary school never to have anything to do with "chalk" because they know teachers are not cared for by the society. Out of all the noble professions, teaching profession is one of those that renders public service to the society as it deals with the most precious resource of any nation which is the youths. The teacher has a profound influence on the lives of his/her students as he/she affects the future of the society.

2.5 SCHOOL SUPERVISION

Principals of schools should not only be heads of their schools but lead as well to give a focus to instructional services which should rank highest in their respective responsibilities. The style of leadership provided by the principal such as the amount of interactions provided by him among teachers in the school, allocating duties and work load, use of reward and incentives, supervisory style being used,

involvement of teachers in decision making and other administrative duties, school community relationship, provision for staff and students welfare and the tone of the school among others affect the satisfaction of the teachers.

In the view of Musaazi (1982) the principal must be a highly competent and skilled person in modern techniques of instruction. This view is further stressed by Adewole (1987) that of all the multifarious roles performed by the principal, the primary role remain that of instructional leadership.

The various components or steps for instructional leadership that a competent principal could use were highlighted by Olatunji and Ogunsaju (1984) as guide lines for the performance of instructional leadership role. Some other authors like Musaazi (1982), Adewole (1987) Nwokafor as: Staffing, distribution of teaching task; Curriculum development; planning; provision of books learning materials; finance; time-tabling; supervision; instructional staff development and evaluation of the entire school.

i.Staffing

The principal should see that the school has the right type of teachers, see that they are sufficient in number for the various subjects. He should also see that the number of teachers available are being used effectively. In considering the teaching staff a breakdown of the staff is usually done according to qualifications. This helps to find out how many teachers are graduates with or without teaching qualifications, how many are holders of the National

Certificate of Education (NCE), how many are holders of diploma certificate, and so on. Where the school is understaffed, the principal should use the resources to recruit teachers in areas of need.

The principal should also see that teachers are not loaded with teaching load for effective teaching. He should also see that teachers are teaching in their areas of specialization to ensure effective implementation the school programme. Musaazi (1982) states that orientation for new teachers should be done at the beginning of the session.

For the non-teaching staff, the principal should see that the essential non teaching - staff are secured in the school. He should see that the school has the following non teaching -staff: A bursar, store officer/ assistant, clerical assistant, plumber, carpenter, matron, electrician, cooks and stewards, messenger, drivers, security officers, typist, library assistant, school sergeant and dispenser. All their services are important and so their effective utilization is important(Alkali 1996).

ii) Distribution of teaching and administrative tasks

Having employed the right teachers for each subject; the principal now meets with his vice and heads of department and teachers to assign subjects to be taught by each teacher and the classes to be taught. The junior classes and final year students, backward

students, troublesome but brilliant students should assigned to the most experienced and competent teachers. To enhance efficiency class size and number of subjects to be taught by the teacher should be used to determine periods to be allocated to the teacher.

A principal that will want to lessen his duty will do well to delegate duties to his staff and students. The organisational chart of the school should be in this order of hierarchy.

Principal - Vice Principal (S), Senior Master, Head of departments, Year group Tutors, Form-masters, House-masters, Examination officer, Prefects, Class monitors and students (Alkali 1996). When duties are delegated, the principal being the Chief executive officer should make proper arrangement to get feedback from his staff and students.

iii) Curriculum Development

As there cannot be learning where there are no learners (students), so also learning and teaching cannot take place where there is no-thing to teach or learn. So, the curriculum of a school is of great importance to the school. The educational objectives, curriculum and syllabus are prepared and sent to the schools by government and other examination bodies e.g. WAEC, Krug (1956:4) defines curriculum as "all the means employed by the school to provide students with opportunities for desirable learning experience". Curriculum thus is not

just a list of subjects to be offered in the school. Educational objectives are goals of education which are expected to be achieved through the implementation of the curriculum.

The principal as the leader should know all the subjects that are offered in the school. It is his responsibility to evaluate the curriculum with his deputy and head of departments in the light of the achievement of the school with a view to make the curriculum adequate.

(Enachuwo and Eferakeya 1989) suggested that in effect, a competent principal should set up a curriculum committee. This may call in for the suggestion of subjects that will enhance the adequacy of the curriculum. It is the responsibility of the principal and his committee to study and see whether the curriculum is broad or narrow in the light of the aims of the school.

After studying the curriculum it is then broken properly into workable scheme of work. The principal should now arrange the students into classes according to ability, alphabetical order, as they are registered or based on subjects Arts and sciences etc.

iv) Unit Planning

This refer to the amount of work, material or areas that can be covered with a given time. This involves the writing of schemes drawn from the syllabus supervised by the principal and his deputies. This is thorough because

the measurable objectives, teaching methods and needed aids are stated for each unit. It serve as a useful guide to teachers in that it directs their focus to what should be done and how to do it.

v) Provision for Teaching Materials

The principal ensures that teachers and students book list is compiled by the head of departments and teachers for each subject. The student's book list should be given to each student for purchase. Books should be bought before the term begins so that teaching can start immediately without wasting time.

vi) Finance

The principal needs to make adequate provision and optimum utilization of school resources are properly managed to be able to cater for his instructional programme. He would need to devise means of generating funds for the school. There is the need for him to budget adequately and control for effective utilization of resources. An adequate inventory should be kept whenever instructional materials are acquired.

vii) Time - Tabling

Time-tabling is referred to by Olatunji (1984) as coordinating the use of rooms, courses, materials, time and teachers. It is important that the schools have daily routine and judicious allocation and programming of facilities especially classrooms where they may , be inadequate. Attention is paid to the allocation of

periods to subjects. For example, the ideal thing is for English and Mathematics, being the anchored subjects, to have five (5) period per week while other subjects should be treated equally according to available resources. The principal should see that there is a time-table committee in the school and should see to its effectiveness.

viii) Supervision

Another principal's role in instructional leadership is staff supervision. The supervision includes the following: Lesson plan and content; Teaching style or method; Evaluation procedure (how effective are the use of assignments, workbooks, continuous assessment tests and examinations). Evaluation of student's performance especially through continuous assessment is important in determining the effectiveness of the instructional programme. The principal should see to the keeping of this record is adequate. Adequate methods should be employed in order to inculcate in the students' habits of study. (Library periods, Prep, study periods, home - work, projects, Test etc. This is done to improve instruction and learning.

The principal also needs to ensure that students are not only regularly assessed but are assessed on what is in the syllabus so that their performance will relate to the goal of instructional programme. He should see that there is guidance and vocational services are rendered in

the school to assist students with career and placement problems.

Some of the advantages of instructional supervision include:

1. It forms an objective base for assessing the teachers for purposes of filling annual evaluation forms and subsequent recommendations for promotion.
2. It contributes in detecting and assisting teachers with problems with the assistance of specialist teachers.
3. It enables the principal to know more about his students. The bright and backward ones alike and thus assist him to recommend the necessary referral services.
4. Generally, it assists the school to be in shape and saves the principal from the embarrassment of an unannounced inspection from the ministry.

Without effective teachers, effective instruction cannot be achieved and effective teaching supervision and guidance are required (Mugaazi 1982). Therefore an effective principal should try to see that he makes things possible for effectiveness in his school.

ix) Staff Development

The principal needs to encourage staff development by contacting professional bodies for workshops, seminars and others to be mounted for the development of staff. Such bodies could be the ministries, universities, NERC,

NUT, ANCOPSS and CESAC. This will enable both the principal and his staff to be current in recent curriculum trends and therefore initiate changes in the school. The principal should also encourage teachers to go into researches and publish and also mount workshops and seminars for other teachers.

2.6 PROMOTION AND TEACHERS' JOB SATISFACTION

Teachers in Kaduna State are hardly promoted. There are instances when teachers remain on one grade level for about 5-7 years without being promoted. This was even clearly disclosed by the principal of G.G.S.S. Zonkwa during the visit of the commissioner for education to her school in 1977. The principal observed that despite the hardwork of teachers, promotion is not given to them when they are due, and she said that the delay is not fair to the teachers.

Promotion plays a vital role in satisfying the basic needs of people and it is neglected by the Ministry of Education officials. The researcher is of the view that promotion should be given to deserving teachers without delay in order to boost their morale. Ezenne (1979) noted that promotion of teachers is influenced by favouritism, tribalism, religion or loyalty to the authority. He stated that this practice leads to low job morale, dissatisfaction and frustration among the teachers.

The researcher is of the opinion that teachers who are regularly promoted would develop a sense of belonging in the school system, a feeling of their effectiveness and therefore, feel satisfied with their job. Such teachers are likely to teach effectively thereby achieving the schools' educational objectives.

2.7 SALARIES AND ALLOWANCES AND JOB SATISFACTION (REMUNERATION)

Teachers' condition of service in Kaduna State is nothing to write home about. Their dissatisfaction often stem from poor working conditions. Their salaries and allowances are not paid regularly. There are instances when some allowances are not paid at all. Both their salaries and allowances are too small compared to their counterparts and can hardly serve them for one week.

In backing the above, Mangga (1988) observed that the factors affecting the utlization of manpower is the unattractive wages or remuneration. This poor wage rate discourage many people from taking up appointments with some organisation.

In the same vein, Wali (1989) stated that teachers' working condition among other things include non-payment of teachers' salaries promptly, delay in giving teachers their

annual increment, allowances and other benefits are not given to teachers even on demand.

Also, Agboola (1989) observed that delay or non-payment of fringe benefits have caused a lot of dissatisfaction among teachers. He said it has led to teachers' attribution, part-time trading, lack of commitment, absenteeism, and indolence on the job. In the same vein, Bass and Barrett (1972) stated that things like wages, contracts, bonus, incentives, are valued by the employee.

Below is a table comparing the salaries and allowances of teachers of Kaduna State Government Secondary Schools, Federal Government Girls' Secondary School, Zaria and Demonstration Secondary School, A.B.U., Zaria.

TABLE 2.1

S/NO	Teachers on GL 8 Step 1	Kaduna State GL 8 Step 1	FGGC GL 8-1	DSS UBS 8-1
1	Basic	1,052	3,564.00	4,116.00
2	Rent	300	1,782.00	2,058.00
3	Transport	130	750.00	750.00
4	Leave Grant		10% of annual basic	10% of annual basic
5	Meal Subsidy	90	300	300
6	Utility	25	240	240

From the table it can be seen that Kaduna State teachers' salaries and allowances are low. The regular payment of salaries and allowances to teachers would make them to be fully committed to their teaching job and therefore lead to their job satisfaction. When teachers are satisfied with their job, they would teach effectively. This therefore leads

2.8 OPPORTUNITY FOR STAFF DEVELOPMENT AND JOB SATISFACTION

The importance of staff development in Kaduna State cannot be over-emphasized. The teacher is the key to the entire education programme and therefore should be assisted to grow and develop as a person, provided with the necessary skills and professional abilities that will help him become an effective teacher and a community leader. Staff development is aimed at improving the performance of teachers from initial employment to retirement. It therefore becomes a means to an end and the end being the improvement of the quality of students' learning experience.

In pursuance of the above, Akinyemi (1972:18) stated that if Nigerian education must foster national unity, perpetuate the culture, train children for life and promote social and economic development, then the teachers education programme must be designed in such a manner as to prepare the teacher in training fully for his task. Also, in the area of formal education, competent teachers are needed for nursery schools, elementary and secondary schools, technical colleges, university education and adult education.

Edem (1982) stated that the teacher's methods remain static if he is not exposed to new ideas through on-the-job learning. Bass and Barrett (1972) also observed that training can result in improved individual productivity and job satisfaction as well as overall organisational performance when training objectives and techniques are chosen which accurately match individual and organisation needs. As the

result of increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which the classroom teacher must be made aware. Musaazi (1982) pointed out that teachers are of a dynamic profession and must keep abreast of improvement in teaching methods at the classroom level. Ways of brining about curriculum change, teaching improvement and professional growth and development of teachers is through well organised, in-service programmes for the teachers within the education system.

Not many teachers are given opportunity for professional growth in Kaduna State. They are not given the opportunity for most of the programmes designed for their growth. However, teachers who go through some or all of these staff development programmes would have a sense of belonging, a feeling that the school management cares for him or her and consequently resulting in job satisfaction. Teachers who are satisfied with their job are likely to teach effectively thereby resulting in the achievement of the schools' educational objectives.

2.9 PREVIOUS STUDIES ON TEACHERS' JOB SATISFACTION

Chase (1951) in a study conducted on teachers satisfaction and morale found a number of aspects to be important factors relating to satisfaction for teachers. These include the dynamic and stimulating leadership of Principals, helpful opportunities for professional growth, respect, friendliness, and an administrative qualities of

Supervisions. These factors were examined in the present study.

In another study conducted by Clark (1976) to determine sources of teachers job satisfaction and dissatisfaction based on the theoretical study of Herzberg. Using their internal job satisfaction factors such as recognition, achievement, work itself, advancement and responsibility and external factors such as salary, company policies, technical aspect of supervision, interpersonal relations in supervision, and working conditions. Clark further indicated that internal factors are more related to satisfaction while external factor where dissatisfying. He concluded that school administrators who wish to increase the satisfaction level of their teachers should be concerned with both internal and external job factors and those who believe that teachers performance would improved if they are less dissatisfied and should concentrate on catering for the external job factors. Herzberg's theory has a common sense appeal to leaders in organisations about the nature and importance of keeping good working environments.

Agboola (1978) conducted a study entitled "Perception and performance of instructional supervision by the principal of selected secondary schools of Kaduna State of Nigeria." He used questionnaire to collect the data for the study.

The major findings in this study are that principals have a high and positive perception of instructional supervision, the performance of instructional supervision by the principals is not above average, but younger principals tend to perform instructional supervision better than the older principals.

Furthermore, schools size has no significant effect on performance of instructional supervision.

Ezenne (979) studied job satisfaction and performance of teachers educators in Platue State. The survey research method was used to conduct the study. Questionnaires were developed to collect data. The study revealed that :

(i) Job satisfaction was higher for state than for the federal teachers.

(ii) Job dissatisfaction was found to be related to the retention of federal teachers.

(iii)There is significant difference in the performance of state and federal teachers and that federal teachers have higher performance than state teachers, Ezenne observed that salary, prompt confirmation of appointment to deserving teachers, promotion, appointment to administrative and socio-emotional rewards are very important factors in the compensation structure of any institution.

These rewards if not carefully distributed according to performance can cause job dissatisfaction among the teachers,

In another survey by Otu (1984) entitled role perceptions of principals and teachers of secondary grammar schools in Kwara State." It was revealed that principals of schools in kwara State were more of administrative managers than supervisors or instruction. She attributed this to the

multifarious roles they played. This leadership approach could hardly motivate teachers to put up a higher performance.

In a study entitled "Patterns of Job Satisfaction and Stress on High School Industrial Arts Teachers in the State of Iowa", Chen (1985) determined if selected demographic variables, namely school level, school location, school size, teacher age, marital status, years of teaching industrial arts, educational level, and cluster of teaching contributed to job stress and satisfaction. Using the questionnaire to collect data, 183 copies of the questionnaire were collected from 350 copies that were distributed. The result revealed that overall means of Iowa high school industrial arts teachers' job stress and satisfaction were marginal in the positive range. The major source of job satisfaction were teachers relationship, teachers' own expertise, and community environment. The major source of job dissatisfaction were salary and benefits, school administration and teachers' own expertise, faculty relationships and principals' attitude toward industrial arts. The major source of distress were the teachers' status, salary and benefits and school administration. A positive relationship between stress and satisfaction was found with a correlation coefficient of 0.787. When willingness for changing careers was examined, 49.4% of teachers would elect to leave the teaching profession. Salary and benefits was a main contributor to the decision. This study is related to the present study in the area of salary,

benefits and school administration and teacher status as factors of job satisfaction.

Lim (1985) conducted a study entitled "job satisfaction factors of school administrators and teachers." The study was conducted with 317 teachers and school administrators of the capital region of Greater Victoria, British, Columbia, Canada. The purposes of the study were to:

(i) Determine what factors contribute to feeling of job satisfaction and

(ii) Compare the responses on the basis of school level, sex, age and years of experience. The results were at the elementary level, teachers value job satisfiers related to day to day work role higher than do administrators.

(iii) Secondary administrators rate items that reflect a focus on administration as a career higher than teachers and

(iv) Older more experienced administrators and teachers rate job satisfiers higher than younger, less experienced administrators and teachers. Generally, teachers do not differ from administrators in their overall rating of job satisfiers. The present study also examined the factors that contribute to job satisfaction.

Monaco (1985) conducted a study to determine the relationship between the leadership style of high school

principals and teachers, level of communication satisfaction. Subjects were selected from a population that consisted of thirty two high schools in the North Central Texas Areas. Teachers responded to the communication satisfaction questionnaire and a teacher biographical data survey. Each school's principal responded to the least preferred co-worker scale, principals' communication satisfaction questionnaire and a biographical data survey. The results were analysed using the simple and multiple regression.

The findings indicate that there is no relationship between leadership style and the teachers level of satisfaction with their principals' communication practices. In another research work conducted by Dubi (1989) in Gongola State, it was found that principals devoted more of their time to office administration than instructional leadership. He explains by stating that they lacked professional and leadership knowledge in school administration. The implication of the finding is that staff were not adequately motivated, communication was inefficient and staff perception of principals' instructional roles different significantly.

In a study by Jimoh (1994) entitled "Instructional Leadership Role of Principals of Secondary Schools in Okene Local Government Area of Kogi State, 23 principal and 207 teachers in Okene were surveyed using questionnaire. The principals expected to rate themselves on the scale on how they performed their instructional leadership role and the problems that affect such role performance. The teachers were

to rate their respective principals on how they see them perform those aspects of instructional leadership and also rate the extent to which some factors affect the performance of the instructional leadership role by their principals. The study found that principals did not adequately motivate teachers and supervise instruction in their schools.

Blix (1994) in a study entitled "Occupational Stress among teachers" found that half of the 400 American teachers who responded to the questionnaire distributed expressed their desire of changing their job. This clearly shows that the teachers were dissatisfied with their job.

SUMMARY

This chapter focuses on the need for job satisfaction among secondary school teachers in Kaduna State. The theoretical explanations that could help to clarify the basic issues involved in job satisfaction have been examined. The theories examined include, Maslow's Hierarchy of human needs. The expectancy Theory, Herzberg's Two factor Theory, Leadership Theories and Styles. Some previous studies were also reviewed. These studies revealed that the factors that can motivate job satisfaction are: Salaries and Allowances, Promotion, Effective Leadership, Supervision of schools by Principals, staff development opportunities, motivation and morale.

A search of the literature indicated that no previous work has been conducted on job satisfaction and

dissatisfaction among teachers in the state. The present study therefore is being conducted to address this issue.

CHAPTER THREE

3.0: RESEARCH METHODS AND PROCEDURE:

3.1 INTRODUCTION

This chapter was aimed at presenting clearly the description of the research design, methods and procedures that will be used in collecting and analysing data for the study. The topics considered in the study includes: Research Design, Population, Sample, Methods of Data Collection, the Questionnaire Description and Administration, Rating Statistical Treatment of the Data, Validation of Instrument, Methods of Data Analysis.

3.2 RESEARCH METHOD

Survey research method was used to find out the level of job satisfaction among teachers in Kaduna State. Self administered questionnaire was used as an instrument for data collection. Pearson Product Moment Correlation Co-efficient test was the statistics used.

The methods used was as follows:

A In selecting the schools, certain factors were taken into consideration. Among these were:

i The age of the school, the year in which such schools were established.

ii The location of the school in terms of rural/urban area

iii The type of schools in term of boarding or day schools.

RARY

iv In selecting the teachers across the six zones were used.

3.3: POPULATION

The population for this study consisted of secondary school teachers within the educational zones of Kaduna State.

1. Anchau Zone
2. Kaduna Zone
3. Lere Zone
4. Kafanchan Zone
5. Zaria Zone
6. Zonkwa Zone

There are 170 public secondary schools within these 6 Educational Zones with a population of 5856 teachers. A breakdown of this population during the researcher's preliminary investigation shows that it consists of 4,137 male teachers and 1,719 female teachers. A further description of this population in terms of teachers' qualifications showed that 3,044 had NCE and below while 1,822 teachers were with B.Ed/B.Sc and above. A further description of this population in terms of teachers' qualifications showed that 3,044 had NCE and below while 1,822 teachers were with B.Ed/B.Sc. and above. A full detail of this description is shown in table 3.1.

TABLE 3.1

SUMMARY OF POST-PRIMARY SCHOOL STATISTICS 1994/95 SESSI ZONES, SCHOOLS AND QUALIFICATIONS OF TEACHERS

ZONES	NUMBER OF SCHOOLS	TEACHERS	ENROLLMENT	TOTAL	TEACHERS QUALIFICATION	
Anchau	20	M	F		NCE & BELOW	B.Ed/B.Sc..e.t
		379	19	398	258	140
Kaduna	42	1,039	928	1,967	1,467	500
Lere	15	314	34	348	238	110
Kafanchan	30	937	379	1,316	856	460
Zaria	39	879	205	1,102	735	367
Zonkwa	24	571	154	725	490	245
TOTAL	170	4,137	1,719	5,856	4,044	1,822

SOURCE: Data from the Ministry of Education Planning Research and Statistics Division

3.4: SAMPLING PROCEDURE

A final sample of 586 teachers was used for this study. This was drawn from the population of 6 zones comprising 5,856 teachers. Since the population was very large for the researcher to handle so she used 10% to arrive at the sample. To back the above decision, Borg & Gall (1979) recommend the used of 10% if the population is too large. Schools from rural, urban areas, Day and Boarding schools, were used for even sampling. The 6 zones Anchau, Lere, Zonkwa, Zaria, Kafanchan, Kaduna were involved in the study. Since the total population for this study was made up of 6 zones of which three (3) are in rural areas and three (3) urban areas, a simple random technique was used to pick the sample.

In both cases, papers with names of zones were folded into two containers respectively, the rural and urban zones

respectively, three students from D.S.S. were called to pick one from each container at the first instance. This was followed by another group of three (3) students. It was with this method that the sample population of 586 teachers were selected from the six (6) zones. In order to have full representation, all the teachers with minimum teaching qualifications of HND, NCE and above were used in the study.

3.5 METHODS OF INSTRUMENTATION

The instrument used in order to test the stated research hypotheses was the questionnaire. The five point Likert type scale for questionnaire was used. The questionnaire items were drafted to elicit responses on the areas of satisfaction which included, work climate, morale/motivation, staff development, compensation and supervision, staff promotion, prompt payment of salaries and allowances. The questionnaire items were grouped into two, namely,"A" and "B" section "A" dealt with personal data of respondents while section"B" consisted of questions meant to elicit response on job satisfaction of teachers.

3.6: ADMINISTRATION OF INSTRUMENT

In the administration of the questionnaire, the researcher went round the various schools to administer the questionnaires. The help of some teachers of the schools chosen was sought. The researcher felt that teachers would be more co-operating to their fellow teachers in returning the

questionnaires than taking them to the researcher who seems to be a new face to them. The on-the-spot collection of the completed questionnaires helped to avoid unnecessary delay and loss of questionnaires.

RATING SCALE

The obtained mean rating was arrived at by scoring each of the five responses. On the basis of weighing of each of them, the perception of each teacher's responses was done ranging from five (5) to a minimum of 1 following Likert type scale. The questionnaire had points consisting of:

Strongly Agree	=	5
Agree	=	4
Disagree	=	3
Strongly Disagree	=	2
Undecided	=	1

3.7 VALIDATION OF INSTRUMENT

To enhance the quality of the questionnaire for this study, a pilot study was conducted using the teachers of Government Day Secondary School Bomo and Government Girls Day Secondary School, Samaru. These was to ensure that the type of instrument scale intended for use would fit into the statistical analysis method being used for the research. Fifty (50) questionnaire items were constructed and used for the pilot study.

In carrying out the pilot study, the researcher administered the questionnaire in person to 20 teachers including youth corpers.

RESULTS OF THE PILOT STUDY

The result of the pilot study shows that a reliability Coefficient of 0.73 was obtained. This value is close to 1, indicating that the questionnaire is reliable. The computation of the reliability Coefficient is provided in Appendix 1.3

3.8: METHODS OF DATA ANALYSIS

For the purpose of this analysis, the Likert scale used in section "B" of the questionnaire (See Appendix i) is summed up into two categories. The strongly agree and agree were merged into agreement while the disagree and the strongly disagree options constituted disagreement. The undecided option was not scored by the respondents and therefore was not considered. The mean of each of the two options were the scores used in the test of the various hypotheses used in the study. The frequencies of responses were presented to be able to describe to what degree the respondents' opinions are expressed from their job and to find out if they are satisfied or dissatisfied with their jobs, and to also find out the aspects of their jobs that contribute to their satisfaction or dissatisfaction.

The responses from the respondents on the various items in the questionnaire was coverted to raw scores, frequencies and percentages. The test helped to show whether there was significant relationships in the opinions of the teachers on the variables. The statictical techniques such as Pearson Moment Product procedure was used and the level of significance for the statistical test was fixed at 0.05. The Pearson Product Moment Correlation Co-efficient was used because it tests the relationship between variables. The variables are: effective leadership, motivation, morale, school supervision, promotion, salaries, allowances and opportunity for staff development.

C H A P T E R F O U R

4.0 PRESENTATION ANALYSIS AND DISCUSSION OF DATA

4.1 INTRODUCTION

Data presented, analysed and discussed in this chapter are on the issues raised in chapter one as follows:

1. Effect of leadership on Teachers' job satisfaction;
2. Relationship between motivation and teachers' job satisfaction;
3. Effect of high morale on Teachers' job satisfaction;
4. Relationship between school supervision and Teachers' job satisfaction;
5. Effect of irregular promotion exercise on Teachers' job satisfaction'
6. Effect of irregular payment of salaries on Teachers' job satisfaction;
7. Effect of lack of payment of allowances on their Teachers' job satisfaction;
8. Relationship between opportunity for staff development and Teachers' job satisfaction.

4.2 DATA PRESENTATION ON THE EFFECT OF LEADERSHIP ON TEACHERS JOB SATISFACTION

TABLE 4.1

Frequencies and Percentages of Responses on Effective Leadership

		AGREE		DISAGREE	
S/No	ITEM STATEMENT	FREQUENCY	%	FREQUENCY	%
1	Our school head respects teachers' views and suggestions	468	79%	118	20%
2	Our School Management makes decisions through consultations with teachers	428	73.04	158	26.96
3	We have regular staff meetings in our school	466	79.52	120	20.48
4	The communication between the principal and teachers in our school is cordial	430	73.38	156	26.62
5	Teachers in our school are not satisfied when they are recognised by the school authority	424	72.35	162	27.85

From the above table, with regards to item1, about 80% of the respondents tend to agree that their school heads respect teachers' views and suggestions. Making decisions through consultations with teachers of job satisfaction by 73% of the respondents. In the same vein, in item 3, 80% agreed that regular staff meetings were held in the schools. Also, the respondents scored 73% on the item which state that communication between principals and teachers is cordial. This implies that communication contributes to their job satisfaction.

Also, 72% of the respondents agreed to being satisfied when they are recognised as teachers by the school authority. From the description of the 5 items in the table, the views of the respondents revealed that teachers are generally satisfied

between agreement and disagreement. The two variables involved in the hypothesis were subjected to correlation test. The result is shown in table 4.4.

TESTING OF HYPOTHESIS

Hypothesis 2: There is no significant relationship between teachers" job satisfaction and motivation on the job in Kaduna State Secondary Schools.

From the percentage scores for items of job motivation as perceived by teachers, it was found that motivation is vital to job satisfaction. Motivation and job satisfaction variables were statistically tested using the Pearson Product moment procedure. The result of the test is shown in table 4.4 below.

Table 4.4

CORRELATION BETWEEN MOTIVATION AND TEACHERS' JOB SATISFACTION

VARIABLES	MEAN	SD	DF	R	R-CRITICAL	P
MOTIVATION	22.5	4.17	584	0.93	0.08	0.000
JOB SATISFACTION	19.5	3.01	-	-	-	0.05

The table showed an observed correlation co-efficient (r) of 0.926 at 584 degree of freedom (DF). This value is higher than the table value (r-critical) shown in the table at the corresponding degree of freedom and at the 0.05 level of significance. This implies that the relationship between the two variables is statistically significant. The Null hypothesis is, therefore, rejected.

This indicates that if teachers are motivated by creating conducive atmosphere for teaching and learning, providing the necessary materials needed for their job and all other pre-requisites, they are likely to derive more satisfaction from their job. On the other hand lack of motivation tends to increase dissatisfaction on the job by the teachers. Teachers will be motivated if conducive atmosphere for teaching and learning is provided and lack of motivation tends to increase dissatisfaction on the job of teachers.

In Kaduna State, many teachers are not motivated. The atmosphere in which teachers teach is not conducive. For instance, teachers are packed into one big room as their office and sometimes there are no seats for some of the teachers to sit on. There is no privacy for teachers for their personal programmes. Besides, in some schools, teaching and learning materials are not provided and the teachers have nothing to use for teaching than buying those things themselves if the students are to be taught. This makes teachers unhappy and get discouraged in teaching. This also brings lack of commitment of teachers on the job. Also, many teachers are discouraged with teaching because their salaries and allowances are inadequate. There is also irregular payment of the meagre salaries and allowances paid to them. They are paid inadequate leave grants, delayed promotions, lack of car loans and there is the problem of accommodation. All these factors cause lack of interest in the teaching job and thus, creating dissatisfaction. Many teachers are willing

to perform their jobs to the best of their knowledge, but could not because of the above factors that cause their dissatisfaction on the job.

In support of the above the factors that cause dissatisfaction among teachers in the state, Akinyemi (1972) stated what to do to keep good and efficient teachers in the service is by paying decent salary and service conditions as their counterparts with identical or similar qualification. Also, Ogunboneru (1989) observed that while some teaching staff are willing to perform their duties to the peak of their abilities, they could not because of the issues of poor conditions of service which include among other things irregular payment of salaries, inadequate leave grants, delayed promotions, lack of car loans and housing problems. As a result, the attitude of staff is that of frustration.

4.4 DATA PRESENTATION ON PERCEPTIONS OF TEACHERS ON RELATIONSHIP BETWEEN MORALE AND JOB SATISFACTION

TABLE 4.5

Frequencies and Percentages on Teachers Perceptions on Morale

		AGREE		DISAGREE	
S/No	ITEMS ON MORALE	FREQUENCY	%	FREQUENCY	%
12	Teaching will be more interesting to us if seminars/workshop programmes are organised once in a while.	494	84.3	92	%
13	We have adequate teaching materials in our school	150	26.5	436	74.4
14	The community around our school respects us as teachers.	192	32.76	394	67.24

From the table above, the respondents expressed their dissatisfaction with all the items 12, and 14 by scoring high percentages of disagreement on the items. With regard to item 12, some 494 or 84.30% of the respondents tend to agree that teaching will be interesting to them if seminars/workshop programmes are organised for them. Also, for item 13 the respondents scored 74.40% showing that they did not have adequate teaching materials in their schools. In the same vein, for item 14, about 67% of the respondents disagree that the community around them respect them as teachers.

In the views of the teachers, they felt that their work will be more interesting if regular workshop and seminars are organised for them, but they decried the lack of adequate teaching materials and the fact that the community held them as teachers in low esteem. These three items are very important factors in enhancing teachers' job satisfaction.

TESTING OF HYPOTHESIS

Hypothesis 3: There is no significant relationship between high morale and job satisfaction among secondary school teachers in Kaduna State.

From the percentage scores for items on high morale, it could be concluded that high morale is important to job satisfaction. To ascertain this fact, the two various high morale were tested statistically to determine whether high morale by teachers on the job is having any relationship with the satisfaction they are likely to derive from the job. The

Pearson Product moment correlation was used. The result is shown in table 4.6.

TABLE 4.6

CORRELATION BETWEEN TEACHERS' JOB SATISFACTION AND HIGH MORALE

VARIABLES	MEAN	SD	DF	R	R-CRITICAL	P
JOB SATISFACTION	20.26	2.2	584	0.85	0.08	0
MORALE	30.53	4.25	0.18	-	-	P<0.05

The observed correlation coefficient (R) value for this test is higher than the 0.084 which is the critical value at 584 degree of freedom. The observed p value is also less than the accepted level indicating that the two variables are significantly related. The impression therefore is that teachers with high morale highly derive satisfaction from the job than teachers with low morale. This implies that the higher the teachers the more satisfaction portrayed. By this result, It is revealed that high morale is a factor of job satisfaction by the teachers in Kaduna State. If the morale is low, teachers are likely to be dissatisfies with their jobs.

Teachers in Kaduna State have very low morale on the teaching job. The treatment given to them by government and the general public make the teachers have less interest in teaching, for example the government does not take teachers complains seriously and does less in answering to their cry and this lowers the morale of teachers. Principals do not build strong morale in their teachers. They do not report teachers complains to the government and do not appreciate

what the teachers contribute to the school, teachers have embarked on series of strikes in the search for improved conditions of service but the story has been the same nothing has happened or no change has taken place.

Government does not care much about the problems of teachers nor solve their problems, and they cannot take care of their problems nor fit in well in the society. The society now looks down on the teachers and regard them as being the poorest set of government workers. Because of inferiority complex, teachers cannot fit well or meet well with people from other sectors for example doctors and accountants because they don't earn as them. There is no job security for teachers in the state. For instance, almost half the teaching staff in Kaduna State have been retrenched from their teaching jobs. Some of them were dismissed from work, some retired and some were terminated from their appointments. This has lowered the morale of many teachers and discouraged even the people who have interest in joining the teaching profession.

In supporting the above, Napier (1975) stated that high teacher morale is associated with administrators appreciation of teachers and support given to them. He added that principal as supervisor has a duty to build up a very strong moral in his staff.

4.5 DATA PRESENTATION ON TEACHERS' PERCEPTIONS ON SCHOOL SUPERVISION

TABLE 4.7

Frequencies and Percentages on School Supervision As perceived Teachers

		AGREE		DISAGREE	
S/NO	ITEM STATEMENT	FREQUENCY	%	DISAGREE	%
15	Teachers in our school have less interest in teaching because management is too rigid in keeping rules	219	37.37	367	62.63
16	Supervisors and Principals organise and supervise our school well	380	64.85	206	35.15

Items concerned with school supervision in the questionnaire were selected. Two items 15 and 16 were thus selected. The percentage score for item 15 shows that the respondents expressed satisfaction with management not being too rigid in keeping rules. In the same trend, they perceived the organisation and supervision of schools by supervisors and principals as a factor of job satisfaction. The hypothesis was then tested by subjecting supervision and job satisfaction to a correlation procedure. The result of the analysis is shown in table 4.8.

TESTING OF HYPOTHESIS

Hypothesis 4: There is no significant relationship between schoolsupervision and job satisfaction of teacher in Kaduna State.

From the percentage scores for items on school supervision, it was revealed that the respondents perceived school supervision as a factor of job satisfaction. The impression created here is that if teachers in a school have less interest in teaching, it is motivated by other factors apart from management rigidity. Supervision and job satisfaction variables were statistically tested and the Pearson Product Moment Procedure was used. The result is shown in the table below.

TABLE 4.8

CORRELATION BETWEEN SCHOOL SUPERVISION AND TEACHERS' JO
SATISFACTION

VARIABLES	MEAN	SD	DF	R	R - CRITICAL	P
SUPERVISION	7.92	1.43	584	0.33	0.084.	0.00
JOB SATISFACTION	19.5	3.01	0.18	-	-	P<0.05

A closer observation of the above revealed that the observed correlation co-efficient is higher than the table value at 584 degree of freedom. The observed level of significance is lower than the acceptable level of 0.05 - CP<0.05). This means that the relationship between the two variables is significant. The Null hypothesis is therefore rejected meaning that the perception of school supervision as a factor of job satisfaction is reflected in this result. Thus supervision, when effectively conducted in the schools has the tendency of enhancing job satisfaction by the teachers. On the other hand, ineffective supervision can affect job satisfaction and lack of interest on the job by teachers.

The study revealed, that teachers are not satisfied with instructional leadership of principals in the schools. This shows that instructional leadership, when effectively conducted in schools will enhance job satisfaction and lack of it will increase dissatisfaction among the teachers.

Schools in Kaduna State are not properly supervised by principals. Many things go wrong in the schools which no body can solve them except the principals who can use their abilities to solve or report to the higher authority. Some principals do not even stay in their schools regularly to see or try to solve the problems of the schools because they are busy pursuing one business or the other for themselves. There are instances when some schools miss instructional learning equipment from the Ministry of Education because they were not found at the right time for collection of such items and the equipment are given to other schools whose principals are fast at acting immediately they receive informations. Such schools miss the equipment leaving the teachers with nothing to use for teaching.

Also, there are instances when some schools are understaffed and instead of the principal fighting to get more staff for the school, he allows only the few available teachers suffer from one class to another. Such teachers cannot put in the best in their lessons and effective teacher, and effective instruction cannot be without effective teacher, and effective teaching requires supervision and guidance, Musaazi (1982) stated that all things pertaining to

instructional programme are the concern of the school principal. Dubi (1986) in a research work conducted in Gongola State revealed that principals devoted more of their time to office administration than instructional leadership. He explains this by saying that they lacked professional and leadership knowledge i school administration. By implication staff were not adequately motivated, communication was inefficient and staff perception of principal's instructional roles differed significantly.

4.6 DATA PRESENTATION ON THE RELATIONSHIP BETWEEN PROMOTION AND JOB SATISFACTION AS PERCEIVED BY TEACHERS

TABLE 4.9

Frequencies and Percentages of Responses on Promotion

		AGREE		DISAGREE	
S/NO	ITEM STATEMENT	FREQUENCY	%	FREQUENCY	%
17	Teachers in our school are given regular promotion prospects	233	39.76	353	60.2
18	Lack of Promotion or upgrading makes teaching less interesting	348	59.39	238	40.61

The table of frequency distribution for job satisfaction was discussed. Promotion was measured in the questionnaire by items 17 and 18. The responses to these items show that promotional prospects among the respondents was poor. For example, 60.24% or majority of them disagreed that there is regular promotion on their job. In the same vein, 59.39% agreed that there is lack of promotional and upgrading prospects in their job. The purpose of this hypothesis

therefore is to determine if any relationship exist between perceived job satisfaction and promotion on the job among the teachers in Kaduna State.

TESTING THE HYPOTHESIS

Hypothesis 5: There is no significant relationship between promotion and job satisfaction of teachers on the job in Kaduna State.

To test the hypothesis, the Pearson Product Moment Correlation Procedure was adopted. The table below shows the mean, the standard deviation (SD), the degree of freedom (DF) and the correlation co-efficient (r) obtained from the Pearson Procedure. The table also shows the table value (r-critical) and the observed probability level of significance.

TABLE 4.10

CORRELATION BETWEEN PROMOTION AND JOB SATISFACTION AMONG TEACHERS

VARIABLES	MEAN	SD	DF	R	RL-CRITICAL	
PROMOTION	7.84	1.08	584	0.89	0.08	0
JOB SATISFACTION	19.5	3.01	-	-	-	P<0.05

From the table the observed correlation co-efficient (R)is 0.893 and this is higher than the table value at 584 degree of freedom. The observed probability level of significance from the analysis is lower than the accepted level (P<0.05). This implies that there is a relationship between promotion of teachers and their job satisfaction in Kaduna State. In other words, there is a significant relationship between job satisfaction and promotion among

teachers in Kaduna State. The Null hypothesis is therefore rejected.

The implication here is that regular promotion and upgrading of teachers can significantly lead to job satisfaction among them in the state. The lack of these prospects cause dissatisfaction among the teachers.

In Kaduna State, teachers are hardly promoted. There are instances when some teachers remain on one grade level for more than ten years without promotion. Promotion is supposed to be given to teachers when due in order to boost their morale and so put in their best on the job but they are left without promotion for too long and that discourages them and therefore, makes them unhappy. Some principals only submit the names of their friends and relations for promotions, who, if checked well have not been faithful to their jobs. This makes these teachers unhappy and therefore making them dissatisfied. There are also instances where religion is used for not promoting some teachers, for example, some teachers have not been promoted in some schools because they belong to a particular religion. Such teachers remain on the same grade level for years without promotion and some leave teaching for other jobs out of frustration. Those who remain in the teaching line only do that to earn a living and such teachers do not put in their best in teaching.

For teachers to put in their best in teaching, musaazi (1982) stated that promotion helps to boost the moral of teachers and motivate them to work harder on the job and lack

of it leads to low morale and may result in frustration. Also, Abeku (1975) concluded that promotion brings along with it not just more money but mark of recognition of the individual's performance consequently, in order to justify this recognition, the employee puts in more effort to his work.

4.7 DATA PRESENTATION ON TEACHERS' PERCEPTIONS OF SALARIES PAID AND JOB SATISFACTION

TABLE 4.11

Frequencies and Percentages of Responses on salaries and job satisfaction.

		AGREE		DISAGREE	
S/NO	ITEM STATEMENT	FREQUENCY	%	FREQUENCY	%
19	We will be satisfied if we are paid adequately	456	77.82	130	22.18
20	Poor salaries cause job dissatisfaction	518	88.4	68	11.60
21	Irregular payment of teachers' salaries causes job dissatisfaction among teachers	431	73.6	155	26.40
22	We will be satisfied if our salary compares favourably with that of other people with similar qualification/experience	485	82.76	100	17.24

As shown in the frequencies and percentages scores, in all the items the respondents viewed salaries as an important factor of job satisfaction. For item 22, about 83% of the respondents agreed that they will be satisfied if their salaries compare favourably with those of their counterparts with similar qualification/experience. For item 19, about 78% of the respondents agreed that they will be satisfied if they

are paid adequately. For item 20, 88%of the respondents agreed that poor salaries cause job dissatisfaction. In the same vein, for item 21, 74% of the respondents agreed that irregular payment of teachers salaries cause dissatisfaction.

TESTING OF HYPOTHESIS

Hypothesis 6: There is no significant relationship between salaries paid to teachers and the satisfaction they derive from the job in Kaduna State.

From the percentage scores for items on salaries paid to teachers, it could be concluded that salaries when adequately and regularly paid, will contribute to teachers' job satisfaction. On the other hand, if salaries are poor and are irregularly paid, job dissatisfaction will set in. In testing the hypothesis, salary was related to job satisfaction by means of the Pearson Product Moment Correlation Procedure. The result is shown in the table below.

TABLE 4.12

CORRELATION BETWEEN SALARIES AND JOB SATISFACTION

VARIABLES	MEAN	SD	DF	R-	R-CRITICAL	P
SALARIES	12.6	1.61	584	0.78	0.08	0
JOB SATISFACTION	19.5	3.01	-	-	-	P<0.05

The table shows the observed correlation co-efficient (r) to be 0.776 at 584 degree of freedom. The corresponding table value of 0.084 at 0.05 probability level of significance. The observed acceptance level is lower than 0.05 (P<0.05). This means that there is significant relationship between salaries

and job satisfaction. The Null hypothesis is therefore rejected.

This implies that salaries paid to teachers is a determining factor among others to the satisfaction derived by the teachers from their job. The higher and the regular the payment, the more satisfaction derived by the teachers from their job. This is indicated by the positive relationship between the two variables.

The result of this study shows that teachers are dissatisfied with the salaries they receive. This researcher is with the opinion that the teachers are justified in their dissatisfaction. This is because teachers' salaries are rather low considering the high cost of living in the country. For instance, a beginning graduate teacher earns N1,500.00 a month. This can hardly sustain him for one week since he has to cater for his family, pay house rent, transportation, medical expenses and children's' education. This therefore explains why teachers agitate for salary increase. Not only is the salary alone but it is irregularly paid or sometimes delayed for months.

In line with the above, Agboola, (1978) observed that delay or non-payment of salaries and allowances has led to teacher attribution to part-time trading, lack of commitment, absenteeism and indolence on the job.

4.6 DATA PRESENTATION ON TEACHERS VIEWS ON THE LINK BETWEEN ALLOWANCESPAID TO TEACHERS AND JOB SATISFACTION

In testing this hypothesis, the two variables; allowances and job satisfaction were subjected to a test using the Pearson Product Moment procedure. The result of the correlation is shown in table 4.14 below.

TABLE 4.14

CorrelationBetween Teachers' Allowances and Job Satisfaction

VARIABLES	MEAN	SD	DF	R	R-CRITICAL	P
ALLOWANCES	12.6	1.61	584	0.78	0.08	0·000
JOB SATISFACTION	19.5	3.01	-	-	-	P<0.05

The observed correlation co-efficient (r) in the above table is higher than the table value (r-critical) at 584 degree of freedom and at the 0.05 significant level. This implies that a significant relationship exist between the variables. The Null hypothesis is therefore rejected.

The impression created by this result is that if the teachers are given allowances regularly, there is the tendency that the satisfaction they derive from the job will increase. Subsequently if they are derived of these allowances, it will increase their dissatisfaction on the job.

This study found that teachers are dissatisfied with the allowances they receive. This is based on the meagre allowances, irregular payment of allowances and inability of the principal to sometimes fight for certain allowances or increase of certain allowances to aid teachers. These allowances supplement basic salary. When it is irregularly paid, or is too small to use for anything substantial

dissatisfaction sets in. In support of the above, Agboola (1978) observed that delay or non-payment of salaries and allowances has led to teachers' attribution to part-time trading, lack of commitment, absenteeism, and indolence on the job. Also, Wali (1989) is with the view that the teachers working condition among other things includes no-payment of teachers' salaries promptly,
delay in giving teachers their annual increments, allowances and other benefits are not given to teachers.

4.9 DATA PRESENTATION ON TEACHERS' OPINIONS ON STAFF TRAINING AMONG TEACHERS' JOB SATISFACTION

TABLE 4.15

Frequencies and Percentages on Relationship Between Training and Job Satisfaction

		AGREE		DISAGREE	
S/no	ITEMS ON STAFF TRAINING	FREQUENCY	%	FREQUENCY	%
25	Teaching will be more interesting to us if seminars/workshops programmes are organised once in a while	494	84.3	92	15.70
26	Teachers in our school will find teaching interesting if they are given chances for personal growth and further training by introducing courses and awarding scholarship to them	492	83.96	94	16.04
27	Lack of opportunity for in-service training makes teaching less interesting to us.	287	48.95	299	51.05

Three items in the questionnaire were selected for training opportunities - items 25, 26 and 27. From the table, with regard to item 25, the respondents tend to agree that teaching will be more interesting if seminars/workshop

programmes are organised once in a while by scoring about 84% in the same trend, the respondents also agreed that they will enjoy teaching if they are given chances for personal growth by scoring about 84%. For item 27, the respondents' scored almost even scores for opportunity for in-service training with 48.95% for agree and 51.05 for disagreement.

TESTING OF HYPOTHESIS: 6 There is no significant relationship between staff training opportunities open to teachers in Kaduna State and job satisfaction.

From the percentage scores for the items on staff opportunities for staff training, it was revealed that opportunities for staff training is a contributing factor of job satisfaction. Staff training and job satisfaction were tested statistically using the Pearson Product Moment Correlation procedure. The result of the correlation analysis is shown in the table below.

TABLE 4.16

CORRELATION BETWEEN STAFF TRAINING AND JOB SATISFACTION

VARIABLES	MEAN	SD	DF	R	R-CRITICAL	P
TRAINING	11.63	1.74	584	0.92	0.08	0·000
JOB SATISFACTION	19.5	3.01	-	-	-	P<0.05

The study revealed that staff were not satisfied with staff training programme. This stems from the fact that teachers sometimes are not informed of a forth coming programme or if they are informed, teachers who are favourites of the principals are nominated to go. Sometimes some

teachers are not paid their salaries if they proceed on full time training programmes. Furthermore teachers are discouraged on the grounds that funds are not available to sponsor them.

In backing teachers' education after extracting from the proceeding of the Nigerian National Curriculum of 8th -12th September, 1969, the National Policy on Education (1981:38), concluded that "teachers education will continue to be given a major emphasis in all our educational planning because no education can rise above the quality of its teachers". It then went on to analyse the purpose of teachers education as:

a) To produce highly motivated, conscientious and efficient class room teachers for all level of our educational system.

b) To encourage further the spirit of enquiry and creativity in teachers.

c) To help teachers to fit into the school life of the community and society at large and to enhance their commitment to national objectives,

d) To provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in their country, but in the wider world.

(e) To enhance teachers' commitment to the teaching profession.

SUMMARY

This chapter focuses on the data presentation on the variables tested. Frequencies and percentages of the variables were computed and the hypothesis were tested using the Pearson Product Moment Correlation Procedure. The study revealed that - teachers are satisfied with their principal's leadership styles and this in effect enhances teachers' job satisfaction. Also, poor school environment, leadership styles and lack of interest of principal in teachers' welfare and lack of teachers' participation in school decision making do not affect teachers' motivation. The respondents also revealed that teachers in Kaduna State have low morale. It was revealed that effective supervision enhances teachers' job satisfaction. It was also found that regular promotion and upgrading lead to job satisfaction among the teachers. Furthermore in the findings, it was revealed that high pay and regular payment of salaries and allowances enhance job satisfaction among the teachers. However, teachers are not satisfied with staff training opportunities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION:

In this chapter, the finding of this study are summarised and conclusion drawn based on the results of the data collected for this purpose. The necessary suggestions and recomendations are provided accordingly. The main objective was to determine whether secondary school teachers in Kaduna State were satisfied or dissatisfied with their work. Also, to identify positive factors that could be responsible for their satisfaction or dissatisfaction.

5.2 FINDINGS ARE SUMMARISED AS FOLLOWS

1. From the opinions of the respondents, it was revealed that teachers are satisfied with their principals' leadership styles and this in effect enhances teachers' job satisfaction.
2. It was revealed that poor school environment, poor leadership, lack of interest of principal in teachers' welfare and lack of teachers participation in school decision making do not affect teachers' motivation. However, lack of teaching materials and job security constitute strong factors of dissatisfaction among the teachers.
3. The views of the respondents revealed that teachers in Kaduna State have low morale; it is an accepted fact

that high morale is a contributing factor to job satisfaction. Thus, one can safely assert that teachers in the state are dissatisfied with their job as a result of low morale.

4. This study revealed that supervision, when effectively conducted in schools, has the tendency of enhancing teachers' job satisfaction. On the other hand, ineffective supervision can lead to job dissatisfaction and lack of interest on the job by teachers.
5. The findings of the study also revealed that regular promotion and upgrading of teachers can significantly lead to job satisfaction among teachers and the lack of these prospects may cause dissatisfaction among the teachers.
6. The study revealed that teachers are dissatisfied with their job. This implies that salaries paid to teachers is a determining factor among others from their job, the higher and regular the payment, the more satisfaction they derive from their job.
7. The findings of the study showed that teachers are dissatisfied with the mode of payment of allowances. Payment of allowances and salaries are irregular. This implies that when allowances are irregularly paid, teachers are unable to meet their personal needs and

financial commitment. It is difficult if not impossible to work on empty stomach.

8. The findings of this study revealed that teachers are not satisfied with staff training opportunities. Sometimes teachers are not informed of programmes coming up and teachers are discouraged on grounds that funds are not available to sponsor them. This implies that staff training opportunity is a strong factor of job satisfaction.

5.3 CONCLUSION

Based on the findings of this study, it can be concluded that secondary school teachers in Kaduna State are not satisfied with their teaching job. This dissatisfaction stems from the following areas: ineffective leadership on the part of the principals, poor motivation, low morale, ineffective instructional supervision, irregular promotion, irregular payment of salaries and allowances, inadequate staff training opportunities and mass retrenchment of teachers. Job satisfaction of teachers in secondary schools in Kaduna state can be achieved if principals provide effective and dynamic leadership, motivate their teachers, more attractive working conditions, ensuretheir high morale, regularly promote them, and regularly pay their allowances as well as make provision for staff to go on in-service training programmes. In line with

the above, Musaazi (1982) states that promotion helps to boost the morale of teachers and motivate them to work harder in the job and lack of it leads to low morale and may result in frustration. Also, Agboola (1978) observed that delay or non payment of salaries and allowances has led to teachers attribution, part-time trading, lack of commitment, absentism and indollence on the job, Abeku (1975) concluded that promotion brings along with it not just more money but mark of recognition of the individuals performance consequently, in order to justify this recognition, the employee puts in more effort in his work.

However, if the recommendations made in this research are implemented teachers in secondary schools in Kaduna state will be more satisfied with their jobs.

5.4 RECOMMENDATIONS

In the light of the findings from this study the researcher would like to recommend the following, which if hopefully adopted and inplemented will enhance the status of the secondary school teachers and their satisfaction from the job. It is also hoped that such implementation will increase the work performance of the teachers. These recommendations are as follows:

1. Salaries paid to teachers should be made comparable to their counterparts in other sectors of the society.

2. A conducive environment should be encouraged within the schools by the appropriate authority for teaching and learning.
3. Teachers should be encouraged by good promotional prospects and up-grading. This will enhance performance and satisfaction fromthe job.
4 Indegenization policies should not be used since it limits the promotional prospects of non-indigens since they cannot become principals.
5 It is recommended that more staff quaters be provided to reduce sufferings of most teachers.
6 The concerned authority should act promptly in the provision of teaching and learning materials in the schools so as to ebhance teachers performance and increase job satisfaction of the teachers.
7. The interrelationship between teachers and the society though cordial, is always one-side with the society looking down on teachers. This is because of the poor conditions of the teaching profession. The authority concerned could improve the teachers status by other fringe benefits which could boost the image of the teachers in the eyes of the public.
8. Training in form of in-service, seminars and workshops and conferences could be organised for teachers periodically. Apart from increasing their job

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APPENDIX I

Dear Respondent,

The information required in this questinnaire is purely for academic purpose. Any information given will be held with strict confidence.

The researcher is investigating factors that contribute to job satisfaction and dissatisfaction among secondary teachers in Kaduna State. Your co-operation in filing this questionnaire is highly solicited.

FACTORS AFFECTING JOB SATISFACTION OF TEACHERS

SECTION A

PERSONAL DATA

Please put a tick in the appropriate box.

1. Name of School.....

2. Age –

20 – 25 Years ☐

26 – 30 Years ☐

31 – 35 Years ☐

36 – 40 Years ☐

41 and above ☐

APPENDIX 1
Summary of Frequencies and Percentages of Questionnaire Items
QUESTIONNAIRE ITEMS

	QUESTIONNAIRE ITEMS	SA	A	D	SD	UD
A.	Effectibe Leadership and Job Satisfaction					
1	My school head respects teachers' views and suggestions					
2	My school managment makes decisions through consultations with teachers					
3	There is regular staff meetings in our school					
4	The communication between the principal and teachers in my school is cordial					
5	Teachers in my school are not satisfied when they are recognised by the school authority					
B.	MOTIVATION AND JOB SATISFACTION					
6	There is poor school environment					
7	There is poor leadership in my school					
8	There is lack of teaching and learning materials in my school					
9	Nonchalant attitude of school head to staff problems					
10	Non involvement of teachers' in decision making					
11	There is lack of job security in the teaching job					
C	MORALE AND JOB SATISFACTION					
12	Teaching will be more interesting to us if seminars/workshop programmes are organised once in a while.					
13	There is adequate teaching materials in my school					
14	The community around my school respects us as teachers					
D	SUPERVISION AND JOB SATISFACTION					
15	Teachers' in my school have less interest in teaching because the management is too rigid in keeping rules.					
16	Supervisors and principals organise and supervise my school well.					
E	PROMOTION AND JOB SATISFACTION					
17	Teachers in my school are given regular promotion prospects					

	QUESTIONNAIRE ITEMS	SA	A	D	SD	UD
18	Lack of promotion or upgrading makes teaching less interesting.					
F	SALARIES AND JOB SATISFACTION					
19	A teacher will be satisfied if he is paid adequately					
20	Poor salaries cause job dissatisfaction					
21	Irregular payment of teachers' salaries causes job dissatisfaction among teachers.					
22	A teacher will be satisfied if his salary compares favourably with that of other people with similar qualification/experience.					
G	ALLOWANCES AND JOB SATISFACTION					
23	Teachers will be more satisfied if salaries and allowances are paid in good time.					
24	Irregular payment of allowances makes teaching less interesting					
H	STAFF TRAINING AND JOB SATISFACTION					
25	Teaching will be more interesting to us if seminars/workshop programmes are organised once in a while.					
26	Teachers in my school will find teaching interesting if they are given chance for personal growth and further training by introducing courses and awarding scholarship to them.					
27	Lack of opportunity for in-service training makes teaching less interesting to teachers.					

STATEMENTS

Tick the factors that cause job dissatisfaction among Kaduna State teachers from the following:

1. Poor salaries
2. Irregular payment of teachers salaries
3. Irregular payment of allowances
4. Lack of opportunity for In-service Training
5. None attendance of conferences, seminars, workshops
6. Poor supervision of inspector
7. Poor school environment
8. Poor school leadership
9. Lack of teaching and learning materials
10. Lack of promotion or upgradement
11. Poormmunicationetween staff and school head
12. Nonchalant attitudes of school head on staff personal problems
13. Non involvement of teachers in decision making
14. Lack of commendation for jobs well done
15. Lack of job security

List five other factors causing job dissatisfaction among teachers in Kaduna State.

1 .....

2

APPENDIX 11

COMPUTATION OF THE RELIABILITY COEFFICIENT

Formula

$$r = \frac{N(xy) - (x)(y)}{(Nx^2) - (Nx)^2 [y^2 - [y)^2}$$

Computation

$xy = 55443$
$x = 858$
$y = 893$
$x^2 = 53552$
$y^2 = 58527$
$x)^2 = 736164$
$y)^2 = 797449$

$(x)(y) = 766194$

$$Z = \frac{14 \text{ X } 7544 - 858 \text{ X } 893}{[14 \text{ X } 53552] - [736144] \text{ X } [14\text{X}58827 - 79449]}$$

$$Z = \frac{776202 - 766194}{[749728 - 736164]\,[819328 - 797449\ ]}$$

$$r = \frac{10008}{[13564][21879}$$

$$r = \frac{10008}{296766756} = \frac{10008}{17226.92} = 0.58095$$

$r = 0.58095$

Applying Spearman Brown formula

$$R = \frac{2r}{1 + r}$$

Where R is the Reliability Coefficient

$$= \frac{2 \text{ X } 0.58095}{1 + 0.58095} = 0.73$$