CAUSES AND CORRELATES OF JOB SATISFACTION AMONG BUSINESS TEACHERS IN TERTIARY INSTITUTIONS IN NIGERIA

BY

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DECLARATION

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

Adebimpe Safurat Salawu

CERTIFICATION

This Dissertation, entitled "CAUSES AND CORRELATES OF JOB SATISFACTION AMONG BUSINESS TEACHERS IN TERTIARY INSTRUCTIONS IN NIGERIA" by ADEBIMPE SAFURAT SALAWU meets the regulation governing the award of the degree of Doctor of Phylosophy of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents who were predominantly an inspiration to my academic success in life and to my children and nieces for their patience and love during the research period.

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ABSTRACT

THE CAUSES AND CORRELATES OF JOB SATISFACTION AMONG BUSINESS TEACHERS IN TERTIARY INSTITUTIONS IN NIGERIA

The study was designed to investigate the causes and correlates of job satisfaction among business teachers in tertiary institutions in Nigeria, with the aim of determining how to influence, motivate and retain them while arresting their constant turnover from teaching to other areas in the industry or parastatals where the pasture is greener, and to aid knowledge in an area where research is scanty in terras of Nigerian situation.

Ten components of job satisfaction and eight demographic variables were used for this investigation.

A total of 700 randomly selected business teachers from 10 polytechnics and 10 universities in Nigeria constituted the sample and 413 subjects returned useable questionnaire for the data analysis. Using frequency scores, discriminant function analysis, one-way analysis of variance contingency tables, the data were analysed and based on the findings, it v/as concluded that business teachers showed satisfaction on all aspecrs of the scale

in varying degrees. Satisfiers identified are Prospects, Recognition, Advancement and Growth opportunity, Social interaction. Administrative policies. Benefits and Job itself. They were dissatisfied with pay, working condition and supervision.

Based on the findings the following recommendations were offered:

1. Interest and experience in work itself were found to be major determinants of satisfaction among Business teachers. It is recommended, therefore, that their recruitment should be from among those showing high interest in teaching.

2. They should be given clear goals in their jobs, minimum supervision and opportunity for maximum participation in curriculum design and development.

3. A legalised private practice would improve their professional and economic welfare and reduce the incidence of high turnover.

4. More Seminars, Conferences, Inservice training and similar staff development strategies would enhance their morale and professional commitment.

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CHAPTER 1

INTRODUCTION

1.1 Background Information

Throughout history, teaching as a profession has occupied a high degree of importance. Yet, the desire fo find effective and qualified teachers has persisted. Aina (1986) reported on the quest for effective teachers and cited efforts dating back to the time of Plato who raised the all important question of how a law can be promulgated to assure effectively trained and devoted teachers. According to him, the Romans adopted Greek educational ideas and concerns about the qualifications and plight of teachers. In 100 AD, Juvenal observed that much was required of teachers but they were held in little esteem and that their rewards were slight. Throughout the Greek and Roman periods, a kind of contempt seemed to exist with attendant negative consequences on the teaching profession.

Wiseman (1973) stressed the need to cater for teachers to make sure that they see their jobs as satisfying, "Tc give full opportunity for all what is required in educational system, there ought to be positive encouragement and hopeful attitude on the part of teachers."

There is need for business teachers to be satisfied with their job as this will signify the degree to which they are identified psychologically with work and direction of their life style.

Ikejiani (1964) said "Education is the greatest instrument man has ever devised for his own progress and the future of any dynamic society depends on its educated man."

At the conference on higher level teacher training held in Lagos, Majasan (1969) lamented the progressive loss of qualified teachers to other businesses. He further argued that, "the general manpower shortage which made it difficult to interest talented people in teaching coupled with poor conditions of service has worsened the recruitment situation."

It was stated in the Ashby Commission report of 1960 that: The professional training of teachers is not the most serious of the problems confronting Nigeria. "But much more serious are the difficulties of securing enough teachers wiith sufficient education ...." The Commission lamented the constant migration of teachers from teaching which might come to be looked upon as a sort of preparation for positions in other sectors

of employment.

Understanding and improving job satisfaction among business teachers is a central problem in the field of education today and more important in the successful administration of educational institutions and business organizations.

Nigeria is now going through a period of self-awareness. It is developing educational policies geared towards meeting the needs of its development. Thus, the need for satisfied indigenous teaching staff at the tertiary institutions cannot be over-emphasised.

The question of getting the youths motivated and prepared to enter and remain in the teaching profession poses great problem for government, business enterprises, higher institutions and other bodies concerned with decision-making in education.

Teachers occupy unique positions in our society. The business teacher, like other teachers, has a weighty responsibility to help students develop to their maximum capacity. He also assists those students who desire to take appointment or work in business organizations to develop those basic skills and knowledge which are required for

securing employment and for keeping the job.

The success of any business programme is largely determined by the objectives of the programmes, including availability of equipment, materials, and a well designed curriculum. Though all these factors are important in their own respect, yet it is generally agreed that apart from a well defined objective, the teacher is the most important factor in education.

Thus, no curriculum however well written and planned, and no equipment however costly, and texts however well written will compensate for a poor teacher. A good teacher will more than offset deficiences in curriculum, in textbooks and in equipment.

The success of the educational system especially the implementation of its objectives depends on the knowledge, skills, motivational morale of its personnel, especially the teacher. If teachers become dissatisfied with their jobs for particular reasons, they could lose interest in their profession and disrupt the main function of teaching. Thus, keeping high morale and satisfaction among teachers requires skillful and steady actions from administrators and leaders.

Indeed, spirited efforts have been made to

reverse negative image with which society has labelled teachers. As early as 301 AD Roman Emperor Diodetain paid four times as much to the Grammar School teacher as to any other personnel with the same qualification, Aina (1986).

Professor Biobaku (1969) once advocated the need "to re-invest teaching with its true majesty as a noble profession."

The Ashby commission (1960) recommended improved conditions of service for teachers in order to confer stability on the teaching profession, yet the problem remains intractable as the needs continue to grow qualitatively and quantatively in the wake of the 6-3-3-4 educational system, and complex dwindling resources which threaten the survival of business enterprises.

1.1.1 Dynamics of Business Teacher Education:

The dynamics of business education are probably rooted in its currency and newness. Business teacher education in its present form is new. Infact, it is not more than 50 years in the United States which can be called its home and where it is firmly enthrenched in the educational system.

Traditionally, the primary objective of business education has been to develop vocational

knowledge and skills needed for initial employment and advancement in a business career. Within the past two decades, another equally important objective has emerged, it is that of general education for all youths in knowledge, attitudes, and skills needed to be effective in economic understanding and communication, through the socio-economic, business subjects. Another recent objective is that of the development of personal use skills. The broader philosophy of business education reflects the dynamism of the subject.

1,1,2 Some Basic Problems:

In order for business education to actually achieve a goal, such a goal must be derived from an overall goal of society. Business teacher education institutions in Nigeria must accept the challenges of a dynamic subject matter, by being original and innovative in curriculum design and methodology. Most importantly however, business education teachers must be proud of their callings. Many are not contented being called teachers of book-keeping or accounting, they prefer the egoistic title of lecturer in accountancy, auditing, finance, management etc.

Of course, Aina (1986) lamented that

"society has not been fair to the profession. Too many people are too ignorant of business education and its teachers, they feel there is nothing scientific about teaching typewriting, communication skills ..." The Federal Government has its own share of the problems, several business schools and business education programmes are mushrooming all over the place without adequate staffing, equipment, pay, recognition, benefits and so on. With all these leading to great dissatisfaction among business reachers and resulting in high turnover, absenteeism and poor performance.

Thus, an investigation of job satisfaction among business teachers will provide information for broader efforts in attracting, retaining and stimulating extraordinary performance and dedication to work among business teachers.

Gessler (1979) remarked that it is no gainsaying that "most adults spend half of their working hours in job-related activities and the satisfaction they derive from their jobs is an important consequence of coming to work as well as major determinants of their behaviour both on and off the job." Therefore, we need information on the concept of job satisfaction in general. Thus

a study of job satisfaction among business teachers in tertiary institutions in Nigeria would help to reveal the degree of level of job satisfaction or dissatisfaction among them. The study would also reveal variables that influence job satisfaction among business teachers and would make suggestions and recommendations that would encourage and enhance the morale and performances of business teachers in such institutions, if they are to be more dedicated, committed and highly productive.

The result of the study will add to the general understanding of job satisfaction and aid in educational policy development in Nigeria.

1.2 Statement of the Problem:

The high rate of turnover among business teachers has been attributed partly to the opportunities opened to them in the business world but the preponderous of literature point to the lack of job satisfaction as the major factor of turnover among businezs teachers.

A further concern for this study stems from the researcher's personal experiences at Ahmadu Bello University over the years. Also of relevance are the relations with several college

and institutions where the investigator is external examiner and in professional organizations where contact with colleagues effords the opportunity to share experiences.

As a senior member of staff and one who often acts for the Head of Department and has had several opportunities to take a major administrative decisions regarding staffing and related problems in the department, the researcher is concerned about the high rate of a staff turnover. It is observed that this turnover usually occurs at end of sessions, and it is prevalent among staff within one or two years recruitment. These departures are common among old and new staff upon completing the Masters degree programme in the department. It is also observed that the departing staff usually seek opportunities in the parastatals and industries where "the pasture is greener" than the teaching field. Equally disturbing is the short notice given by some of the departing staff, and the difficulty in filling the vacancies they create.

Also it is very difficult to attract professional to the teaching profession and even outstanding students who are often invited to

join the Department as Graduate Assistants often opt for the industries rather than remain to teach.

Bearing in mind the numerous courses/and programmes offered to various categories of students in the department and the high student/staff ratio, those few staff who remain are often overworked and express dissatisfaction, on the job.

In the light of the foregoing, the researcher felt concerned about job satisfaction and stability among business teachers. Consequently it was decided that this major problem must be investigated and solutions must be found to arrest the urgly situation.

This study is therefore designed to measure and explain the causes and correlates of job satisfaction among business teachers in tertiary institutions in Nigeria.

Since the Hawthorne studies, there has been an enormous output of work on the causes and correlates of job satisfaction. Locke (1969) estimated the number of studies to be over four thousand.

In the past, most research done on job

satisfaction seemed to be stimulated by a desire to show that job satisfaction is important because it influences productivity. Herzberg, Mausmer, Peterson and Capwell (1975) came to the conclusion that positive job attitudes are favourable to increased productivity.

Recently, however, the theme has been discredited by Greener (1972). Most of the recent studies conducted in the field of job satisfaction have been concentrated in Euro-American organizations. The constant recourse to Western literature and consultation of results of empirical investigation into problems carried out elsewhere may not lead to the solution of our particular values, perspectives of work in any society greatly influences an individuals' attitude towards his work, and as such the circumstances of the locality may affect the nature of job satisfaction in Nigeria. It is therefore essential that a study be conducted with Nigerian workers in Nigerian environment.

There are limited studies conducted in this field in Nigeria. They include, but not limited to those of Ikejiani (1964) Wiseman (1973) Anikpo (1981) Fagbamiye Oni (1981), Olaniyan (1980), Oladebo (1978), Faniyan (1982),

Odunlami (1985), Ande (1985).

Though these studies investigated different factors militating against job satisfaction among teachers and other workers in Nigeria, they are dificient in submissions on the factors influencing particularly business teachers's job satisfaction. They, therefore, neglect this important area and segment of teachers in the profession. In general, this study will lead to a knowledge in the field of job satisfaction and would in particular enhance knowledge of job satisfaction among business teachers in our universities, polytechnics, and colleges of education.

In seeking a solution to the problem, therefore, the study will measure the influence of job satisfaction on the performance of business teachers in tertiary institutions in Nigeria, it will measure the degree of satisfaction among business teachers on ten component scale of job satisfaction. Work-itself, recognition, achievement and growth opportunity, pay, supervision, social-interaction, working conditions, benefits, administrative policies, and prospects. In so doing, the researcher would also establish variables that are responsible for

dissatisfaction among teachers, with a view to exposing the reasons for incessant staff turnover, poor performance on the job and provide a penancea for boosting the low morale of those who remain on the job.

1.3. Purpose of the Study

The purpose of this study is to add to knowledge in a field where research is scanty as regards the Nigerian situation.

It would show how to influence job satisfaction by taking into account individual differences and modifying situational determinants of job satisfaction. In addition, the study will:

1. Aid the understanding of job satisfaction
2. Make recommendations as to ways of improving job satisfaction as well as the quality of life;
3. Open up areas for further research in this field and stimulate the interest of other scholars to carry out further studies in a related field.

1.4 Hypotheses

In undertaking this study, two questions become inescapable:

1. To what extent are business teachers satisfied with their jobs,
2. What factors influence the job satisfaction of business teachers in polytechnics and Universities?

In order to answer these questions, the following hypotheses have been postulated:

1. Satisfaction from pay is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.
2. Satisfaction from work itself is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.
3. Satisfaction from prospect is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.
4. Satisfaction from supervision is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

5. Satisfaction from social interaction is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

6. Satisfaction from recognition is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

7. Satisfaction from benefits is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

8. Satisfaction from achievement and growth opportunity is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

9. Satisfaction from working condition is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

10. Satisfaction from administrative policies is independent of job s satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

11. The level of satisfaction over the scales will be equal for male and female business teachers.

12. Subjects who are over thirty years of age will have equal satisfaction with those younger (less than 30 years).

13. Subjects who are married have equal satisfaction on the scales as those who are not married.

14. Subjects who entered the teaching profession because of economic interest have equal satisfaction with those who entered because of interest in the profession.

15. Satisfaction on the scales for those with less than eight years of teaching experience is the same as for those with more than eight years experience.

16. Satisfaction in all the scales is equal for both polytechnic and university teachers.

17. Satisfaction on the scales for non-degree business teachers is the same as those with degrees.

18. Satisfaction on the scales for business teachers with less than three children is equal to those with more than three children.

1.5 Background and Significance of the Study

Aman's job is a source of social identity and often determines his life style, job pride and satisfaction of teachers are necessary in the socio-economic transformation of the society. This is even more so with business teachers who are prone to being attracted to industry and commerce.

Studies abound on factors affecting productivity yet complete job satisfaction eludes workers in general and business teachers in particular. This problem is a motivator for the researcher to contribute to the need for and retention of qualified business teachers in tertiary institutions in Nigeria.

1.6 Concept of Job Satisfaction

Job satisfaction has been conceptualised primarily within psychological frames of reference. Herzberg, Mausner, Peterson and

Campbell, (1957) began their comprehensive review of job attitudes and satisfaction with the pessimistic observation that: "The very job satisfaction lacks adequate definition." Katzell, (1964) noted that, "It has often been remarked that the term job satisfaction is employed in a variety of ways."

Job satisfaction is considered important not only for humanitarian reasons but also because it has been held that the worker who likes his or her job will work with efficiency and enthusiasm. Therefore, considerable opinion has been expressed and research conducted concerning job satisfaction.

Hoppock (1935) conducted a study comparing satisfaction and dissatisfied teachers. Later, Herzberg and his associates developed a comprehensive theory of job satisfaction that has led to numerous studies. The theory made a distinction between two sets of job factors, one set related to the actual doing of the job, the other content, relates to the intrinsic aspects of the job. The factors are called motivators and include recognition, achievement, responsibility, advancement, and work-itself. The other set is related to the environmental setting or extrinsic factors of job. These are

called hygience factors and include salary, administrative policies, possibility of growth, inter-personal relations, supervision, working conditions, status, security, and personal life.

The effect of job satisfaction on achieving organizational goals and on improving the productivity of people working in private and public organizations has been recently attracting attention. According to Lawler (1972) recent interest in job satisfaction ties indirectly with the rising concern in many countries about the quality of life, and that there is an increasing acceptance of the view that marital possessions and economic growth do not necessarily produce a high quality of life. He contends that job satisfaction is one measure of the effective quality of work life in organization. Therefore, jobs satisfaction is worthy of understanding even if it does not relate to performance.

Job satisfaction constitutes one dimension which has received considerable attention for the purpose of understanding the individual worker and the working environment. Accumulative evidence seems to suggest that the workers' perception of himself or herself

and his/her organisation has an effect on personal adjustment, commitment to work and job productivity.

Job satisfaction contends that management has to regularly seek feedback from its employees as to their feelings towards the administrative policies and working conditions. This feedback, according to Imphong (1974) helps management to recognize their weaknesses, come up with solutions and launch improvements. Personnel policies, rules and regulations are intended to facilitate the employment and utilization of qualified personnel who are satisfied with their work.

In light of the above, there must be a periodic review of survey of morales, attitudes, and feelings of satisfaction in order to find out changes if any in their feeling of satisfaction or dissatisfaction.

Lawder III (1973) observed that:

> . . . compared to what is known about motivation, relatively little is known about the determinants and consequences of satisfaction. Most of the psychological research has not been concerned with the kinds of effective reactions that people experience in association with or as a result of motivated behaviour.

Hoppock (1935 & 1939) in his monograph on

job satisfaction, the Eastern Electric Studies and Roethsberger & Dickson (1939) emphasised the importance of studying the attitudes, feelings, and perceptions which employees have about their jobs.

Through interview with 20,000 these studies show that employees have strong effective reactions to what happens to them at work. This study reveals that effective reactions cause certain kinds of behaviour such as strikes, absenteeism and turnover.

Since the last 30 years, numerous studies have been done on job satisfaction. Usually, the studies have not been theoretically oriented. Instead, researchers have looked at the relationship between job satisfaction and factors such as age, education, job level, absenteeism rate, productivity and so on. Much of the research seemed to be stimulated by a desire to show that job satisfaction is important because it influences productivity. Underlying the earlier view on job satisfaction was a strong belief that "Happy workers are productive workers."

Recently however, this theme has been disappearing and many organizational

psychologists seem to be studying job satisfaction because they are interested in finding its cause

Dessler (1979) observed that the recent interest in job satisfaction also ties indirectly with the rising concern in many countries about the quality of life. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Recognition is now being given to the importance of the kinds of affective reactions that people experience and to the fact that these are not always tied to economic and material accomplishments. However, job satisfaction is one measure of the quality of life in organisations and it is worth understanding and increasing even if it does not relate to performance.

Satisfaction if related to absenteeism and turnover could be very costly to organizations. Thus there is a practical economic reason for organisations to be concerned with satisfaction since it can influence organizational effectiveness

Dessler (1979) defines job satisfaction as "the degree to which one's important needs for

health, security, nourishment, affiliation, esteem and so on are fulfilled on the job or as a result of the job."

The most noticeable early conceptualisation of vocational satisfaction was given by Hoppock (1935) who defined satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person to say, "I am satisfied with my job."

Ginzberg, et al, (1951) identified three different types of satisfaction at work. First, there are intrinsic satisfaction which comes from two sources:

1. The pleasure which is derived from engaging in work activity.
2. The sense of accomplishment which is experienced from meeting social stands of success and personal realization of abilities through achievements.

Second, there are the con-commitant satisfaction which are associated with the physical and psychological conditions of a person's work. These would include clean plant, fringe benefits, enjoying congenial co-workers

etc., and

Third, there are the extrinsic satisfactions which are the tangible rewards of work i.e. pay and bonuses.

Viewing job satisfaction within the context of the organization or social system, Bullock, (1953) defined it as:

> . . . an attitude which results from a balance and summation of many specific likes and dislikes experimented in connection with the job. This attitude manifests itself in the evaluations of the job and the employing organizations. These evaluations may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organizations to these ends. Thus, a worker may like certain aspect of his work yet thoroughly dislikes others.

In this regard, Bullocks' definition resembles Hoppock's. But Bullock (1952) adds that:

> The factors moulding or shapping .... (satisfaction) are to be found in the social pressures and influences of the formal structures, its culture and status systems, the informal structure of the work groups, its culture and its status systems, and in the community, and associations of the employee.

Smith (1963) and her associates at Cornell University gave a more comprehensive concept. They observed that:

> Satisfaction is a product of other variables, rather than a cause in itself. It may even be regarded as only an epip phenomenon. Its possible that feelings of

> dissatisfaction or satisfaction occur only when a question is asked of the individual or when circumstances pose potential alternatives (favourable or unfavourable) to him which require him to make an evaluation. The feelings of an individual about various aspects of his job are not absolute, relative to the alternative available to him.

On the basis of this assumption, job satisfaction is defined as an affective state which is "a function of the worker's present job on one hand and his frame of reference and his adaptation level on the other."

Some researchers further pointed out that job satisfaction may be better defined if its dimensions are clearly understood . . . in discussing the problems of job satisfaction, Korman (1971) stated that job satisfaction consists of, the following five levels:

(a) Overal satisfaction;

(b) Satisfaction with various aspects of the job; such as pay, work itself, supervision, growth opportunities etc.

(c) Satisfaction with specific individual needs or goals;

(d) The level of aspiration of needs and goals.

(e) The strength of a particular aspect to the individual.

Concern for the interest of the individual by management is an important value to its organization. Sortain and Tate (1954) indicated that management serves its enterprise as it serves the interest of its employees when it shows interest in the individual personality of the workers. Good working conditions, high morale are important values to the executives because it has been shown that those things as wages contracts, retirement plans, bonuses, incentives and the like are of high value to employees.

Wernimont (1972) believes that relationship among job variables can be more effectively studied and expanded when overall job satisfaction is viewed as a system.

In his own contribution, Stephen (1972) pointed out that the success of any organization in a competitive, democratic society depends upon the productivity of employees as well as satisfaction which they derive from their jobs, fellow workers, management and reward system of the organization. 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 administrative qualities of superiors.

Some experts have viewed job satisfaction as a station arrived at only through a good organizational climate, that is, conducive to high level performance, Hutter (1975) from a humanistic management stand-point, believes that the beginning point in human governance is the establishment and maintenance of a positive working environment that is capable of enhancing employee's job satisfaction. Thus, humanistic managers should be supporting individual success which is only experienced in a positive working climate.

Satisfaction has also been operationalized as a discrepancy. Porter (1961) defines satisfaction as the differences between "How much is there now" and "How much should there be". The differences between these items are computed and are summed across the job facets to yield a measure of overall satisfaction.

In the Minnesota studies of work adjustment, Lofquist and Davis (1969) defined satisfaction,

in the need fulfilment terms as a " . . . correspondence between the reinforcer system of the work environment and the individuals' needs."

Locke (1963) also argues for the use of a discrepancy equation. He believes that only unfulfilled desires can cause dissatisfaction and that satisfaction is the result of comparison between fulfilment of desires or ideals.

In order to determine the extent to which the operational measures of satisfaction that were reviewed are infact measuring the same thing, Wanous and Lawler III (1972) collected data and reported on the relationship between each of the definitions and the two traditional measures of overall job satisfaction. The results show that all the operational definitions of job satisfaction do not yield emperically comparable measures of satisfaction. Several of them correlated better with an overall rating of job satisfaction and with absenteeism than did the others. A convergent and discriminant validity matric analyzis suggested that it is possible to validly measure people's satisfaction with different facets of their jobs.

Despite the proliferation of studies and

considerable interest, our understanding of the causes of job satisfaction has not advanced at a pace commensurate with the level of conciousness which proceeds from the achievement of one's values. Although job satisfaction has been defined in many ways by many people, some of the definitions are largely verbal in nature. What Underwood, (1957) calls literary definitions and others operational are somewhere in between relatively general and unrefined attempts to give meaning to the experience which workers report as satisfying and dissatisfying. While it is acknowledged that a universal definition may be difficult to comeby, the findings of most researchers seem to find accommodation in the fact that job satisfaction can be viewed as a multi-dimentional phenomenon in that several different components have varied from study to study and according to research method. Job satisfaction improves employees morale, diffuses tension between workers and management and leads to organizational effectiveness.

1.7. Theories of Job Satisfaction

According to Griffiths, (1957) theory increases understanding of a phenomenon and it reveals its uniformities which enable people to

predict according to established criteria, they also provide gides to action.

Sheldon (1951) suggested that another function of theory is "making it possible for researchers to derive logial relations and achieve new knowledge. Prominent among the relevant theories are Expectancy theory; Equity theory and the two factor theory;

(a) Expectancy theory: Vroom (1964) propose the expectancy theory of work motivation. His framework shows that the motivational force that an individual exerts on the job is a function of:

(1) The perceived expectancy that certain outcome will result from a particular behaviour.

(2) The valence for these outcomes. According to Vroom, the valence of an outcome is in turn a function of its instrumentality for obtaining other outcomes, and the valence of the outcomes.

In support of this theory, Mitchell's (1974) research on the theory revealed that:

(1) the dimensions of effort-to-performance and performance-to-reward expectancies

have been generally shown as being positively related to the individual outcomes of performance and satisfactions.

(2) personality variables appear to have an effect on an individual's expectancy and valence perceptions.

Similarly, Wofford (1977) conducted a study on the relationship of job satisfaction to motivation and performance using the expectancy model, and found that job satisfaction is highly related to the extent to which a person's job-related needs are met. He concluded that expectancy theory of job satisfaction means that satisfaction is related to expectation and not to performance.

(b) Equity Theory: Equity theory was postulated by Adams (1963 & 1965). He argued that satisfaction is determined by a person's perceived input-output balance in the following manner:

The perceived equity of a person's reward is determined by his input/output balance. This perceived equity in turn determines satisfaction and dissatisfaction results when perceived in-equity or discrepancy exists. Thus,

satisfaction is determined by the perceived ratio of what a person receives from his job relative to what a person puts into his job. The theory also emphasis that over-reward leads to feelings of guilt, while under-reward leads to feelings of unfair treatment. Inputs are such things as efforts, guilts, education and task performance which an individual employee brings to or puts into the job; outcomes are those rewards such as pay, promotion, recognition, achievements and status that result from task accomplishment. He argued further that a discrepancy or inequity exists when a person perceives that the ratio of his/her job outcomes to job inputs as compared with a reference person's outcomes to inputs are unfair or inequal. This inequity creates a state of tension which individual tries to reduce.

(c) Two-factor theory: Mausner and Synderman (1959) presented the "motivation-hygiene" theory; they stated that satisfaction and dissatisfaction do not exist on a continum running from satisfaction through neutral to dissatisfaction. Rather, two independent continum exists, one running from

satisfaction to neutral and another running from dissatisfaction to neutral. Secondly, different job facets influence feelings of satisfaction and dissatisfaction according to the authors.

People attribute their satisfaction to certain aspects of the job and they attribute their dissatisfaction to aspects different from those connected with job satisfaction. Job satisfaction factors are called motivation factors and they deal with individuals' need for self-actualisation, advancement, recognition, achievement, growth opportunities, and work itself. These factors lead to positive attitudes. The job dissatisfaction factors are called "Hygience factors" and deal with the environment of work, (organisation policy and administration, peer-relationships, supervisory relationships, salary, working conditions and opportunity for personal growth).

Mausner et al (1959) suggested that the problems of dissatisfaction and poor performance can be prevented if the needs involved in the hygiene factors are satisfied. Savage, (1967) replicated Herzberg's study with teachers in Gorgia using the interview technique. The

results of the study generally supported Herzberg's theory with few exceptions; the most obvious of which was that good interpersonal relations especially with students, were a motivational rather than Hygiene factor.

Clarke (1976) conducted a study to determine sources of teachers job satisfaction and dissatisfaction based on the theoretical studies of Herzberg. Using their internal job factors, (recognition, achievement, work itself, advancement and responsibility) and external factors (salary, company policies, technical aspects of supervision, interpersonal relations in supervision and working conditions). He found that internal factors are more related to satisfaction while external factors were 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 performances would improve if they are less dissatisfied 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.

This concern about the quality of life has led to various job enrichment programmes in many organisations. Job enrichment is an approach to job design that attempts to make tasks more intrinsically interesting, involving and rewarding.

A major pioneer in this field is Herzber's (1968) "two-factor theory of work satisfaction". Attempt at job enrichment using this approach aim to increase the amount of satisfaction an individual attains from his job by vertical loading of the task. Vertical loading tries to enrich the job with factors that Herzberg characterised as motivator-achievement, recognition, increased responsibilities, opportunities for growth and achievement.

Hackman and Oldham (1975) offered a theory of job enrichment that attempt to make jobs more challenging by adding such dimensions as veriety, autonomy, feedback and control. They predicted that such enrichment will lead to high job satisfaction, high quality of work and better attendance.

Most adults spend a great part of working hours in job related activities and the

satisfaction they derive from their jobs is an important consequence of coming to work, as well as a major determinant of their behaviour both on and off the job. Occupation and work is one of the main components of the psycho-social environment. Dessler (1979), found that "such occupational psychosocial stress is qualitative under load, qualitative over load, forced speed and time pressure, lack of control over circumstances, and conditions of work and role conflicts affect worker's well-being and health and that work stress modified workers' life styles."

Work stress is known to influence the on-set of cadiovascular disorder, and mental disorders. What happens to people during the working day has profound effects both on the individual employee's life and on the society as a whole. As such, these factors cannot be ignored if the quality of life in a society is to be high.

Although studies of job satisfaction have failed to show any consistent clear-cut relationship between satisfaction and job performance. Brayfield and Crockett (1955) and Greene (1972) highlighted the effect of job

satisfaction on matters of economic importance such as, voluntary turnover, absenteeism, grievances and unionisation all of which can be very costly to organisations.

Job satisfaction is a major measure of the quality of life in an organisation and society at large and as such it is worth understanding and increasing among business teachers.

Orpen (1978) said "job satisfaction also leads to non-job satisfaction. In that, being satisfied with one's work seems to make most people more satisfied with their non-work endeavour as well."

Many contemporary writers believe that workers have what amounts to an inalienable right to be able to satisfy important personal needs through their experience in the organisation, and indeed, "employee satisfaction" is a variable cornerstone of the human relations and organisational behaviour movement.

There is conflicting evidence as to whether employees today are more or less satisfied with their jobs than were their counterparts of five or ten years ago. Much

of the evidence suggests that workers are less satisfied today and the main reference here is work in America, published by the Department of Health Education and Welfare. This report argues that there is a growing problem of job alienation because an increasing younger and better educated labour force cannot derive the self esteem and sense of meaning and purpose that work should provide. As a result, it concludes that job satisfaction is decreasing.

Those who remain are seeking redress through various professional avenues. Apart from labour unionism under the general umbrella of the Nigerian Union of Teachers (NUT) and ASUU, such other organisations as the Nigerian Vocational Association (NVA), the Nigerian Association of Business Educators (NABE) and numerous business education students association have recently emerged. While the professional objectives of these bodies are emphasized in their various constitutions, their unionist tendencies and activities directed at improving the lots of their members through the collective approach cannot be discounted.

The criticism of education has brought with

it a reduction in the status of the teaching profession. The effect of this on the faculty has been worsened by the changes in career rewards and responsibilities brought about by the economic problems facing higher institutions. Institutions can no longer overlook the needs of their faculty. A reform of the academic reward system is needed to boost teachers' morales and enhance their job satisfaction.

Delatre, (1981) opinedd that the work of teachers and administrators, should ideally provide exceptional opportunities for personal fulfilment. These professional teachers, increasingly face diminishing income, negative public opinion and a growing number of under-prepared and undisciplined students. Though a need exists to weed out the small number of descructive, self-serving teachers, steps must be taken to ensure the professional survival of those in this demoralising work environment who take their work seriously.

To a great extent, this survival depends upon sound administration to effectively bring together the diverse interest of today academic community.

According to most experts, the primary responsibilities of higher institutions to society are teaching, research and services. The task related to these three prominent institutional goals cannot be properly executed in an undesirable atmosphere.

Similarly, Aluko, (1983) asserts that:

> The attainment of these objectives is hindered if academic organisation do not adopt systems of having faculty with appropriate levels of talents and skills in the right job, at the right time, performing the right activities, in the right environment. Unlike most industrial organisations, universities and polytechnics, particularly in the developing societies today, are becoming more performance oriented than employee satisfaction oriented.

Glueck, (1979) attempts to represent employee performance by a formula that human performance equals ability multiplied by motivation. Most management experts have found that managers over emphasize the ability scale of the equation. That is, managers, too quickly attribute failure to lack of ability, this notion is not limited to industrial organizations, it is common too, in institutions of higher learning. Contrary to this view, Glueck believe that failure is often the result of lack of motivation. A person who is

somewhat deficient in ability can compensate for his deficiency through higher motivation leading to hard work.

The fact that there are significant differences in the levels of employees' job performance in their respective organisations cannot be disputed. This assertion, however, in argumentative terms, raises a question. To what extent can be attributed the difference among academic staffs in job performance and their overall contribution to the educational organisations in which they are employed? Differences in performance among people doing the same kind of work, according to Vroom and Acci, (1970) are reflections of differences in ability and motivation.

These two factors, skills and levels of motivation, are critical to organisational efficiency, effectiveness and improved job performance.

Concerning Nigerian Universities today, Olaniyan (1980) asserts that "complexities embodied in the administration and management of these universities make the experience of students and lecturers painstaking."

Further observations reveal that the working environment of Nigerian Universities today has changed dramatically from what it was in the past. In order to provide creative work situations among university and polytechnic lecturers, it is necessary that their working environment improves so as to satisfy their social and emotional needs.

The traditional academic setting pervading organisational climate in universities in most advanced countries also characterises the premier universities in Nigeria especially in their early years of establishment. As attested to by many scholars it has not been possible for various reasons to sustain the momentum.

Majasan (1969) had once drawn attention to the fact that the teaching profession is losing its qualified teachers to other businesses at a time when it is unable to attract capable and interested youths. He lamented that most of those attracted are the ones who cannot succeed in other jobs and therefore take up teaching.

Biobaku (1960) also emphasised the poor situation of the drift from the teaching profession and expressed the need to reinvest

teaching with its true majesty as a noble profession.

Fafunwa (1969) argued that the teaching profession has not been able to command the respect it deserves, and that it has been for many Africans a means to an end rather than an end itself. Ikejiani (1964) noted that:-

> Education is the greatest instrument man has ever devised for his own progress and the future of any dynamic society depends on its educated men. To him the success of any business education programme in terms of availability of text books, equipment, well-designed curriculum, etc., may be important in their own aspect, but the teacher will more than offset deficiencies in curriculum, in text books and in equipment.

In the same view, Wiseman (1973) stressed the need to cater for teachers, to make sure that they see their jobs as satisfying. "To give full opportunities for all what is required in the educational system, there ought to be positive encouraging and hopeful attitudes on the part of teachers".

Awojobi (1974) wrote, "I often wonder of all profession, the teaching profession has always been one of the most neglected, the most taken for granted of all occupations." He further remarked that teachers resign or desert

teaching profession and many of those who stay are very frustrated with zero job satisfaction. The Ashby Commission (1960) once noted the withdrawal of teachers from the teaching profession and said:

> There is an awareness of the constant migration of teachers away from teaching so that the continual turnover of teaching staff may come to be looked upon as a sort of preparation for position in other sector of the employment. The professional training of teachers is not the most serious of the problems confronting Nigeria in its teaching profession, but much more serious are the difficulties of securing enough teachers with sufficient education and retaining them in the profession. The position could be alleviated by improving the conditions of service and other measures which could help confer stability on the teaching profession.

In addition to the motivation derived from these concerns, the recommendation by Oni (1978) for a study of lecturers satisfaction in Nigerian Universities was of particular inspiration. Oni was of the opinion that the outcome of such studies would be useful for comparative purposes and for generating a common measure of what faculty seek from the jobs.

Oni's study examined the factors that influence the job satisfaction of lecturers in one of Nigerias' institutions of higher learning.

He also examined the various aspects of a measure of their work. He made suggestions that research efforts should continue to determine the precise nature of job outcomes that people work for.

According to Carlisle (1972) the ideas of Fayol and Weber which resulted in the classical principles of organization are no longer generally applicable to all human organisational conditions. He contended that the organisational principles are not only structurally too rigid and too static but also have limited effects on individual creativity and commitment to academic.

Today, it appears that the environment of universities and polytechnics in Nigeria can no longer be looked upon as stable. Unlike in the past, the academic climate in Nigeria leaves much to be desired. Much more is expected of this type of environment. It should offer more incentives, more encouragement and more dynamic challenge to faculty at all levels. What lecturers constantly experience in the academic institutions appear to be causing them to accept employment elsewhere.

The issues which tend to hinder individual

growth and development in organisations appear to be inadequate conditions of work. These issues according to Nwankwo (1976) also seem to generate inability of management to retain efficient and competent personnel.

The apparent lack of opportunity for individual development existing in the universities cast doubts in Adesola's (1979) mind about the retention of graduates in academic careers. He contends that "retaining them depends upon rewarding atmospheres and favourable conditions of service being created to ensure adequate financial rewards and job satisfaction." Otherwise, he further argues "these graduates may be easily lured away by the greater attractions of the private sector."

Faniyan (1982) in a study of business education teachers job satisfaction in Kaduna State found that these teachers were dissatisfied with their salaries, administrative policies and mode of advancement and inadequate text books. She observed that the respondents were satisfied with supervision, working conditions and inter-personal relations and their responsibilities. She recommended that students should not be placed in care of teachers who are dissatisfied with their

job and who would probably turn elsewhere when they become real assets to the schools. She recommended further that encouragement should be given to teachers to seek more educational training and that educational authorities should improve on the fairness and efficiency with which they handle teachers' grievances.

Oladebo (1978) found that teachers expressed satisfaction with teaching as a job and with their responsibilities, supervision and personal interactions with principles, students/coleagues. They expressed dissatisfaction with advancement procedures which they consider as the actual potential for improvement in their status or position.

On the basis of these findings, he recommended that only interested individuals be recruited in to the teaching profession, and that more women graduates should be encouraged to enter the profession. He opired that working conditions and other professional activities and meaningful incentives are needed to encourage and motivate teachers.

The task of getting young men and women motivated and prepared to enter the teaching profession, and retaining those already in the

profession must take into cognisance the way the present business teachers feel about teaching.

This can be achieved through an investigation of the causes and correlates of job satisfaction and dissatisfaction among business teachers in matter and consequently the significance of this research.

Although studies have been conducted concerning teachers' satisfaction/dissatisfaction, no study has been specifically designed and conducted in Nigeria, regarding the causes and correlates of job satisfaction of business teachers in tertiary institutions (polytechnics/ universities) in Nigeria.

A better understanding and identification of the variables and aspects of the teaching job that contribute to business teachers satisfaction/ dissatisfaction could have important implications for university and polytechnic authorities, government, administrators, education experts, scholars and the country as a whole, in terms of job satisfaction evidenced by performance, institutional effectiveness and ultimately, the quality of education that polytechnic and university

students receive in Nigeria.

1.8 Need for the Study:

In recent years, there has been high frequency of labour turnover, absenteeism, poor performance, poor attitude to work and grievances among business teachers in tertiary institutions which are manifestations of dissatisfaction.

In view of this, many good business teachers have joined other fertile establishments that are committed to their well being and satisfaction.

Thus, the need for this study arose as an attempt to find answers to two central questions which have become inescapable.

1. To what extent are business teachers satisfied with their jobs?
2. What factors influence the job satisfaction of business teachers in polytechnics and universities.

Many hypotheses were postulated and tested to find meaningful causes and make recommendations to all concerned authorities to minimise and totally correct the incessant staff turnover in polytechnics and universities among business teachers, with a view to enhancing the image of

the teaching profession in general.

1.9 Scope and Delimitation of the Study:

1. The sample (randomly selected) include ten universities and ten polytechnics in Nigeria.

2. The study included only teachers teaching business subjects in universities and polytechnics. (Tertiary Institutions).

3. The study was based on ten job satisfaction scales and other measures of satisfaction and dissatisfaction.

1.10 Basic Assumptions:

It is assumed that:

1. Items used for the job satisfaction scales are adequate for the study.

2. Teachers would provide adequate and accurate responses for analysis.

3. Teachers who respond to the instruments are representative of the total population of business teachers in universities and polytechnics because they have been randomly selected for inclusion in the study.

1.11 Definition of Terms:

Job Satisfaction: The pleasurable emotional state resulting from the appraisal, of one's job as achieving or facilitating the achievement of one's value.

Dessler (1979) "The degree to which one's important needs for health, security, nourishment, affiliation, esteem and so on are fulfilled on the job or as a result of the job." It refers to how happy a person is with his or her job.

Job Dissatisfaction: The unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's value or as entailing disvalues.

Job Satisfaction Scale: The general categories of job satisfaction items that fall into the ten scales as used in the study to measure business teachers' satisfaction: They are:

Work Itself: The actual work performed in teaching. Including how interesting it is, its' difficulties, amount, chances for success and control, pace and methods.

Pay: Financial reward, including salary amount, fairless or equity, methods of pay and

allowance or increments.

Recognition: Expression of praise and appreciation for teachers and their jobs, credit for achievements and accomplishments and criticisms.

Growth opportunities and security: Oppertunities available to business teachers through professional supportive policies, actions activities such as training, study leave, financed conferences, workshops, and seminar attendance, initiated by the Federal Ministry of Education, its agencies or the universities/polytechnics or the teachers themselves to excel, achieve and grow on the job.

Promotions: Including opportunities for improvement of status or position, fairness of, and basis for.

Responsibility: Being able to stick to any job assigned to the teachers as a result of their perseverance, determination and reliability.

Supervision: The boss style human-relations, tactfulness and administrative skills.

Co-workers: Nature of interpersonal relation in terms of social and professional interactions that takes place between business teachers and

other teachers. The confidence, helpfulness, friendliness of other colleagues/students or authorities.

Working Conditions: Adequacy, quality, among of facilities, equipment, instructional materials physical conditions of work environment, office accommodation and lecture rooms.

Management: The institutions concern for employees as well as pay and benefit policies.

Benefits: Such as pension, medical, annual leave, paid vacations.

Tertiary Institutions: Universities, and Polytechnics.

Degree: A university graduate with bachelor of Arts or Science, Master of Arts or Science and Doctoral degree.

Non-Degree: A well qualified graduate of higher educational institutions other than a degree programme of a university, with certificates such as National Diploma, and Higher Diploma.

Business Teachers: Any teacher who is in the department where business subjects are offered provided he/she teaches business subject.

Business Subjects: They are commercial subjects in the fields of marketing, accounting

and management and related subjects taught in a department of business.

1.12 Organisation of Chapters:

The remainder of the chapters is organised as follows:

Chapter II: Presents a review of the related literature on job satisfaction concepts of job satisfaction, faculty development and management practices in Nigeria, causes and correlates of job satisfaction and a summary of the chapters.

Chapter III: Describes the methods and procedures that were utilized in the collection of the data for this study, nature and selection of the population of study, description of the instruments used and the analysis of the data.

Chapter IV: Reports the statistical and descriptive analysis of the data and the findings of the study.

Chapter V: Contains summary, conclusions and recommendations based upon the findings in Chapter four.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The number of studies on job satisfaction is legion. It would be impossible to review them all here and it would be unadvisable, since many of them are quite old and only of historical interest,others are commentaries which deal with neither theory nor research, and a large number are methodologically unquestionnable. However, an overview of these studies is essential in order to gain a perspective on the research which has been conducted on satisfaction over the years to draw any conclusions which appear to be justified.

As a result of lack of research in the area of causes and correlates of job satisfaction among business teachers in tertiary institutions in Nigeria citation from specific studies with Nigeria flavour are limited.

However, the materials reviewed include books, journals, articles, newspaper accounts. Literature from professional organisations, reports, reports from constituted commissions and

other accounts deemed relevant for the fulfilment of the purpose of this study.

The review of literature is undertaken to provide an understanding of the causes and correlates of job satisfaction among business teachers in tertiary institutions in Nigeria.

The sequence of this presentation is:

(a) Faculty and management practices in Nigeria.

(b) Correlates and causes of job satisfaction.

(c) Other factors of job satisfaction.

(d) Summary of job satisfaction among teachers.

2.2 Faculty and Management Practices in Nigeria:

Today, it appears that most universities and polytechnics are caught in an increasingly difficult dilemma. Strong demands are being made for the establishment of new curricular and courses offerings. All of these are for the improvement and expansion of existing programmes and services to the nation in which such institutions are established. Academic staff are obviously the agents of these changes, yet many environmental constraints in terms of management practices of these institutions appear to be

limiting professional advancement.

Akintunde (1981) opined that:

> In its quest to improve the socio-economic and political standard of a society, no higher educational enterprise is likely to succeed without an adequate highly qualified and advancement oriented academic staff.

Akintunde perceived the need to reward individual efforts, decries Nigeria's national universities commission's (NUC) directive to curtain advancement of academicians. He describes it more "as a dangerous and demotivational attempt to strangle the university community."

The NUC's circular states that "Not more than 15 percent of the academic staff of a university should be full professors and readers and not more than 20 percent should be senior lecturers. Akintunde argues that such a constraint on faculty advancement will only be demoralising but will as well paralyse Nigeria's higher educational institutions as well as bring them to ridicule in the international community.

It seems that the directive seeks to limit the number of full professors and senior lecturers in each faculty of the universities and consequently slow the pace of their progress.

In this connection, Adeyemo's (1979) view seems to be positive in a proposal made for the growth and advancement of members of staff to the faculty of Business Administration at the University of Lagos. Alarmed at the shortage of academic staff both in terms of quality and quantity, he noted that a large number of existing staff in his faculty are inadequately trained for the task of teaching and research in the university. He observed that this type of problems especially affects the morale of lecturers in addition to lack of promotions and confirmation of appointment.

It is observed that the situational problems expressed by Adeyemo are rampant in other unviersities in the country especially among business teachers where there is a higher turnover. Young recruits often bolt away into industries looking for greener pastures because as they often argue, the lack of fellowship, promotion, limited position at the top and poor working conditions make them dissatisfied and demoralised.

Reacting to this situation, Adeyemo (1979) lamented that the university expects continued competency in terms of teaching, research and

publications from people who have never been trained to bring forth these fruits. He therefore suggested an expansion of training opportunities at home or abroad to assist individuals to grow.

Speaking in his managerial capacity, in favour of the need for faculty development, a university President (1980) warns against "cut backs in educational budgets" and advocates the need to pay higher salaries to academic staff in return for doing a good job of educating the next generation.

Similarly, Awoniyi (1986) commenting on University funding, pleaded with government and authorities responsible for funding universities to show realism in what they provide. He asserts that with a reduction in federal funding and some kind of paltry funding figures spoken about in recent weeks in the corridors of power, the serious and urgent question now is whether a virile and worthwile university system can survive? Martorana and Nelson (1961) made a relevant contribution to this position. They mentioned that limited financial resources to underwrite the cost of such items as faculty exchange programmes in

higher education are among the factors undercutting the need for international programmes among colleges and universities in the United States. This situation according to them, not only limits the maintenance of educational programmes in these universities but also curtails the professional advancement of institutional personnel.

2.3 Correlates of Job Satisfaction

Occupatipational level is one consistent finding in job satisfaction studies which shows that the higher the level of the job, the greater the job satisfaction, (England and Stein, 1961, Herzberg, et al., 1957, Vroom, 1964).

Porter (1962) has attempted to explain the gross differences that exist among people in different occupations and industries and has set forth four factors that seem useful in explaining the difference. These are (1) Occupational prestige, (2) Control, (3) Integrated work groups and (4) Occupational communities. Of these differences, occupational prestige seem to be important, as reflected by the fact that the rank order of job satisfaction of various occupational groups corresponds generally with the rank order of prestige of the groups. The

control factors deal with the relative amount of control inherent in jobs. Satisfaction generally is higher in the case of people whose job involve control over their own work and that of others and is lowest for those people who are in jobs that are at the lower end of the organizational hierarchy for who there is little opportunity for such control.

In other words, part of the theoretical explanation for the positive relationship between occupational level and job satisfaction stems from reference group theory that overall, our society values some jobs more than those who are in non-valued jobs. Secondly, jobs increase in range and spread of activities the higher one goes in the occupational world. Therefore, Porter (1965) people who desire to have their needs fulfilled in order to be satisfied are more likely to find this to be true in the higher level jobs rather than in the lower level jobs rather than in the lower level jobs. Thus, among the variables that intervene in job satisfaction are:

(a) Job Content - There is evidence that the greater the variation in job content, the greater the satisfaction of the individual involved.

Walker and Guest (1952) illustrated this in their study of workers in an automobile assembly plant. They found that for those workers with jobs that involve five or more distant operations, 69 percent had favourable job feels. This contrasted with the finding that only 33 percent of those workers who performed a simple operation liked their jobs. Similar results were found by Wyatt Stock (1934), Mann and Hoffman (1960) and Hackman, et al (1974) among others.

(b) Considerate Leadership: There is a large number of research results that point to the conclusion that considerate leadership results in higher job satisfaction (Vroom 1964: Badin, 1977) than inconsiderate leadership. Although these studies have not used the same instruments of measurement, the same procedures and so on, the trend of their findings is consistent. The reason for this consistency is that people like to be treated with consideration.

(c) Pay and Promotional Opportunities: Research findings show that these two variables are positively related to job satisfaction. The explanation for this finding lies in the fact that these variables are tied up with occupational level and also have social prestige. Hence they

are supportive of reference group theory. Also each of these fulfills an increasing number of needs the more they are increased thus meeting personal fulfillment component of job satisfaction.

(d) Social Interaction and Working in Group: Homans (1950) hypothesized this and while it may hold for voluntary groups from which one may withdraw if interaction is unsatisfying, it is likely that this does not hold for organisational contexts from which one is not always free to withdraw.

Among the various hypothesis that have been offered to explain when interaction is most satisfying the most common are Vroom (1964):

1. Interaction is most satisfying when it results in the cognition that the other person's attitude are similar to one's own. Since this permits the ready calculability of the other's behaviour and constitutes a validation of one's self.
2. Interaction is most satisfying when it results in being accepted by others.
3. Interaction is most satisfying when it facilitates the achievement of goals. Of these, the second has the most support, and evidence for the third is fairly good.

Research relating to the first hypothesis shows a pattern of mixed results. This is understandable in that some people (those with low self esteem) are not interested in seeking out people like themselves.

(c) Personal Variables - Age: A person's age is one factor that determines how satisfied he or she is and until recently, most management writers believed that there was "U" shaped relationship between age and satisfaction. Psychologists believe that satisfaction was highest when people started on their jobs, but subsequently declined.

The assumption, Hunt and Saul (1975) was that workers came to their jobs enthusiastically but that as their aspirations conflicted with the realities of their job and their abilities, they slowly grew more dissatisfied. As they grow older, however, they began to lower their aspirations so that as a result, older workers become relatively satisfied with the realities of their job.

Most evidence on the relationship between age and job satisfaction holding such factors as occupational level constant seems to indicate that there is generally positive relationship between the two variables up to pre-retirement years.

Saley and Otis (1964). It is the conclusion of Saul and Hunt (1977) that today, the belief is that employee age and satisfaction are directly related: that other things being equal, older employees are more satisfied than younger employees.

Yet, while we know that age and satisfaction are often directly related, the reasons for the association are not understood. Many explanations have been proposed by Glenn, Taylor and Weaver (1977) but perhaps the most realistic expectations about their jobs should be more satisfied than those with unrealistic expectations. And probably as employees grow older, they gradually lower their aspirations and bring them in line with their abilities. Thus to the extent that older workers have more realistic expectations, they are more satisfied, Herzberg, et al (1957). On the other hand, some studies show no relationship between age and pay satisfaction (Schwab & Wallace, (1973).

(f) Educational Level: There is often an inverse relationship between educational level and employee morale, although the findings here are not entirely consistent, Maher (1966) and Michael Gordon and Richard Arvey (1975). Thus other things

being equal, it appears that the higher the educational level of an employee, the the lower his or her job satisfaction, particularly with pay. One possible explanation is that people with higher educational levels also have higher "reference groups." These are groups both inside and outside the organisation with which an employee compares his/her own attainments. And, the higher a person's reference points, the higher he thinks he should be the less satisfied he may be at any particular point. There is also a direct relationship between occupational level and employee satisfaction. Thus executives are on the whole, more satisfied than managers; managers are more satisfied than subordinates, and so forth, Lyman and Porter (1965). Employees for whom work is a "central life interest" also tend to have the highest job satisfaction, while those with a non-work oriented central life interest have the lowest job satisfaction - reported Dublin and Champoux (1977).

(g) Sex: There is as yet no consistent evidence as to whether women are more satisfied with their jobs than men, holding such factors as job and occupational level constant. The discovery by Kavanagh (1974) suggests that men tend

to have a profound effect on satisfaction studies than women.

A number of individual different items influence employee job satisfaction. These include age, occupational level, educational level, and central life interest:

All these are factors that a manager cannot easily change or manipulate once an employee is on the job. However, Gossler remarked that, it is possible to manipulate these factors earlier, when the "men-equipments" for each job are drawn up, when employee are hired and assigned. For example, on especially boring, dissatisfying jobs, one could probably make a case for seeking out workers who are older, less educated and who are "company men" in that work in general and the company in particular are important central factors in their lives.

2.3.1 Situational Factors that Influence Job Satisfaction:

To understand why and how situational factors influence job satisfaction, one has to remember that employees bring to their jobs many needs that they want to have satisfied. These needs include a number of basic, existence needs for health, security, and pay and a number of higher level "growth" needs like the needs to achieve, to be

recognised and to self-actualise. Whether or not these needs are satisfied depends largely on situational factors. The nature of the work itself, for example will, determine whether the job provides the challenge and sense of achievement that can satisfy the workers needs for achievement and self-actualisation. The leaders style will influence whether the person's need to be treated as a valuable unique individual will be satisfied.

The reward system and company policy, will influence whether the person's need for food, shelter, and security are satisfied. And the person's work group will determine if his or her affiliation need is met. Situational factors like these therefore all have a direct bearing on employee satisfaction.

What do workers look for in their job? What situational job-related factors make a job "good" or "bad" from the point of view of employee?

A recent study shed some light on this question Jurgensen (1978) studied over 57,000 job applicants of the Minnesota Gas Company. As part of their application, these people filled out a job preference questionnaire and data was

available for over a 30 - year period from August 1945 to August 1975. The questionnaire asked the applicant to indicate his or her preferences for certain job characteristics by ranking them from 1 (high) to 10 (low). The results of the study were fairly clear-cut. For men there was an orderly progression from security (most important) to working conditions (least important) with the factors ranked as follows:

Security (highest), type of work, advancement, company, pay, co-workers, supervisor, benefits, hours, working condition (lowest). The results for the women were different. Here "type of work" was by far the most important factor in determining what makes a good or bad job?" The next eight factors were fairly close to each other in importance and "benefits" stood alone in tenth place.

On the whole, job preferences were markably consistent over the 30-year period, but some trends were apparent. For men, "type of work" increased is important over the period.

This result is informative for many reasons. First, most people tend to assume that "pay" is the most important factor in determining what makes a job good or bad. From this study, however,

it seems that many factors, including security, type of work, and opportunities for advancement are also important in determining what makes a job good or bad.

From this Jurgenser (1978), it is clear that employee satisfaction is influenced by many situational factors. Such factors in which management usually has a good deal of control include job security, type of work, advancement, pay, and leader style.

The organisation's climate - the perceptions the individual has of the kind of organisation he is working in, and his "feel" for the organisation in terms of such dimensions as autonomy, structure, reward, consideration, warmth and support and openness will also influence whether or not he is satisfied with his job.

The nature of a person's job also has direct bearing on his or her job satisfaction. Recall that many believe that people have needs to be challenged, to achieve, and to feel important, and that routine, simplified job lead to monotony, boredom and finally dissatisfaction, concluded Hulin and Blood (1968). Often, the prescription for dealing with this problem is to redesign the job, enriching it so that the

employee has a more varied set of tasks to perform.

2.4. Other Factors of Job Satisfaction

Benson, Charles, Dienn (1967) realising that professional performance of a high standard requires administrative assistance in removing obstacles to successful performance, reported that studies on employment practices and working conditions have led to the conclusion that "recuitment into the teaching profession has to be adequate for the staffing needs of higher institutions and for ensuring that good morales are maintained among employed teachers."

Cooper, (1974) investigated the relationship between job satisfaction of teachers and teaching effectiveness as perceived by their positive relationship between teaching effectiveness and total job satisfaction.

In discussing the teacher's effectiveness in performing his task, Knezevich (1969) pointed out that the conditions of employment affect teacher's morale, also heavy work load, salary and inadequate retirement benefits affect teachers.

According to a research conducted by Napier (1966), he reported that high teacher morale is

associated with the administrator's appreciation of teachers and support given to them. Trusting superiors, participation in decision-making, adequate facilities and equipments, salaries, fair distribution of assignments, adequate leave policy, fair teaching load and in-service training were found to be contributing factors in increasing job satisfaction of teachers.

2.4.1 Job Satisfaction and Performance: There are two basic theories of how employee satisfaction and performance are related. The first theory is that satisfaction leads to performance. In other words, that the way to imrpve employees' performance is to "boost their morales." This was popularised by the human relation movement. The essence of which was that managers would increase productivity by increasing the morales of their employees - Vroom (1969).

However, Organ (1977) concluded in his research that while the idea that "happy workers are better workers" is intuitively appealing the research findings generally fail to support it. In other words, sometimes, satisfied workers perform better and sometimes they do not, and so, taking actions to boost morale will not necessarily lead to better performance.

Bowen and Siegel (1971) suggested that rewards which are based on performance lead to both satisfaction and subsequent performance. According to their theory it is the reward either intrinsic or extrinsic that causes both performance and satisfaction. The expectation of reward leads to performance, and reward itself (which results from performance than results in satisfaction, Greenhaus and Badin (1977).

However, Porter and Lawler (1967) argued that the relationship between satisfaction and performance is reciprocal: performance leads to rewards and satisfactions. And, the expectations of rewards then leads to further performance. Green and Craft's (1977) research supports this.

In summary, evidence suggests that boosting morale may have some positive effects on the organisation but it may not necesarily lead to better performance.

2.4.2 Satisfaction & Its Relation to Attendance and Turnover:

Satisfaction may not 'cause' performance but (every manager knows that lack of satisfaction is a sure sign that all is not well in the organisation. Employees who are more satisfied generally have better attendance records than those that are

not; participate less in unionisation activities; and tend to be more satisfied with their jobs as well. The result of a recent study, Smith (1977) satisfaction and attendance were related and that there was a significant relationship between all the six facets of job satisfaction and attendance is good evidence.

Mirvis and Lawler (1977) wanted to find out in a study if satisfaction is related to attendance and how much money could be saved by a company who increases the satisfaction of its employees. They used cost accounting techniques to apply cost to absenteeism and turnover involving 160 Bank tellers. Based on this, they were able to predict the effect which improved attitudes would have on attendance and therefore costs. They concluded that a slight increase in job satisfaction would result in an expected direct cost savings.

2.4.3 Job Satisfaction and Unionisation Activity: There is little doubt that job dissatisfaction is a major reason why workers unions. Harner and Smith (1978) administered an attitude survey to employees in 250 units. The survey was carried out prior to any history of Unionisation Activities, but several months later, attempts were made to Unionize employees in 125 units and 31 of them

finally opted to "go Union." The researchers correlated job satisfaction with factors like supervision, amount of work, career, security, financial reward, physical surroundings, and company identification to why employees in a unit decided to join unions.

The result of this study shows clearly that employees who were more dissatisfied were more prone to engage in unionisation activity and to unionize for example, in all cases the units with no unionisation activity had employees who were more satisfied than did the units with unionisation activity.

2.4.4 Job Satisfaction, Non-Work Satisfaction and the Quanity of Work Life:

An argument often made in favour of trying to raise morale is that being more satisfied is simply a better state of affairs than being dissatisfied and that employees tend to be more satisfied off the job and have a "a better quality of life" when they are satisfied with their job. Though this argument is somewhat altruistic, it is nevertheless an attractive one to many people and the evidence seems to support it. Orpen (1978) in a study, surveyed 73 supervisors and the results showed that job satisfaction seemed to enhance

non-job satisfaction rather than the other way round. Furthermore, being satisfied with one's job seems to have implications that go beyond just non-job satisfaction thus, Manual London, et al (1977) found that job satisfaction can influence how a person feels about his or her life as a whole.

2.5 Summary of Job Satisfaction Among Teachers:

Factors that affect teachers' job satisfaction can be determined and provisions made in educational institutions to allow teachers have high level of job satisfaction. Accordingly, Lacy (1973) correlated selected factors with three levels of job satisfaction. Based on the findings, it was concluded that the community in which teacher teaches affects their job satisfaction, and other factors like fringe benefits, school administrative policies, office work experience, salary, number of students in the classes, teaching load, helpful supervision, amount of teaching experience and the amount of college credits teachers have had, affects their satisfaction. Thus teacher job satisfaction is dependent on a combination of factors. Whereas teacher job satisfaction is not affected by number of dependents, marital status or sex of teachers, keeping records or making reports and also a high

level of job satisfaction does not prevent teachers from leaving the teaching field.

Dienner (1985) in his study of community college faculty job satisfaction and dissatisfaction, found faculty deriving high satisfaction from student achievement, their own intellectual growth, flexible and autonomous working conditions and association with stimulating peers, while expressing dissatisfaction with job conditions, salary, red-tape,student and colleague apathy.

Hackman and Lawler (1971) developed a conceptual framework specifying the conditions under which jobs will facilitate the development of internal motivation for effective performance among faculty members in higher institutions and these were tested. They concluded that, while jobs may appear to be highly potent in determining employee motivation and satisfaction, there is no single best way to design a job, rather, they opined that substantial motivational potential of jobs can be realised only when the psychological demands and opportunity of jobs mesh well with the person' needs and goals of employees who work on them.

Maclon (1983) examines the job satisfaction of 161 college faculty members and the effect of their personal characteristics and job related activities

to economic, teaching, administrative, recognition-support, and convenience dimension to job satisfaction. He argues that heavy involvement in routine academic tasks and certain unhealthy faculty development activities may affect job satisfaction adversely. Cohen and Friedlander (1980) in trying to find out what lecturers want from their job, summarised their findings on faculty perception of themselves, their role and their working conditions thus:

> Lecturers desire more time, more interaction with their colleagues better professional development opportunities, improved support services, better students, improved media and instructional materials in order to increase their job satisfaction.

In their own contribution, Hunter et al (1980) found out in a study of faculty morales in higher education, that some factors contributing to low morale in college faculty are: too much status given to publication and research, too little status for teaching, uncertain job conditions, low-collegiability among peers and limited mobility.

Fagbamiye (1981) studied the extent to which academic staff in the five oldest universities in Nigeria expressed job satisfaction and motivation. Analysing the return by 157 teachers based on six factors: remuneration and conditions of service and

would not choose teaching if they were starting all over again. The more experienced, married and more qualified staff were most dissatisfied. They were also more satisfied than their less senior colleagues with the attitudes of students toward the teachers. He concluded that university teachers can be described as dissatisfied with the Nigerian University system on their job satisfaction as a whole.

Thus this chapter provided a review of job satisfaction literature. Supportive and controversial studies on a two-factor theory in which the components of job satisfaction used in this study were based. Other studies based on the relationship between performance, morale and job satisfaction were reviewed. An insight into the management practices and faculty development in Nigeria were highlighted.

From the review of the literature and other studies, the investigator concluded that both general and specific areas of job satisfaction have a mutual ground, share common principles, and strive for similar objectives.

The variety of research approached, and the diversity of results made valid comparisons of results tedious. However, inspite of the lack of

effective solutions to job satisfaction problem, the research and experimentations so far has led to increased cummulative knowledge of job satisfaction. As a result, steadily improving techniques and more sophisticated theories provide better tools in the search for solutions related to the problems of job satisfaction. The individual and the societal complexities involved in the problems of job satisfaction are continually evolving as the society and individuals within it change. Therefore, new and better solutions will need to be found to respond to the new problems.

The researcher concluded from her review of the related literature and studies that a survey of job satisfaction among Nigerian Business Teachers in tertiary institutions would make a useful contribution towards better understanding and successful administration of educational institutions in Nigeria.

It is evident that business teachers like their counterparts in other disciplines in the universities or polytechnics come to their different institutions with the aim to contribute their own quota to the growth, development and emancipation of youths in our higher institutions of learning. To

be able to do this, they expect no doubt a balance in the psychological contract signed by the authorities and society at large to be able to get those things that would enable them perform well. Short of these facilities, necessities and motivations they are gradually being pushed to look for greener pastures in the private sectors.

It is clear that while the administrators of tertiary institutions, staff and students have a lot of efforts and contributions to make to achieve a oneness of objective that of retaining and advancing the course of teachers, certain limitations might be unavoidable. However, in all totality, it is the opinion of the researcher that the administrators, government and society at large all owe it a duty to re-orient, re-lunch and re-awaken the minds of all concerned to appreciate the noble work teachers perform. There should, therefore, be adequate rewards commensurate to their efforts to motivate them to keep their jobs and help educate our potential leaders of tomorrow.

Chapter 3

METHODOLOGY

3.1 Introduction

This chapter describes the methods, and procedures that were utilized in the collection of the data for this study. The areas discussed are:

i. Nature and selection of the population of the study.

ii. Description of the instruments used

iii. Procedures for the collection of data

iv. Analysis of the data

v. Summary

3.2 The Nature and Selection of The Population of the Study

The sample of 700 lecturers, for this investigation was randomly determined from Business Teachers in 10 universities and polytechnics spread all over Nigeria. All old and new universities/ polytechnics were clustered and selection of sample institutions to be included in the study was made from the cluster. The universities of Nigeria, Nsukka, The University of Lagos, Ahmadu Bello University, Zaria, University of Benin, Benin-City, University of Jos, Jos, University of

Port-Harcourt, Port-Harcourt; University of Sokoto, Sokoto, University of Ilorin, Ilorin; University of Maiduguri; and Bayero University, Kano.

The polytechnics included in the study are: Kaduna Polytechnic, Kaduna; The Polytechnic, Ibadan; Yaba College of Technology, Lagos, Plateau State Polytechnic, Barkin Ladi; Institute for higher Education, Kano; Federal Polytechnic, Idah; Federal Polytechnic, Bauchi, Benue State Polytechnic, Ugbokolo; Federal Polytechnic, Bida; and Federal College of Technology, Owerri.

Some of the newly established universities and polytechnics were not included or considered for participation in this study, because priority was given to only those institution with Business Education, Business Administration, Business Studies, Faculties/Departments where experienced opinion played a primary criterion.

This randomised selection was also necessary in view of the geographical spread of Nigerian Universities and Polytechnics. The ten Universities and Polytechnics were selected based on the assumption that they constituted valid source of information from which data for the analysis could be elicited.

The sample size for each of the university selection was 40 and 30 for each of the ten polytechnics selected for this study. It was also assumed that 100% of business teachers in the cluster was selected and at least the sample included one person who is teaching business subject in the institutions' department*faculty of Business Administration, Business Education, Business Studies as the case may be.

A total of 700 Business Teachers in those selected institutions constitute the sample in this investigation. Usable questionnaires were received from 413 business teachers in both the universities and polytechnics selected. This represents 59% of the sample size.

3.3 Description of the Instruments Used:

Two sets of questionnaires were used as basis to collect the data for this study. One of them is the Hoppock (1935) Job Satisfaction Blank (JSB) and the other is the Courger/Zawacki survey instrument. They were both modified for use in this study.

The JSB is the best known and most widely used measure of satisfaction. It was first developed by Hoppock in the Mid-thirties and has gone through five different forms, the last of which consists the questions shown in the

Appendix. As it is apparent from its content, the job represents the global approach to the measure of satisfaction. It is assumed that the work summates has likes and dislikes for his job and in responding to the questions, weights them subjectively according to their importance to him. His scores can then be expressed in either a weighted "Index of Satisfaction" based upon standard deviation values for each item multiplied by the response percentages. Or, a simple average, or total values assigned to each box. The latter approach was preferable because of its greater simplicity and ease of computation. Job Satisfaction Blank, has a high internal consistency as an instrument. Hoppock correlated the JSB with a composite score based upon 257 questions about satisfaction with specific aspects of the job and obtained an r of, 67.

In the final questionnaire prepared for this study, Hoppocks' job satisfaction Blank was adopted in Section 2 to solicit responses to questions posed on how respondents felt about the job itself. The Original Hoppocks' JSB was modified considerably to meet the investigator's need in the sense of pinning down respondents to be more definite about their answers. Some of the wordings in the original blank were replaced with more meaningful blank sentences to be able

give correct weights and assess the respondents objectively.

For example, the JSB was based on seven-weighted-description of what the employee felt about his or her job. In the investigator's instruments, these sentences were reduced to and weighted from 1 - 6 by asking the indi vidual respondent to tick on how, after choosing the statement which best tells how well he/she like his/her job.

The first part of the questionnaire asked for biographical details and the items covered areas like: sex, age, marital status, number of children, size of family to whom subject is directly responsible, state of origin, religion, status, highest academic qualification, teaching experience, the most important reason for entering the teaching profession, and level at which he/she is teaching. They are designed to collect personal data, independent variables within the population, (See Appendix).

The author also made use of the Courger/Zawacki Survey Instrument. This questionnaire/instrument is a diagnostic tool to identify the key factors for motivation and productivity of an entire data processing staff in a large computer organization.

3.4 Background on the Courger/Zawacki Instrument

The author: Professor J. Daniel Courger and Robert A. Zawacki, University of Colorado (1980) proved the realiability and validity of the instruments and published the results in their book 'Motivating and Managing Computer Personnel'. Their data base now contains data on over 6,000 computer personnel. They have developed national norms, on motivation for 16 different jobs in the field, including 3 levels of management. The c/z survey instrument is administered individually to each employee, and answer sheets are mailed to c/z associates for data entry and computer processing. A report is prepared compairing results in one company to the national norms.

The c/z survey instrument measure's job dimensions, satisfaction levels, goal clarity/accomplishment and data processing problem areas. Most important, it measures the potential of each job to motivate the specific group of employees holding that job. When a mis-match occurs, clues are provided on how to realign the task assignments. The survey outputs described:

1. New job dimensions - the objective characteteristics of the job itself in terms of skill variety, task identity, task significance, autonomy and feedback from the job itself.

2. Satisfaction measures - the private, affective reactions or feelings an employee gets from working on his job, including general satisfaction, internal work motivation, specific satisfactions, such as (pay, supervision, and satisfaction with co-workers).

3. Social need Strength - the degree to which the employee needs to interact with other employees.

4. Goal clarity and accomplishment.

5. Problem areas.

6. Experience.

7. Knowledge of results.

8. Individual growth and need strength. Need strength and motivating potential score reflects the potential of job for electing positive internal work motivation on the part of the employees.

The c/z survey instrument was designed to assist employees in the study of their jobs and show how it affects them. The questions on the survey are designed to measure employees perception of their jobs and reactions to it. There were similarities of a great many questions. This was necessary

according to the authors to produce statistical validity of the questionnaire.

The Couger/Zawacki questionnaire indicates frequency of occurence through the use of a seven points of values. Each respondent was asked to indicate the extent to which each of the sixty items characterised his/her institution/job for example, for the statement "The amount of pay I receive," responses could range from "Extremely dissatisfied" to "Extremely satisfied." Any item cited as extremely dissatisfied received a point value, "Dissatisfied" received a three-point value, "slightly dissatisfied," received a three-point value, those cited as "Neutral" received a four-point value, while "slightly satisfied" received a five-point value. "Satisfied" received a six-point value and "Extremely satisfied" received a seven point value.

The investigator modified this seven point scale from "Extremely dissatisfied" to "Extremely satisfied" on a six point value scale. The "Neutral" point was dropped on the scale, to ensure that respondents were pinned down to making a decision about each item on the questionnaire, it was also done to ensure easy coaliation of the responses.

The investigator adopted the c/z instrument for use in this study with modifications based on Herzberg's theory of work motivation. The items on the final questionnaire were predicted on the factors of job satisfaction based on the theoretical studies

of wernimort and Herzberg (1970) and their associates.

The ten factors included five internal job factors which are achievement, recognition, advancement, responsibility and work itself. These are referred to as motivating factors while salary, administrative policies, supervision, inter personal relations, and working conditions, are referred to as Hygiene factors. The questionnaire was designed as closed type to ensure standardization.

It was administered in a self-report form. Following each items as listed below, were five Likert-type responses which range from "Extremely dissatisfied," "dissatisfied", "slightly dissatisfied," slightly satisfied, satisfied and extremely satisfied." A six-point scale of value was assigned to each item to indicate the respondents' judgement for the value of each item as follows:

1. = Extremely dissatisfied
2. Dissatisfied
3. ≠ Slightly satisfied
4. = Slightly satisfied
5. = Satisfied
6. = Extremely satisfied

Section 3 of the final questionnaire contains this portion, Investigator added more items to the oroginal Courger/Zawacki questionnaire and moderated

it to suit the Nigerian context. For example, c/z questionnaire has only 60 items but the investigator's final questionnaire has 71 items. Item 64 under administrative policies in the final questionnaire used by investigator concerned "procedures by which heads of departments are appointed to their present position." This item, is an example of the questions added to the original c/z instrument because of its relevance to the Nigerian Polytechnic/University faculty set ups which is viewed as a possible source of staff dissatisfaction since the incubents are appointed by the Chief Executive, in whose appointments staff have little or no input.

3.5 Procedure for the Collection of Data

Pilot tests were conducted with the final questionnaire produced from a combination of Hoppock's (JSB) and Couger/Zawacki survey instruments (c/z). The business teachers in the departments of vocational and Technical Education, Accounting, Business Administration at Ahmadu Bello University, Zaria, served as respondents for the Pilot tests. After collecting them back from the respondents, their responses and suggestions were incorporated into the final draft which was printed and sent to the Universities, and polytechnics included in the study. This was to ascertain the validity of the instrument.

The final research instrument was sent to respondents in April, 1986 with a deadline for completion of September 15, 1986. Some heads of Departments in the institutions selected for the study assisted in collecting completed questionnaires which were mailed to the researcher in bulk. When repeated reminders failed to yield reasonable return, the researcher personally visited some of the institutions to solicit co-operation and collect completed questionnaires.

3.6 Procedure for Analysis of Data

The 413 responses were partitioned categorically to obtain the frequencies of responses. Subsequently, frequency for job satisfaction scales were computed from the frequencies.

The scales represent ten aspects of teacher satisfaction: (Sections II & III of questionnaire) as follows:

a) The Job: (4 items - 14, 15, 16, 17). This scale contains items which measured the teacher's degree of satisfaction with the job itself as well as possibility of a change in profession.

b) Pay Satisfaction (3 items - 18, 19 & 20). This scale measured the teacher's satisfaction with respect to salary payments.

c) Work Itself (11 items - 21 through 31)
The scale measures the degree of satisfaction with facilities available, freedom of thoughts, actions creative imagination, opportunity as well as personal satisfaction derived from teaching as a profession.

d) Prospect (3 items - 22, 33, and 34). This is a scale that measures promotion, job security and prospects.

e) Supervision (2 items - 35 and 36). This scale measures the degree of interest obtained from the immediate boss (e.g Head of department with respect to professional guidance.

f) Social Interaction (6 items - 37, 38, 39, 40, 41, 42). The scale measures the working relationships between the teacher and his colleagues.

g) Recognition (5 items - 43, 44, 45, 46, 47). This scale measures the teacher's satisfaction with respect to prestige and recognition attached to the teaching prrofession by the society.

h) Benefits (7 items - 48, 49, 50, 51, 52, 53, 54). This scale measures the satisfaction received in terms of overall condition of remuneration in the profession, this includes pension, gratuity, loan facilities, accommodation and so on.

i) Achievement and Growth Opportunity (6 items - 56 through 60). The scales measure the satisfaction of teachers with respect to personal growth. In - service programme, professional membership of bodies and encouragement for business teachers.

j) Administrative Policies (5 items - 61, 62, 63, 64, 65). The scale measures the implementation of government policies and regulations affecting teachers like appointment of administrative heads.

k) Working Conditions (4 items - 66, 67, 68, 69). The scale measures teachers' satisfaction with respect to instructional material, equipment and overall physical layout and working environment for teachers.

To evaluate the ten characteristics of the scales, a general frequency distribution, was used. The frequency distribution gives information about absolute, relative satisfaction and dissatisfaction among the scales.

Using the satisfaction scores, the data was subjected to a series of statistical analysis viz: Discriminant Analysis for each of the demographic parameters, notably sex, age, marital status, number of children, academic qualification (University/

vs Certificate) level at which subjects teach, (University vs Polytechnics). The scales were compared on the basis of their demographic characteristics. Using the scales computed above, the hypothesis were tested.

Discriminant analysis is a procedure for estimating the position of an individual on a line that best separates the categories. Basically, discriminant is concerned with putting observations into groups. Such that observations in the same group are generally more like each other than observations from different groups.

Discriminant analysis is similar to multiple regression analysis. The only major differences is that discriminant analysis is mostly used for discrete rather than continuous data. Furthermore, the coefficients obtained by discriminant analysis are obtained in such a way that the risk of wrong classification is minimised with respect to the independent variables. The significance of discriminant function is determined by a statistics called Lambda which is defined as an inverse measure of the discriminanting power in the original variables which has not yet been removed by the discriminant function.

For easy understanding, the statistic Lambda was further transformed into another statistics called

Chi-square. The larger this statistics is the smaller the discriminating power. The co-efficient of the function dividing the two groups give the relative degree of contribution of its associated variables to the discriminant function. The signs associated with the co-efficient, determines the direction of the contribution. (Positive sign implies positive contribution and negative sign implies negative contribution).

Consequently, discriminant analysis is most suitable for this study because most of the personal data or biographical details are dichotomous, such as sex, age, marital status, highest academic qualification, teaching experience, reasons for entering the profession and level being taught (University or Polytechnic). SSPS - Statistical Package for Social Sciences was used for the analysis of the data.

Other statistical tool utilized were the contingency table, of the scale analysis (Hypothesis 1 - 10) to obtain some degree of dependence among them and analysis of variance to establish the degree of differences between the demographic classifications.

The hypothesis investigated were:

1. Satisfaction from pay is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

2. Satisfaction from work itself is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

3. Satisfaction from prospect is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

4. Satisfaction from supervision is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

5. Satisfaction from social interaction is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

6. Satisfaction from recognition is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

7. Satisfaction from benefits is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

8. Satisfaction from achievement and growth opportunity is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

9. Satisfaction from working condition is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

10 Satisfaction from administrative policies is independent of job satisfaction among business teachers.

11 The level of satisfaction over the scales will be equal for male and female business teachers.

12 Subjects who are over thirty years of age will have equal satisfaction with those younger (less than 30 years).

13 Subjects who are married have equal satisfaction on the scales as those who are not married.

14. Subjects who entered the teaching profession because of economic interest have equal satisfaction with those who entered because of interest in the profession.

15. Satisfaction on the scales for those with less than eight years of teaching experience is the same as for those with more than eight years experience.

16. Satisfaction in all the scales is equal for both polytechnic and university teachers.

17. Satisfaction on the scales for non-degree business teachers is the same as those with degrees.

18. Satisfaction on the scales for business teachers with less than three children is equal to those with more than three children.

3.7 Summary

700 respondents covering 10 universities and 10 polytechnics in the country were the population of study. 413 responses were received, giving a 59 percent return.

The Hoppock job satisfaction Blank and Couger/Zawacki diagnostic survey instruments were adopted, moderated and were incorporated into the researcher's questionnaire and used as the survey instrument. The procedure for the collection of data was discussed and the procedure for statistical analysis of the data used included a preliminary analysis obtained by simple frequency distribution and computation of scales of measurement.

In addition to the respondent frequency scores for satisfaction, the following procedures were also employed:

(i) Discriminant function analysis of scales using demographic variables as the independent variables;

(ii) Analysis of variance of the scales by demographic classification.

Computer processing facilities at Ahmadu Bello University provided statistical calculations in this study. Based on the results of these tests, conclusions were drawn and presented in chapter five according to the items that were tested in the hypothesis.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of the data for this study. The study seeks to determine the extent to which business teachers in the polytechnics, universities are satisfied with their jobs, and what factors influence their job satisfaction.

A total of 413 respondents from a population size of 700 business teachers, randomly selected from 10 polytechnics and 10 univerzities spread all over Nigeria returned usable questionnaires used for analysis.

This chapter consists of the following sections:

(i) Frequencies of responses by demorgraphic classifications.

(ii) Scale of satisfaction.

(iii) Testing of the 18 hypotheses.

(iv) Presenting the results of the free responses.

(v) Summary of the chapter.

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4.2 Frequencies of Responses by Demographic Classifications

The purpose of this exercise is to determine the frequency of occurence of identified demographic variables as a correlate of job satisfaction. These variables include sex, age, marital status, number of children, level at which they teach, teaching experience, reason for teaching and highest qualification. Table 4.1 shows the relative frequency distribution of responses by the identified demographic classifications.

TABLE 4.1: FREQUENCY DISTRIBUTION BY DEMOGRAPHIC CLASSIFICATION

CLASSIFICATIONS	Size n	Total n	Relative Percentage
SEX			
Male	344		83.3
Female	59	403	16.7
AGE			
Above 30 Years	125		31.1
Below 30 Years	277	402	68.9
MARITAL STATUS			
Single	73		18.8
Married	316	389	81.2
LEVEL TAUGHT			
Polytechnic	199		50
University	199	398	50
NO OF CHILDREN			
Below 3	267		64.6
Above 3	146	413	35.4
TEACHING EXPERIENCE			
Below 8 Years	286		71.0
Above 8 Years	117	403	29.0
REASON FOR TEACHING			
Economic	98		24.1
Professional Interest	309	397	75.9
HIGHEST QUALIFICATION			
Certification and Diploma	56		14.1
Degree	341	397	85.7

As could be seen from Table 4.1 above, the usable responses for the demographic frequencies range from 389 for marital status to 403 for sex identification. The preponderous of respondents show a high representation of males - 83.3 percent and 16.7 percent female. This suggests that the business teaching profession is dominated by male lecturers at present in the tertiary institutions in Nigeria.

Majority of respondents (68.9 percent) are above the age of 30, an indication of a low turnover and a relative high degree of experience among business teachers. On the other hand, it can be deduced that young people are not attracted into the profession.

A high (81.2 percent) of respondents are married with all of them indicating having at least two children 64.6 percent have one or two children and 35.4 percent having three or more children. This may have a significant effect on the level of satisfaction realised in the profession especially since the majority of business teachers already have a settled life and may be less inclined to seek other opportunities. In any economy where the labour market is tight, the determinants of satisfaction may not lie in seeking other jobs but holding on to jobs and trying to make ends meet. The factor of satisfaction, therefore, may be in the economic remuneration and other variables.

On the level at which respondents teach the frequency distribution is equal between polytechnics and universities. It will be recalled that a deliberate decision was made at the design stage of this research to draw equal numbers from each level. It is however interesting to note that the number of respondents, over which the researcher has no control, is equal for both levels. This variables can be related to the qualifications of respondents where 85.7 percent of the 397 respondents have university degrees, and teaching experience where 71 percent have less than eight years experience compared to 29 percent with over eight years experience.

It can be inferred from these statistics that majority of business teachers leave the profession after a few years as most of them never stay beyond eight years. Understandably, majority of respondents hold university degrees because this is a basic requirement for teaching at the tertiary leve.

Even though as high as 75.9 percent of those questioned cite "professional interest" as opposed to "economic" reason with 24.1 percent as being the reason for teaching, this response is hardly consistent with the low percentage (29 percent) of those who remain on the job beyond eight years.

The next section considered the general distribution of the perception of individuals under specific

items of job satisfaction. It is categorized into six classes viz: extremely dissatisfied, dissatisfied, slightly dissatisfied, slightly satisfied, satisfied, and extremely satisfied.

TABLE 4.2: RESPONSE FREQUENCY OF TOTAL POPULATION BASED ON ITEMS

	ITEM	EXTREMELY DISATISFIED		DISATISFIED	SLIGHTLY DISATISFIED	SLIGHTLY SATISFIED	SATISFIED	EXTREMELY SATISFIED
	PAY SATISFACTION	F	%					
PS18	AMMOUNT SATISFACTION	54	(13.5)	72(18.0)	63(15.7)	90(22.4)	119(29.7)	3(0.7)
PS19	WORK PAY RAHC	47	(11.7)	91(22.7)	67(16.7)	101(25.3)	89(22.2)	5(1.2)
PS20	SALARY COMPARISON	76	(18.8)	109(26.9)	72(17.8)	72(17.3)	70(17.3)	6(1.5)
	WORK ITSELF							
W21	AVAILABLE FACILITIES	78	(19.3)	119(29.5)	86(21.3)	73(18.1)	45 (11.1)	3(.7)
W22	INDEPENDENCE OF THOUGH	26	(6.4)	46(11.4)	82(20.3)	163(20.3)	163(40.3)	40(9.9)
W23	STIMULATION AND CHALLENGE	25	(6.2)	51(12.7)	57(14.1)	94(23.3)	148(36.7)	28(6.9)
W24	CREATIVITY AND IMAGINATION	31	(7.7)	42(10.4)	47(11.7)	71(17.7)	175(43.5)	36(9.0)
W25	GONLS AND OBJECTIVES	21	(5.2)	17(4.2)	33(8.2)	79(19.7)	199(49.6)	52(13.0)
W26	PERSONAL SATISFACTION	18	(4.5)	23(5.7)	27(6.7)	75(8.6)	179(44.4)	81(20.1)
W27	FULFILMENT OF GOALS	33	(8.1)	34(8.4)	38(9.4)	116(28.6)	138(34.1)	46(11.4)
W28	WORK LOAD	51	(12.7)	38(9.5)	51(12.7)	65(16.2)	159(39.7)	36(9.0)
W29	INOVATION OF IDEAS	28	(7.0)	46(11.4)	35(8.7)	95(23.6)	155(38.6)	43(10.9)
W30	DEGREE OF PARTICIPATION	34	(8.4)	28(6.9)	34(8.4)	73(18.0)	179(44.2)	57(14.1)
W31	STUDENTS EXAMINATION	31	(7.7)	25(6.2)	31(7.7)	85(21.0)	180(44.4)	53(13.1)
P32	PROMOTIONS PROSPECT	91	(22.9)	68(17.1)	49(12.3)	109(27.4)	69(17.3)	12(3.0)
P33	PROMOTIONS CRITERI..	93	(23.4)	68(17.1)	62(15.6)	75(18.8)	90 (22.6)	10(2.5)
P34	JOB SECURITY	48	(12.1)	45(11.3)	47(11.8)	92(23.2)	148(37.3)	17(4.3)
	SUPERVISION							
S35	SUPERVISION AND GUIDANCE	25	(6.3)	25(6.3)	35(8.9)	99(25.1)	177(44.9)	33(8.4)
S36	PROFESSIONAL GUIDANCE	23	(5.9)	35(9.0)	42(10.9)	109(28.2)	154(39.8)	24(6.2)

	SOCIAL INTERACTION	EXTREMELY DISATISFIED	DISATISFIED	SLIGHTLY DISATISFIED	SLIGHTLY SATISFIED	SATISFIED	EXTREMELY DISSATISFIED
SI37	SOCIAL INTERACTION BET. COLLEAGUES	10(2.5)	10(2.5)	28(7.0)	83(20.7)	224(56.0)	45(11.2)
SI38	CHANCE TO KNOW PEOPLE	13(3.2)	15(3.7)	27(6.7)	89(22.1)	224(55.7)	34(8.5)
SI39	CHANCE TO HELP PEOPLE	15(3.8)	11(2.8)	34(8.5)	91(22.8)	206(51.6)	42(10.5)
SI40	OPPORTUNITY OF SOCIALISE	15(4.0)	30(7.5)	33(8.2)	99(24.7)	192(47.9)	31(7.7)
SI41	WORKING ALONE	14(3.6)	36(9.2)	48(12.2)	103(26.3)	176(44.9)	15(3.8)
SI42	COOPERATIVE WORK	15(3.8)	24(6.8)	47(11.8)	108(27.1)	182(45.5)	23(5.8)
	RECOGNITION						
RE43	JOB RECOGNITION AND PRESTIGE	44(10.9)	46(11.4)	50(12.4)	106(26.4)	133(33.1)	23(5.7)
RE44	DEGREE OF RESPECT	34(8.5)	29(7.2)	41(10.2)	94(23.5)	167(41.7)	35(8.8)
RE45	PROFESSIONAL PRESTIGE	106(26.4)	88(20.0)	90(22.4)	71(17.7)	46(11.5)	8(2.0)
RE46	GOVT. RECOGNITION	107(26.6)	95(23.6)	98(24.4)	64(15.9)	46(11.5)	8(2.0)
RE47	SOCIETAL RECOGNITION	86(21.6)	86(21.6)	100(25.1)	64(16.1)	56(14.1)	6(1.5)
	BENEFIT						
B48	CONDITION OF SERVICE	51(12.8)	81(20.4)	102(25.6)	104(25.1)	56(14.1)	4(1.0)
B49	PENSION - GRATUITY	35(9.0)	41(10.5)	85(21.9)	109(28.0)	114(29.3)	5(1.3)
B50	MEDICAL FACILITIES	63(15.9)	62(15.6)	72(18.9)	91(22.9)	100(25.2)	9(2.3)
B51	CAR LOAN	147(36.9)	87(21.9)	53(13.3)	56(14.1)	52(13.1)	3(.8)
B52	HOUSING LOAN	184(46.5)	84(21.2)	54(13.6)	45(11.4)	27(6.8)	2(.5)
B53	STAFF ACCOMODATION	105(26.3)	76(19.0)	(14.8)	74(18.5)	74(18.5)	11(2.8)
B54	STANDARD SCHOOL	69(17.9)	40(10.4)	69(17.9)	70(18.1)	118(30.6)	20(5.2)

	ACHEUEMENT AND GROWTH OPPORTUNITY	EXTREMELY DISATISFIED	DISATISFIED	SLIGHTLY DISATISFIED	SLIGHTLY SATISFIED	SATISFIED	EXTREMELY SATISFIED
AG55	OPPORT AND PERSONAL GROWTH	47(11.7)	55(13.3)	61(15.3)	87(21.7)	132(33.0)	18(4.5)
AG56	ACCOMPLISHMENT	30(7.5)	46(11.5)	65(14.0)	108(27.0)	139(34.7)	21(5.3)
AG57	FELLOWSHIP OPPORTUNITY	59(15.3)	91(23.6)	74(19.2)	89(23.1)	67(17.4)	6(1.6)
AG58	IN - SERVICE SCHEME	68(17.4)	91(23.3)	80(20.5)	84(21.5)	64(16.4)	4(1.0)
AG59	PROFESSIONAL MEMBER	47(12.3)	62(16.2)	68(17.8)	101(26.4)	96(25.1)	8(2.1)
AG60	ENCOURAGEMENT	95(24.5)	102(26.4)	82(21.2)	68(17.6)	38(9.8)	2(.5)
AP61	FAIRNESS OF POLICY	67(16.8)	106(26.6)	86(21.6)	89(22.3)	48(12.0)	3(.8)
AP62	POLICY IMPLEMENTATION	76(19.2)	125(31.6)	79(19.9)	85(21.5)	29(7.3)	2(.5)
AP63	DEANS APPOINTMENT	44(11.3)	55(14.1)	65(16.7)	90(23.1)	117(30.0)	19(4.9)
AP64	HEADS APPOINT	57(14.5)	56(18.4)	74(18.4)	108(27.4)	88(22.3)	11(2.8)
AP65	ADM. POLICIES	48(12.2)	75(19.1)	85(21.6)	109(27.7)	72(18.3)	4(1.0)
	WORKING CONDITION						
WC66	INSTRUCTIONAL MATERIALS	97(24.3)	106(26.5)	73(18.5)	91(22.7)	30(7.5)	3(.7)
WC67	QUALITY OF BOOKS	121(30.2)	108(26.9)	78(19.5)	63(15.7)	29(7.2)	2(.5)
WC68	PHYSICAL LAYOUT	115(28.6)	87(21.6)	87(21.6)	62(15.4)	47(11.7)	4(1.0)
WC69	STUDENTS POPULATION	65(16.6)	53(13.6)	59(15.1)	83(21.2)	124(31.7)	7(1.8)

4.2 The job as a scale was evaluated using four items characterized by likeness for the job, time spent on the job, wish to change it, and the relative comparison of the job with others. As outlined in the Table 4.2, about 94 percent of respondents indicate satisfaction with the job on this scale.

4.2 Scale of Satisfaction

The next section considers the general distribution of the perception of subjects under specific items of job satisfaction. It is categorized into six classes viz: extremely dissatisfied, dissatisfied, slightly dissatisfied, slightly satisfied, satisfied, and extremely satisfied. The purpose of this is to study the general response of respondents to their job and the satisfaction derived therefrom since these are the yardstick for which the scales will subsequently be evaluated.

TABLE 4.3: SCALE OF SATISFACTION

	SATISFIED		DISSATISFIED	
	ACTUAL FREQUENCY	%	ACTUAL FREQUENCY	(%)
THE JOB	390	94.0	23	5.6
PAY SATISFACTION	265	64.2	148	35.8
WORK ITSELF	400	96.9	13	3.1
PROSPECT	302	73.1	111	26.9
SUPERVISION	352	85.2	61	14.8
SOCIAL INTERACTION	401	97.1	12	2.9
RECOGNITION	350	84.7	63	15.3
BENEFITS	350	86.7	55	13.3
ACHIEVEMENT GROWTH AND OPPORTUNITY	351	85.0	62	15.0
ADMINISTRATIVE POLICIES	326	78.9	87	21.1
WORKING CONDITION	273	66.1	140	33.9

As could be observed from Table 4.3, there is a general expression of satisfaction with each variable on the scale. The response on "work itself" recorded the highest degree of satisfaction (96.9 percent) suggesting that business teachers like their work and that the variable is held high on the scale of job satisfaction. It is consistent that this variable is closely followed by "the job" with a possitive rating of 94.4 percent.

The high rating of "social interaction" (92.1 percent) may explain why business teachers like the job and work itself especially when viewed against the relatively low rating recorded by "pay" (64.2 percent), and "working condition" (16.1 percent). If 'pay' and 'working condition' which are prime reasons for being in employment are rated low on the scale of satisfaction and yet the subjects are "extremely" satisfied with the 'job' and 'work itself' obviously the explanation can only be found in other variables. As can be observed from the table, therefore, the variables that offer satisfactory explanation are those rated high - supervision (85.2 percent), recognition (84.7 percent), benefits (86.7 percent), achievement, growth and opportunity (85.0 percent), and administrative policies which recorded a positive rating of 78.9 percent.

Putting all the scales on job satisfaction together on the basis of the degree of satisfaction, it is observed that 81.8 percent of the respondents indicate

satisfaction on all the scales of job satisfaction while about 18.2 percent are dissatisfied with all the variables on the scale.

From the foregoing analysis, the business teacher is satisfied with the job itself. This can be deduced to be a function of the scales namely, work-itself, social interaction, recognition, supervision, benefits, achievements and growth opportunity, prospects, and administrative policies, and to a lesser extent with working condition, and pay.

4.3 Testing of the Hypotheses

The test of hypotheses was embarked upon by using the discriminant analysis of satisfied/not satisfied. Even though the original design was aimed at determining the degree of satisfaction, the result of the pilot study which preceeded this research clearly showed a tendency for the data to be regarded as discrete thus leading to a two-cell analysis of satisfied and not satisfied.

A two-group discriminant analysis involving ten different test variables was computed. The data in the foregoing tables indicate that seven of the ten tests show significant chi-square relationship at $P < .05$ level of significance. These variables are presented and narrated subsequent to each stated hypotheses.

The three variables that do not show significant relationship are supervision, benefits and working conditions. These are also presented because when the

intervening variables are individually considered they tend to alter the overall result of non-significance. In other words, the degree of satisfaction becomes relative when the variables are considered by sex, age, marital status and level at which subject is teaching.

Thus Table 4.4 below shows a summary of the discriminant function analysis of the tests of significance irrespective of sex, age, marital status and level of teaching responsibility, which are the only variables relevant to the classifications.

Table 4.4 Summary of Discriminant Function Analysis on Satisfaction Variables

Classification	Chi-Square	Significance
1. Pay	17.16	.00
2. Work Itself	4.76	.03
3. Prospect	16.21	.03
4. Supervision	1.62	.20
5. Social Interaction	5.48	.02
6. Recognition	17.41	.01
7. Benefits	.82	.35
8. Advancement and Growth Opportunity	17.92	.00
9. Working Condition	.35	.56
10. Administrative Policies	6.00	.01

NOTE: All Degrees of freedom equal 1

Ho 1 Satisfaction from pay is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

This variable sought to know whether or not business teachers are satisfied with the amount of pay they receive, the degree to which they consider the pay a fair remuneration to what they contribute to teaching, and the adequacy of their pay compared with the salary of other people with similar qualifications in comparable positions. The test of this variable was discriminated by sex, age, marital status and the level (University or Polytechnic) at which they teach.

Table 4.5: Crosstabulation Statistics of Satisfaction with job and Demography

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	17.16	1	.00
Sex	413	.58	1	.45
Age	402	5.12	1	.02
Marital Status	309	4.73	1	.03
Level of Teaching	401	7.70	1	.05

Table 4.5 shows an overall significance at .00 level of significance between job and pay, and in all other demographic factors except sex. This means that business teachers are generally dissatisfied with the pay they receive.

Ho 2: Satisfaction from work itself is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

The variable work itself took into consideration availability of work facilities, chance to exercise independent thoughts and action on the job, stimulation and challenge, and opportunity to be creative and imaginative. Also considered in this variable are clarity of job goals, satisfaction from teaching, hours of work each week, chance to try out new ideas, freedom to choose what to teach and examine students.

Table 4.6: CROSSTABULATION STATISTICS OF WORK ITSELF WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	4.76	1	.03
Sex	413	.06	1	.80
Age	402	.79	1	.80
Marital Status	389	4.63	1	.03
Level of Teaching	401	8.75	1	.03

As could be seen from Table 4.6 above, the consideration of work itself shows an overall significnce at .03 level. The variable when compared to marital status and the level at which respondents teach also

shows significance. The hypothesis is thus rejected at $\angle .05$ level. In effect, work itself is a factor of satisfaction among business teachers.

H_o 3: Satisfaction from prospect is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

The variable sought to know whether or not business teachers are satisfied with promotion criteria and prospect and the degree of job security on their jobs.

Table 4.7: CROSSTABULATION STATISTICS OF PROSPECT WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	16.21	1	.00
Sex	413	2.17	1	.00
Age	402	.02	1	.92
Marital Status	389	1.51	1	.22
Level of Teaching	401	7.80	1	.05

Table 4.7 shows significance of prospect to job satisfaction at .00 level and this is found to be even more important depending on the level at which business teachers teach. The hypothesis is, therefore, rejected.

Ho 4: Satisfaction from supervision is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

Included in this variable are the amount of support and guidance received from the head of department, and the professional guidance received from the immediate supervisor.

Table 4.8: CROSSTABULATION STATISTICS OF SUPERVISION WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	1.62	1	.20
Sex	413	.74	1	.39
Age	402	.02	1	.89
Marital Status	389	.01	1	.94
Level of Teaching	401	.85	1	.84

The test of significance of this variable (Table 4.8) failed to reject the hypothesis as it showed an f result of .20. Also none of the demographic variables point to supervision as being significant among the factors that contribute to job satisfaction. This is consistent with the free responses in which subjects regard academic freedom as a factor of satisfaction.

Ho 5: Satisfaction from social interaction is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

Included in the variable, social interaction, are such factors as co-workers, chance to know and help other people, being part of a team, and the opportunity to socialize with co-workers.

Table 4.9: CROSSTABULATION STATISTICS OF SOCIAL INTERACTION WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	5.40	1	.02
Sex	413	.15	1	.70
Age	402	3.07	1	.80
Marital Status	309	.26	1	.61
Level of Teaching	401	.44	1	.93

This variable, as could be seen from Table 4.9 shows significance at .02 level without regard to any of the demographic considerations. This in effect means that social interaction plays a significant role in job satisfaction. The hypothesis is, therefore, rejected.

Ho 6: Satisfaction from recognition is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

This variable sought to measure the satisfaction derived from personal prestige and that which is accorded the profession in Nigeria and degree of respect and fair treatment received from the boss. Also included is the recognition which the teaching profession received from the Government and society in general.

Table 4.10: CROSS-TABULATION STATISTICS OF RECOGNITION WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	17.41	1	.01
Sex	413	.00	1	.99
Age	402	.01	1	.95
Marital Status	399	2.57	1	.11
Level of Teaching	401	5.26	1	.15

As could be seen from Table 4.10, recognition recorded an overall .01 level of significance to job satisfaction. It did not seem to matter to business teachers when the demographic variables were individually considered. The hypothesis is, therefore, rejected.

H_o 7: Satisfaction from benefits is independent of job satisfaction among business teachers irrespective of sex, age, marital status, and level at which they teach.

in responding to this variable as a job satisfier, respondents were asked to consider the overall condition of service, pension scheme/contract gratuity, medical facilities and annual leave, and opportunity for car loan. Also included were housing loan, accommodation for staff, and good school for the education of staff children.

Table 4.11: CROSSTABULATION STATISTICS OF BENEFITS WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	.92	1	.35
Sex	413	.81	1	.37
Age	402	.01	1	.93
Marital Status	389	.55	1	.46
Level of Teaching	401	15.05	1	.00

The analysis of the data collected for the test of this variable failed to reject the hypothesis. Indeed the Chi-square calculations in Table 4.11 above shows a significance at .35 indicating that the variable, benefits, is not considered as a significant job satisfier by business teachers except that the level at which respondents teach tend to bias this conclusion.

Ho 8: Satisfaction from achievement and growth opportunity is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

This variable included opportunity for personal growth and development on the job, a sense of worthwhile accomplishment at work and opportunity for higher education and training including in-service. Also included are opportunity for development offered by membership of professional associations and the encouragement offered business teachers to remain teachers.

Table 4.12: CROSSTABULATION STATISTICS OF ACHIEVEMENT AND GROWTH OPPORTUNITY WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	17.92	1	.00
Sex	413	1.35	1	.25
Age	402	.44	1	.51
Marital Status	389	1.06	1	.30
Level of Teaching	401	17.01	1	.00

The analysis of data for achievement and growth opportunity as a job satisfier as could be seen from Table 4.12 shows a significant chi-square calculation at .00 level. Sex, age and marital status did not matter in the consideration of this variable. However, the level at which subjects teach is important for the consideration of the variable as a job satisfier. The hypothesis is, thus rejected.

Ho 9: Satisfaction from working condition is independent of job satisfaction among business teachers irrespective of sex, age, marital status and level at which they teach.

This variable sought to measure job satisfaction which included availability of instructional materials and equipment, and the quality and availability of text books. Also included in the consideration of working condition as a satisfier are physical layout of office space, classroom, libraries, toilets, general environment etc. and the number of students in any class.

Table 4.13: CROSSTABULATION STATISTICS OF WORKING CONDITION WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	.35	1	.56
Sex	413	.00	1	.98
Age	402	10.69	1	.00
Marital Status	389	.27	1	.60
Level of Teaching	401	3.24	1	.35

Table 4.13 with a chi-square significance at .56 indicates that business teachers look up to other variables as satisfiers. The hypothesis is, therefore, rejected.

HO 10: Satisfaction from administrative policies is independent of job satisfaction among business teachers.

Of importance in the consideration of this variable as a satisfier are the fairness with which the employer implements policies and regulations, and with which government implements policies and regulations affecting teachers. Also included are procedure for appointing Deans of faculties and heads of departments, as well as other general administrative policies affecting institutional governance.

Table 4.14: CROSSTABULATION STATISTICS OF ADMINISTRATIVE POLICIES WITH JOB AND DEMOGRAPHY

Variable	Total n	Chi-Square	Degrees of Freedom	Significance
The Job	413	6.00	1	.01

From Table 4.14 it can be seen that the chi-square significance is at the .01 level indicating a strong rejection of the hypothesis. Administrative policies are, therefore, important as job satisfier.

A univariate comparison of satisfaction was also made in order to further subject the effect of demographic consideration to more statistical tests on the

Table 4.15: UNIVARIATE COMPARISON OF SATISFACTION ON SCALES AND DEMOGRAPHIC CLASSIFICATION

SCALES	1 SEX			2 AGE			3 MARITAL STATUS			4 REASON FOR TEACHING			5 TEACHING EXPERIENCE			6 LEVEL TAUGHT			7 HIGHEST QUALIFICATION			8 NO OF CHILDREN		
	MALE	FEMALE	LEVEL OF SIGNIFICANCE F	UNDER 30 YEARS F	OVER 30YEARS	LEVEL OF SIGNIFICANCE F	SINGLE	MARRIED	LEVEL OF SIGNIFICANCE F	ECONOMIC	INTRINSIC	LEVEL OF SIGNIFICANCE F	UNDER 8 YEARS	OVER 8 YEARS	LEVEL OF SIGNIFICANCE F	POSTED	UNIVERSITY	LEVEL OF SIGNIFICANCE F	UNDER GRADUATE OR EQUIVALENT	MORE	LEVEL OF SIGNIFICANCE F	UNDER 3	OVER 3	LEVEL OF SIGNIFICANCE F
PAY SATISFACTION	65.1	59.4	NS 0.8	55.0	67.5	5.7*	54.8	69.5	5.4*	45.9	69.5	18.7	58.4	76.2	11.5**	58.3	64.5	5.8*	58.9	64.3	NS 3.6	61.0	69.9	3.19
PROSPECT	74.7	65.5	NS 2.6	72.8	72.9	NS 0.0	68.5	76.3	NS 1.9	60.2	76.7	10.4**	71.0	79.1	NS 1.0	66.3	77.9	6.7*	55.4	75.4	** 9.8	74.2	71.8	NS 0.40
SUPERVISION	86.0	81.2	NS 1.1	84.8	84.8	NS 0.0	84.9	85.4	NS 0.0	75.5	88.0	9.3**	85.0	84.6	NS .00	83.9	85.9	NS 0.3	83.9	84.8	NS 0.02	84.6	86.3	NS 0.2
SOCIAL INTERACTION	97.1	92.1	NS 6.0	94.4	98.2	NS 4.3*	95.9	97.8	NS 0.84	93.9	95.1	4.6**	97.6	95.2	NS .55	94.5	99.5	NS 0.3	93.9	96.6	NS 0.02	96.4	96.3	NS 0.2
RECOGNITION	84.9	84.2	NS .03	84.0	84.8	NS 0.0	78.1	86.4	NS 3.10	62.1	93.1	31.0***	82.5	86.1	NS .76	81.4	87.9	NS 3.2	78.6	85.6	NS 1.84	84.6	84.9	NS 0.0
BENEFITS	87.5	88.6	NS 1.2	87.2	85.3	NS 0.0	83.6	87.7	NS 0.87	77.6	89.3	8.4***	81.9	92.3	5.0*	79.9	93.0	15.0**	82.9	87.3	NS 2.03	85.1	89.0	NS 1.1
ACHIEVEMENT & GROWTH OPPORT.	80.0	79.7	NS 1.8	82.4	85.0	NS 0.6	80.8	80.4	NS 1.5	70.4	89.3	21.6***	82.5	91.6	4.6*	79.4	93.0	10.8**	80.4	85.0	NS 1.04	33.9	87.0	NS 0.7
ADMINISTRATIVE POLICIES	79.9	73.0	NS 1.45	78.4	78.3	NS 0.0	71.2	81.0	NS 3.5	66.3	82.9	11.9***	78.2	84.6	NS 3.5	74.4	82.4	NS 3.81	80.4	78.0	NS 0.15	72.9	80.8	NS 0.5
WORKING CONDITION	66.1	65.2	NS .01	77.6	60.3	** 11.2	70.9	65.8	NS 0.4	60.2	67.6	1.8	65.0	66.7	NS .09	61.8	69.3	NS 2.5	60.4	69.3	** 6.4	67.8	63.0	NS 0.9
OWN LEVELS	97.1	93.7	No 3.5	95.0	97.5	NS 1.4	93.2	98.4	6.0*	89.8	98.0	21.5***	95.5	100	8.5**	94.5	99.5	5.7*	98.4	98.8	NS 0.0	95.1	100	7.1***

KEY
N. S = Non Significant * = Significant at .05
** Significant at .1
*** Significant at .01

scales of pay, prospect, supervision, social interaction, recognition, benefits, achievement and growth opportunity, administrative policies, working condition, and work itself. Using the analysis of variance technique, the degree of satisfaction on the scales were compared on each of the demographic classifications in order to test the hypotheses labelled 11 - 18. Table 4.15 gives the summary of univariate F value of the level of significance for each demographic classification.

Ho.11 - Sex

For the comparison between male and female on the scales (Table 4.15), the F test result ranges between 0.0 for social interaction to 2.6 for prospect. None of the ten scales showed significant sex difference. Therefore, the hypothesis of equal means on each of the ten scales could not be rejected. This indicates that no statistically significant difference was shown by business teachers who are male and those who are female.

Ho. 12 - Age

Comparing respondents who are under 30 years of age and those over 30 years, the hypothesis of no significant difference is rejected. As could be observed from Table 4.15, significant differences exist on three of the scales - Pay, (f 5.2), Social interaction (F. 4.3) and working condition (F 11.2). The result shows that

those who are over 30 years tend to have higher average satisfaction on the scales of pay, social interaction, and working condition. However, no significant differences were observed in the other scales. This means that there is no discrepancy in the age group on the scales.

Ho. 13 - Marital Status

Comparing business teachers who are single with married ones, the hypothesis is rejected because significant differences were observed (Table 4.15) on Pay (F 5.4) and work itself (F 6.6). It is observed that the satisfaction on these two scales are higher for married people than for single. However, no significant differences exist on other scales. Therefore, the hypothesis of equal means on all the scales was rejected.

Ho. 14 - Reasons for Teaching

Comparing respondents who entered the profession because of interest or economic reasons, statistically significant differences were observed on all but one of the scales. The only scale being working condition (Table 4.15). Therefore, the hypothesis of equal means between the groups of all the scales was rejected. The group means showed that those who entered the profession because of economic reasons failed to realize their objectives because they recorded lower satisfaction than their other colleagues who went in because of interest.

H_o 15 - Teaching Experience

The hypothesis of equal means on scales between respondents with under eight years teaching experience and those with over eight years is rejected. The scales of dispersion (Tables 4.15) include Pay, (significant at .01), benefits, achievement and growth opportunity, and work itself both significant at .05 level.

H_o 16 - Level Taught

In the comparison between polytechnic and university respondents the hypothesis of no difference in satisfaction is rejected. The analyzis (Table 4.15) shows that the satisfaction differs significantly at .05 level on the scales of pay, work itself, prospect, recognition, benefits, achievement and growth opportunity and administrative policies while no significant difference ($P < .05$) in the scales of supervision and social interaction. Lecturers in the universities manifested greater satisfaction than polytechnic lecturers.

H_o 17 - Qualification

The comparison was between degree holders and non-degree holders. The hypothesis of equal means was rejected on the basis of (Table 4.15). Significant difference on the scales of prospect (.01), and working condition (.01). The non-degree holders expressed greater

satisfaction than those with degree on working conditions while the reverse was the case on the prospect scale.

Ho 18 - Number of Children

Finally, the group scales were compared on the basis of number of children per respondent. The hypothesis of equal means was rejected. The rejection is as a result of significant difference observed (Table 4.15) on the work itself scale at .05 level. No statistically significant difference was observed on the other scales. The analysis showed that respondents with more than three children are more satisfied on the scale.

4.5 Results of Open-ended Responses

In addition to 69 specific items, the questionnaire used in this study also provide for free responses or comments by business teachers, this area is covered by items 70 and 71 respectively on the questionnaire used for investigation (See Appendix).

Only a few of the respondents used the opportunity to express their concerns and majority of those who responded to this part of the questionnaire did not rank their responses.

Business teachers were asked to identify other factors not listed in the instrument that contribute to their satisfaction or dissatisfaction with their job. Their responses include:

4.5.1 Factors Contributing to their Job Satisfaction

1. Prevalence of academic freedom, freedom to conduct independent research and to design suitable programmes for teaching.

2. Positive response by students in the classroom and their ability to ask intelligent, stimulating and challenging questions.

3. Opportunity to work in a foreign country.

4. Absence of rigid administrative control which means opportunity for self-fulfilment.

5. Informal mode of dressing to work.

6. Exemption of staff from tuition fees when taking higher degree courses.

7. Satisfaction derived from seeing own students progressing in their areas/duties outside the institutions.

8. Opportunity to train responsible citizens for society and to influence society through education.

9. Informal groups and associations do give a sense of encouragement and fulfilment which the formal structures at the institutions cannot/do not provide.

10 Co-operation and team spirit from students, staff and other community members.

4.5.2 Factors Inhibiting their Job Satisfaction

1. Lack of professional ethics
2. Non-challant attitude of educational authorities to teachers' interest and welfare
3. Poor research facilities and inadequacies in funding worth-while research projects that may encourage staff towards self improvement and self fulfilment.
4. Lack of provision for accelerated promotion. Non-recognition of individual considerations as a promotion criteria and disregard for heavy teaching load as being irrelevant.
5. Preponderance of facilities on the side of administrative staff to the detriment of academic staff in terms of office accommodation, equipment and materials, housing etc.
6. Ambivalent attitude of society towards the teaching profession; it is a thankless job.
7. System of recruitments into the organizations.
8. Differences in policies as they affect administrative and academic staff. University administration considers academic departments as service departments not as the main production department of the University.
9. Limited opportunity to travel outside the country to attend seminars, conferences, or workshops due to inadequate funding for such undertakings.

10. Lack of opportunity to do private practice.

11. Poor transportation system and recreational facilities.

12. Discrimination, tribalism, personal and ethnic relationships rather than performance and objectivity as parameters for measuring effectiveness and staff commitment.

13. University system seems incapable of noticing, identifying and/or checking injustices, abuse and misuse of offices. This gives considerable dissatisfaction to the conciencious and upright staff.

14. Poor salary, incentives commensurable with the amount of input in the teaching job makes it difficult for teachers in professional subjects to remain in the teaching line.

15. Poor human relations at the top.

16. Disruption of the university calender which usually interfered with plans for self-development and family care.

4.6 Summary

In analysing the data for this study, 18 hypotheses were tested in order to determine the factors that contribute to the job satisfaction of business teachers.

Apart from the demographic variables of sex, age, marital status, reasons for teaching, experience, level taught, qualification, and number of children which influence job satisfaction in varying ways, ten scales of job satisfaction were constructed and analyzed for their contribution to job satisfaction. Out of the ten prospective job satisfiers, the following seven were found to make significant contribution to job satisfaction - pay, work itself, prospect, social interaction, recognition, advancement and growth opportunity and administrative policies. The three variables not considered to make significant contribution to job satisfaction are supervision, benefits and working condition.

Other job satisfiers identified by respondents include maturity, foreign travels, flexibility, mode of dressing, team work and opportunity to train future leaders. On the other hand, factors inhibiting job satisfaction of business teachers include poor research facilities resulting from inadequate funding, tough promotion criteria, ambivalent societal attitude towards teachers, and lack of opportunity to engage in private practice.

Chapter 5

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction

This chapter summarized the problem, the objectives of the study, the methodology employed and the presentation and analysis of data. Based on the findings, conclusions are drawn and recommendations made for the enhancement of job satisfaction of business teachers as well as for future research.

5.2 Summary

This study is concerned with the problem of determining the causes and correlates of job satisfaction of business teachers in tertiary institutions in Nigeria. The methods and procedures used were designed to

(1) determine the causes of the high rate of turnover among business teachers which literature point to as a possible clue to lack of job satisfaction.

(2) Investigate and find solution to arrest the lack of stability and low morale among business teachers.

(3) Investigate different factors militating on job satisfaction among business teachers in tertiary institutions on the 10 scales of job satisfaction.

(4) Measure the influence of job satisfaction on the performance of business teachers in tertiary institutions in Nigeria.

(5) Test the eighteen alternative hypotheses related to teachers overal satisfaction according to their demographic classifications.

The objective (purpose) of this study is to add to knowledge in a field where research is scanty as regards the Nigerian situation, to aid in the understanding of job satisfaction and to make recommendations on ways of improving the job satisfaction as well as the quality of life of business teachers, and how to influence job satisfaction by taking into account individual differences and modifying situational determinants of job satisfaction. Thus opening up areas for further research in this field and stimulating the interest of other scholars to carry out further studies in a related field.

The methodology used in the study included the modification of the Hoppock job satisfaction questionnaire and the Courger/Zawacki survey and diagnostic instrument. A questionnaire containing

71 items was designed to collect the data for this study. The three-point instrument was designed to measure the biographical details of the subjects, the job itself and job satisfaction on 10 scales of pay, work itself, benefits, achievement and growth opportunity, administrative policies, social interaction, recognition, prospect, supervision and working conditions.

A free response section was added to determine the factors that enhance job satisfaction or inhibits satisfaction of subjects.

The sample size of 700 lecturers for the study was randomly determined from business teachers in 10 universities and 10 polytechnics spread all over Nigeria. Usable questionnaires were received from 59 percent of samples or 413 business teachers.

The data were analysed on the computer using a general frequency distribution which gives information about the degree of satisfaction or dissatisfaction on the scales. Using the satisfaction scores, the data was subjected to a series of statistical analysis viz: discriminant analysis to test the hypotheses of equal means between groups of the eight variable classifications on the ten job satisfaction scales. A cross-tabulation of scales for testing the

eighteen hypotheses in order to determine the factors that contribute to the job satisfaction of business teachers. A Uni-variate analysis of variance was also used in order to further subject the effect of demographic considerations to more statistical tests on the ten scales of job satisfaction.

5.3 Conclusion

In all, 18 hypotheses were tested in order to determine the factors that are considered to satisfy business teachers on their jobs and the degree to which the presence or lack of these variables contribute to satisfaction or dissatisfaction. The results show that business teachers were satisfied with the variables on the scale in varying degrees. In order words, business teachers consider several of the variables as job satisfiers.

In specific response to each of the hypotheses the following conclusions resulted from the study:

1. Pay is rated significantly. Probability ($P<0.00$) as a factor of job satisfaction especially among university teachers. This is evident by the higher rating of unversity teachers on university salary structure over polytechnic staff who are still on the public service grade level scale.

2. The variable, work-itself, which has to do with the condition of service and availability of teaching materials was considered a job satisfier ($P \leq 0.35$). Of importance in the consideration of this variable as a job satisfier is that business teachers like clarity of job goals and the freedom to choose what and how to teach. This correlates significantly ($P \leq 0.20$) with the rejection of supervision as a factor of satisfaction.

3. Job prospect - promotion and security, is close to the heart of business teachers ($P \leq 0.00$) as a job satisfier. The overwhelming approval of this variable especially at the university level ($P \leq 0.05$) is a pointer to the fact that university business teachers would like to make a career of teaching if the prospect of advancement and security is enhanced.

4. The analysis of data concerning social interaction shows business teachers as being quite gregarious ($P \leq 0.05$) because the chance to know and help people within a team is considered as a factor of job satisfaction. The promotion of healthy industrial relations, therefore, should remain a priority of administrators of tertiary institutions in Nigeria.

professional interaction.

8. The analysis of data identified administrative policies as a factor of job satisfaction ($P \leq 0.05$). This is consistent with the agitation of business teachers for greater probity and fairness as expressed in the open ended questions.

9. In analysing the effect of demographic considerations on statisfaction, it could be concluded that the more matured a business teacher (Age) is on the job the higher the level of satisfaction on the scales of pay, social interaction and working condition.

As a compliment of this conclusion, married business teachers and those with over eight years teaching experience tended to be quite satisfied especially on the scales of pay, work itself and achievement and growth opportunity. Also those who opted for teaching because of interest derived greater satisfaction than those who teach merely to make ends meet. The prestige of teaching at the university level brought satisfaction on the scales of supervision and social interaction.

In summary, the achievement and maintenance of a teaching service of high morale and satisfaction requires establishing a sense in which teachers are recognised and rewarded, and one in which teachers

professional interaction.

8. The analysis of data identified administrative policies as a factor of job satisfaction ($P < 0.05$). This is consistent with the agitation of business teachers for greater probity and fairness as expressed in the open ended questions.
9. In analysing the effect of demographic considerations on satisfaction, it could be concluded that the more matured a business teacher (Age) is on the job the higher the level of satisfaction on the scales of pay, social interaction and working condition.

As a compliment of this conclusion, married business teachers and those with over eight years teaching experience tended to be quite satisfied especially on the scales of pay, work itself and achievement and growth opportunity. Also those who opted for teaching because of interest derived greater satisfaction than those who teach merely to make ends meet. The prestige of teaching at the university level brought satisfaction on the scales of supervision and social interaction.

In summary, the achievement and maintenance of a teaching service of high morale and satisfaction requires establishing a sense in which teachers are recognised and rewarded, and one in which teachers

enjoy a favourable condition of service even if the turnover of teachers and consequent loss of well qualified and experienced teachers were to be discounted, it is difficult to waive off the condition of service and economic reward in any serious attempt to improve the quality of teaching especially in the business field where the personnel are in high demand in competing opportunities. The economic consequence and loss to academic excellence that often result when teachers are dissatisfied or believe they are being treated unfairly may be as serious a loss as the outright attrition that could result from job dissatisfaction.

5.4 Recommendations

In formal organizations, the school stands out for its process and product; its means and ends are basically human, yet its goals are ambiguous. None-the-less, it is unlikely that a school will be successful in developing awareness, creativity, respect, sensitivity, responsibility, desire for learning, spirit of inquiry, capacity for love, and similar conditions in youngsters unless schools are organized and operated in such a way as to be able to champion and nurture these conditions. At the apex of achievement of these conditions are teachers who are committed. A major determinant of the desired commitment is job satisfaction.

In the light of the findings of this study, therefore, the following recommendations are Presented:

1. Overall it must be realized that in every work situation there are components of job satisfaction in which the specific needs of the worker are specified. Organizations and indeed universities and polytechnics with particular reference to business teachers, ought to identify these components and take necessary measures to ensure their fulfilment.

2. Pay, as suggested by the higher level of satisfaction among university lecturers on USS over polytechnic teachers on GL is a determinant of job satisfaction among business teachers. While it is prepostrous to recommend a different scale of pay for business teachers the expression of desire to engage in private practice might offer a solution to this problem. When private practice is organized and legalized as part of the system both the institution and the individual will gain economically and professionally. It is therefore recommended that organized private practice should become part of the condition of service of business teachers to afford them additional income as well as enhanced professional enrichment.

3. Promotion prospect and job security are held high by business teachers as factors of job satisfaction. The problem is not whether or not these prospects exist but rather their clarity. It is, therefore, recommended that conditions of service, promotion etc be clearly spelt out for prospective and serving teachers to assist in their career choice and determination.

4. Interest in work itself seems to be one of the major determinants of business teachers' overall satisfaction. This suggests that it is wise to recruit business teachers from among individuals who show interest rather than those who want the job for economic reasons.

5. Opportunity for self achievement and growth is rated by business teachers as factors of satisfaction. There is, therefore, a need for more in-service training programmes, professional activities and other incentives to enhance academic and professional growth on the job.

6. This study is a beginning in the understanding of the determinants and correlates of job satisfaction among business teachers in polytechnics and universities in Nigeria. The findings point to the process used as potentially useful in assisting researchers and other

investigators in further research on job satisfaction of non-business and other personnel in industry. The following areas of further study are thus recommended:

(a) a replication of this study in order to validate its findings;

(b) a study of different groups at different levels, different categories etc to see if the results will be similar or different;

(c) a follow-up study to determine whether business teacher attitudes change over time;

(d) a comprehensive study to include administrators and other functionaries to correlate their concept of satisfaction with those of sub-ordinates.

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JOB SATISFACTION QUESTIONNAIRE

Please complete the questionnaire honestly. Your response would be treated in strict confidence. DO NOT WRITE YOUR NAME: Place a check mark ( ) in the appropriate box that respresents your best answer. This questionnaire is for regular members of staff, Youth Corpers are exempted from completing it.

SECTION 1: BIOGRAPHICAL DETAILS

Please do not write here.

FOR OFFICIAL USE ONLY

			CARD COLUMN 1 - 4
1.	Identification (Official Use)		
2.	Sex: (a) Male	/(1)/	
	(b) Female	/(2)/	5
3.	Age: (a) 30 Years or Less	/(1)/	6
	(b) More than 30 Years	/(2)/	
4.	Marital Status: (a) Single	/(1)/	7
	(b) Married	/(2)/	
5.	No. of Children (a) None	/(0)/	
	(b) One	/(1)/	
	(c) Two	/(2)/	8
	(d) Three	/(3)/	
	(e) Four	/(4)/	
	(f) Five	/(5)/	
	(g) 6 & Over	/(6)/	

CARD COLUMN

6. Size of Family to Whom you are directly responsible

(a) 1 - 2 /(1)/

(b) (b) 3 - 4 /(2)/

(c) 5 - 6 /(3)/

(d) 7 - 8 /(4)/ 9

(e) 9 - 10 /(4)/

7. State of Origin: (a) Anambra/(01)/

(b) Bauchi /(02)/

(c) Bendel /(03)/

(d) Benue /(04)/

(e) Borno /(05)/

(f) C/River/(06)/

(g) Gongola/(07)/ 10 - 11

(h) Imo /(08)/

(i) Kaduna /(09)/

(j) Kano /(10)/

(k) Kwara /(11)/

(l) Lagos /(12)/

(m) Niger /(13)/

(n) Ogun /14)/

(c) Ondo /(15)/

(p) Oyo /(16)/

(q) Plateau/(17)/

(r) Rivers /(18)/

(s) Sokoto /(19)/

(t) Other States (Specify)/(20)/

8. Religion: (a) Christianity /(1)/
(b) Islam /(2)/ 12
(c) Others /(3)/

9. Status (Or Equivalent):
(a) Graduate Assistant /(1)/
(b) Assistant Lecturer /(2)/
(c) Lecturer II /(3)/ 13
(d) Lecturer I /(4)/
(e) Senior Lecturer /(5)/
(f) Reader/Principal Lecturer /(6)/
(g) Professor/Chief Lecturer /(7)/
(h) Others (Please Specify) /(8)/

10. Highest Academic Qualification
(a) HND/NND /(1)/
(b) NCE/NTIC /(2)/ 14
(c) B.ED/BA/B.Sc. /(3)/
(d) M.P.A/MBA/M.Sc/M.A/M.Ed /(4)/
(e) Ph.D/ED.D /(5)/

11. Teaching Experience
(a) 1 - 4 Years /(1)/
(b) 5 - 8 Years /(2)/
(c) 9 - 12 Years /(3)/ 15
(d) 13 - 16 Years /(4)/
(e) 17 years and above /(5)/

12. Your most Important Reason for Entering the Teaching Profession: Check <u>One</u> Only.

(a)	Could not secure any other job	/(1)/
(b)	For Economic Reasons	/(2)/
(c)	Interest in the Profession	/(3)/
(d)	To satisfy my ego	/(4)/

16

13. Level at which you are teaching:

(a)	Polytechnic/College of Education	/(1)/
(b)	University	/(2)/

17

SECTION 2: THE JOB ITSELF

Please Do Not Write Here

Choose One of the following statements which best describes how well you like your job. Place a Check ( ) mark in the appropriate box.

14. (a) I hate it absolutely /(1)/

(b) I hate it /(2)/

(c) I don't like it /(3)/ 18

(d) I like it /(4)/

(e) I quite like it /(5)/

(f) I like it very much /(6)/

15. Check the one which denotes how much you of the time you feel satisfied with your job.

(a) I have never and will never be /(1)/

(b) Never /(2)/ 19

(c) Seldom /(3)/

(d) Some of the time /(4)/

(e) Most of the time /(6)/

(f) All of the time /(6)/

16. Check the one which best tells how you feel about changing your job:

(a) I will definitely change my job and take another one /(1)/

(b) I would take almost any other job in which I could earn as much as I am earning now. /(2)/ 20

(c) I would like to change both my job and my occupation. /(3)/

(d) I would like to exchange my present job for another job in the same line of work. /(4)/

(e) I am not eager to change my job, but I would do so if I could get a better job. /(5)/

(f) I would not change my job for any other. /(6)/

17. Check the one that explains how you think you compare with other people:

(a) I definitely hate my job /(1)/

(b) No one dislikes his job more than I dislike mine. /(2)/

(c) I dislike my job much more than most people dislike theirs. /(3)/

(d) I like my job as much as most people like theirs. /(4)/

(e) I like my job better than most people like theirs. /(5)/

(f) No one likes his job better than I like mine. /(6)/

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SECTION 3: JOB SATISFACTION

Please state how satisfied you are with e ch aspect of your job listed below. Indicate the appropriate response by ✓ ticking the right column.

How Satisfied are you with this aspect of your job?	Extremely Dissatisfied (ED)	Dissatisfied (D)	Slightly Dissatisfied (SD)	Slightly Satisfied (SS)	Satisfied (S)	Extremely Satisfied (ES)	Don't Write Here
PAY SATISFACTION							
18. The amount of pay I recieve							22
19. The degree to which I am fairly paid for what I contribute to teaching							23
20. My salary compared with the salary of other people in other professions who hold similar qualifications							24
21. WORK ITSELF The available work facilities and equipment							25
22. Chance to exercise independent thoughts and action in my job							26
23. Stimulation and challenge on the job							27
24. Opportunity to be creative and imaginative in my job							28
25. Ext nt to which job goals and objectives are clear to me							29
26. Personal satisfaction which I derive from teaching							30
27. The degree to which my work fulfills personal goals and objectives							31
28. No. of hours I work per week							32
29. The chance to try out new ideas/techniques in teaching							33
30. The degree to which I participate in determining the subject matter contents to teach my students							34

	1 ED	2 D	3 SD	4 SS	5 S	6 ES	DON'T WRITE HERE
31. The freedom to examine my students the way I know best							37
32. PROSPECT Promotion Prospects							38
33. Promotion criteria used in my Organization							39
34. The degree of Job Security							40
35. SUPERVISION The amount of support and guidance from my head of Department							41
36. The professional guidance I receive from my immediate boss							42
37. SOCIAL INTERACTION The people I talk to and work with on my job							43
38. The chance to get to know other people while on the job							44
39. The chance to help other people while on the job							45
40. Opportunity to socialize with my co-workers in a non-work context							46
41. Working alone on the job instead of with a group of people							47
42. Chance to work together with others in carrying out the job							48
43. RECIGNITION The overall prestige and recognition attached to my job							49
44. The degree of respect and fair treatment I receive from my boss							50
45. The prestige which the teaching profession enjoys in Nigeria today							51
46. Recognition which teaching profession receive from Govt.							52
47. Recognition which teaching profession received from society							53
48. BENEFITS The overall condition of service in my institution							54
49. Pension Scheme/Contract gratuity							55
50. Medical facilities and annual leave							56

	1 ED	2 D	3 SD	4 SS	5 S	6 ES	DON'T WRITE HERE
51. Car loan							57
52. Housing Loan							58
53. Accommodation for Staff							50
54. Good School for my Children							60
55. ACHIEVEMENT AND GROWTH OPPORTUNITY Opportunity for personal growth and development on the job							61
56. A sense of worthwhile in my work accomplishment							62
57. Opportunity for business teachers to receive more education and training through fellowship							63
58. In-Service training programme provided by my employer							64
59. The extent to which membership of professional associations (e.g. membership of Business Teachers' Association, Institute of Business Management, (IBM), NASMET, NIM, IMI, ANAN, ICAN, etc) allows you to develop academically and professionally.							65
60. The encouragement provided for business teachers to stay within the teaching profession							66
61. Administrative policies The fairness with which the employer implements policies and regulations affecting teachers							67
62. The fairness with which government implement policies and regulations affecting teachers							68
63. Procedure by which Deans are appointed to their positions							69
64. Procedure by which Heads of Departments are appointed to their position							70
65. The administrative policies of the Institutions							71
66. WORKING CONDITIONS The instructional materials and equipments which are available in my institution							72

	1 ED	2 D	3 SD	4 SS	5 S	6 ES	DON'T WRITE HERE
67. The quality and availability of Text-books							73
68. The overall physical layout and condition of my working environment E.G. office space, classrooms, Libraries, Seminar rooms, toilets etc							74
69. The number of students in my class							75

OPEN-ENDED QUESTIONS

Please Do Not Write Here

70. Name other factors not listed in the questionnaire that contribute to your job satisfaction.

_____

_____

_____

_____

71. Name other factors not listed in the questionnaire that contribute to the dissatisfaction with your job.

_____

_____

_____

_____

_____

THANK YOU

APPENDIX

Dept. of Business Administration
Institute of Administration,
Ahmadu Bello University - Zaria.

April, 15, 1986

Dear Sir/Madam.

JOB SATISFACTION QUESTIONNAIRE

Recognition has been given to the importance of job Satisfaction over the years. This instrument is designed to identify the job factors contributing to satisfaction and dissatisfaction among business teachers in tertiary institutions in Nigeria.

Your assistance in completing the Questionnaire will help this study to achieve its objective which is to provide suggestions for improving the teaching profession in Nigeria particularly as it affects business teachers. There is no right or wrong answers, it is your honest opinion that is important.

Kindly complete it promptly and return it in the enclosed envelope not later than September 15, 1986. after which the data will be analysed.

Thanks for your co-operation.

Yours faithfully,

Miss. 'Bimpe Salawu