

**AN EVALUATION OF THE ORGANIZATIONAL FACTORS
WHICH INFLUENCE THE JOB SATISFACTION OF
BUSINESS STUDIES TEACHERS IN GOMBE STATE**

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 primary research work. It has not been presented in any previous application for a higher degree. All quotations and resources in the report are dully acknowledged by means of the given references.

Date

SARKI RHODA AWAK(MRS)

CERTIFICATION

This thesis titled **“Evaluation of the organizational factors which influence the Job Satisfaction of business studies teachers”** by SARKI RHODA AWAK, meets the requirement governing the award of the degree of Master in Education (M.ED) in Vocational and Technical Education (Business Education) of Ahmadu Bello University, and is approved for it’s contribution to knowledge and literacy presentation.

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DEDICATION

This research is dedicated to my beloved husband, Dr. Reuben Maifataya and my two daughters, Mercy and Margaret.

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ABSTRACT

This study was designed to measure the influence of organizational factors on job satisfaction of business studies teachers in Gombe State. The study also measured the differences existing among business studies teachers on their job satisfaction based on gender, marital status, age, teaching experience and qualification, using the scale of job satisfaction developed by Hopock. In order to achieve the purpose of the study, a survey research design was adopted. The population of the study consisted of all business studies teachers in Gombe State secondary schools, spread across the 52 government secondary schools. Cluster sampling was adopted, that is questionnaires were administered to all the business studies teachers. The items of this study instrument were adopted from items used by Couger/Zawaki and modified in Nigeria by Sawalu (1987). The instrument was constructed to cover the five research questions and five null hypotheses and was divided into section A and B. Section A consisted of the demographic factors of respondents, and section B consisted of items on job satisfaction. All the hypotheses were tested at 0.05 level of significance. Z-test was used in testing hypotheses 1, analysis of variance (ANOVA) and Z-test used in testing hypothesis 2, Pearson product moment correlation used in testing hypotheses 3 and 4, while Spearman rank (ρ) correlation was used in testing hypothesis 5. The result of the finding revealed that the perceived level of job satisfaction among business studies teachers in Gombe State was significantly low. In other words, it did not

significantly influence the selected variables, like age, gender, marital status, years of experience in Gombe State, Government secondary Schools. On the basis of the conclusion the researcher recommended among others, loans allowances, decent accommodations, medical facilities, etc., be provided for business studies teachers so as to reduce their movement to other fields. Finally, based on the limitation of the study, the researcher suggested that further research be conducted on impact of corporate bodies in the development of business education programme in secondary schools.

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ABBREVIATIONS

NABTE: National Board for Technical Education

NABTEB: National Business and Technical Education Board

ANAN: Association of National Accountant of Nigeria

ICAN: Institute of Chartered Accountant of Nigeria

OPERATIONAL DEFINITION OF TERMS

In the context of this study the following terms were used as defined.

Achievement and growth opportunities: Chances available to teachers through policies, action, activities initiated by the Ministry of Education or agencies

Inter-Personal Relations: The nature of social and/or professional interaction that takes place or among persons, for instance, teachers, the school head and colleagues or students.

Institutional Aspiration: Is what an individual desire to get in is work place e.g. the school

Job Determinants: These are all the aspects of Job items that an individual's satisfaction or dissatisfaction are measured upon.

Job Satisfaction: There are the pleasurable, emotional state, resulting from appraisal of one's job as achieving or facilitating one's values/desires or hope to move up a hierarchy of positions.

Responsibility: Being able to stick or remain on any job assigned to the teacher as a result of his endurance, determination and reliability

School Policy: The formal rules and regulations used by the authority to conduct it's work as well as well as the attitude of their officials towards the teachers

Supervision: Inspection to school and teaching process to ensure that the system measures up to established criteria.

Working condition: Adequacy and amount of facilities, equipment, instructional materials and physical condition of work generally.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND INFORMATION

Management's efforts in the area of works motivations and job satisfaction are those aimed at sustaining the interest of workers on the job. According to Bloom (1992) "Job satisfaction has been considered important not only for humanitarian reasons, but also because it has been held that the worker who likes his job will work with efficiency and enthusiasm".

Kormhauser (1998) supporting the idea above, stating that, it is important to know the amount of satisfaction or dissatisfaction a worker derives from the job itself, since the workers spends most of his or her time on the job. Generally, the satisfaction an employee derives from his employment is largely dependent on the extent to which the job and everything associated with job meets his needs, expectation and values which constitutes a few of the associated factors of job satisfaction. There is a need to develop a plan to attract, retain and develop the number of quality of business studies teachers required to execute the business education programme in Nigeria and Gombe State in particular. This can only be possible if those factors accounting for job satisfaction among business studies teachers are identified. In line with this claim, Salawu (2000) stated that understanding and improving satisfaction among business studies teachers is the central problem in the field of education today and more important is the

successful administration of education administration and business organization. In his own opinion Oladebo (2004), felt that the condition of service of teachers in Nigeria should be improved, to encourage them put in more of their effort on the job. He also recommended that In service training programmes and other similar activities be improved.

Jovage (2005). Lamented the progressive loss of qualified teachers in Nigeria to other businesses, observed that the poor condition of services has worsen the recruitment problem in teaching profession and that there has been a high rate of labour turn over among business teachers in our schools to greener pastures. This according to him may be due to the job dissatisfaction of business teachers or that they are poorly paid, even though the date of their monthly pay that is unstable.

The Ashyby commission (1960) also recommended improved condition of service for teachers in order to ensure stability of the teaching profession considering the huge amount of money spent on the recruitment of business teachers by Federal Government and Gombe State. There is every need to make the programme successful and in line with this, Crites (1996) said, the success of the education system in achieving it's objectives depends on the knowledge, skills, motivation and morale of it's personnel, most importantly the teacher. If teachers become dissatisfied with their job for a particular reason, they could lose interest in the profession and disrupt the main function of teaching. Thus keeping high

morale and satisfaction among teachers requires skillful and steady action from administrative leaders.

What has not been ascertained by the researchers is the influence which low job satisfaction has on the job performance of business studies teachers in Gombe State secondary schools, that business teachers are leaving for greener pastures. This therefore provides the background information for this study.

1.2 STATEMENT OF THE PROBLEM

It is the desire of every employer that employees in their organizations be happy and satisfied with their work in order to achieve the organizational goal. Thus, the idea of getting business studies teachers satisfied so that they can perform their duty diligently has been the aim of Gombe State Government since the creation of the state.

However, it has been observed for the 15 years of the researchers teaching experience, that there has been high movement rate of business studies teachers from teaching Job to other fields especially banking, industries. Data collected from the state ministry of education Gombe state indicated that in 2003 the state had 185 business studies teachers, but in 2004 it reduced to 125. By 2005 the number further reduced to just 81 teachers. The mass movement led to heavy work load falling on the few teachers who are left to continue to teach the subject/period abandoned by their colleagues that left the service.

A further investigation shows a drastic decrease in the enrolment of business education candidates in Pre-NCE/Poly JAMB Examination into colleges of education. Based on the data collected from Gombe State Ministry Education, out of 788 candidates that registered for Pre-NCE/Poly JAMB Examination in 2006 only 90 aspired to read Business Education. Worst still, this number fell to 60 candidates in 2007. The researcher therefore wonders that if this trend continues it will affect the programme of business studies as the state cannot afford losing its remaining business studies teachers especially with the baby university that has just being established in the state

The concern of this study therefore is to evaluate the organizational factors which influence job satisfaction of business studies teachers in Gombe state. These and other issues affecting business studies teachers in Gombe State, prompted the researcher to evaluate the organizational factors which influence job satisfaction of business studies teachers in Gombe state.

1.3 PURPOSE OF THE STUDY

The major purpose of this study is to analyse the factors which have influence on business studies teachers' job satisfaction in Gombe State specifically, the study seeks to:

1. Establish the level of job satisfaction of business studies teachers in Gombe state Secondary schools.

2. Find out how job satisfaction differs in relation to gender, marital status, educational qualification and age group.
3. Find out how general condition of service influences the business studies teacher satisfaction.
4. Establish how the school policies influence the business studies teachers' job satisfaction.
5. Find out what influenced the general working environment of business studies teachers job satisfaction.

1.4 RESEARCH QUESTIONS

With reference to the purpose of this study, the following questions were raised to answer the problem of this study.

1. What is the level of job satisfaction of business studies teachers in Gombe state secondary schools?
2. What is the level of difference in job satisfaction in relation to the following:
 - (a) Gender.
 - (b) Marital status of the respondents.
 - (c) Age of the respondents.
 - (d) Educational qualification of respondents
3. How does the general condition of service in Gombe state secondary school

influence job Satisfaction of Business studies teachers?

4. How does the school policies in Gombe state secondary school influence the job satisfaction of their business studies teachers?
5. What is the influence of the general working environment of Gombe state secondary schools teachers influence the job satisfaction of the business studies teachers?

1.5 NULL HYPOTHESES

The following null hypothesis were tested to enable the researcher arrive at a meaningful conclusion.

1. The perceived job satisfaction of business studies teachers in Gombe state secondary school will not be low.
2. The perceived level of job satisfaction among the business studies teachers will not significantly differ in relation to some selected variables.
3. The perceived level of job satisfaction of business studies teachers will not be significantly influenced by the general condition of service in Gombe state secondary schools
4. The general working environment of Gombe state secondary schools will not significantly Influence the perceived job satisfaction of the business studies teachers.

5. The various characteristics of the business studies teachers in Gombe state secondary Schools will not significantly influence their perceived level of job satisfaction.

1.6 BASIC ASSUMPTIONS

For the purpose of this study the following assumptions are made:

1. It is assumed that the failure to meet needs of teachers leads to job dissatisfaction and subsequent transfer to other fields.
2. Gender difference influences job satisfaction/dissatisfaction of teachers.
3. The meeting of teacher's needs leads to job satisfaction and high labor turn over.
4. It is assumed that the questionnaire will elicit the information needed on job satisfaction of business teachers in Gombe state.
5. It is assumed that the job satisfaction factors covered in this study will bring about the needed in out the needed information on the job satisfaction of business studies teachers in Gombe State.
6. Gombe state, which the study is the focus has business studies teacher from different ethnic groups, therefore, the data will provide useful information which may be used for the purpose of generalization.

1.7 SIGNIFICANCE OF THE STUDY.

This study is significant to both Gombe state ministry of education and business studies teachers in the sense that no similar study known to the researcher has been conducted in Gombe State on this issue which is related to labour turnover.

The study is also significant because Gombe State is not backward educationally, but most backward in business education. Any study that would help identify those factors militating against job satisfaction of business studies teachers in Gombe State would be of great importance to the state.

The study is also significant because job satisfaction is believed to be one of the major causes of labour turnover. To identify those factors of job dissatisfaction, would help arrest the massive movement of the few teachers in Gombe State to other sectors. The study is also significant because it will provide current information on what the teachers perceived to be factors that influence their job satisfaction and provide suggestions and recommendation that will help arrest the situation. Above all, the findings of the study will spur up further researcher in the related areas.

1.8 DELIMITATION

This study was delimited to only fifty-two government secondary schools offering business studies in Gombe state. These schools cut across the three geographical zones. and they are strategically located at the central area of the

zones, where students of various groups have access to admission. Within these zones and schools are Gombe North as zone A, Gombe south as zone B and Gombe central which is zone C.

The study is equally delimited to the entire population of 81 business studies teachers within these zones and their teaching qualifications include, National Certificate in Education (NCE) ,B.Ed, OND, HND, M.Ed., respectively who are currently teaching the subject. Enquiry focused mainly on organizational factors which influence job satisfaction of business studies teachers also constitute the delimitation of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature related to job satisfaction.

The organization of the chapter will be as follows:

- 2.1 Definition of Business Education
- 2.2 Concept of job satisfaction and business education teachers.
- 2.3 Related theories on job satisfaction
- 2.4 Empirical studies.
- 2.5 Summary

2.1 Definition of Business Education

The first generation business educators believed that there was no single definition of business education. This is why they always started their definition with, “there are as many definitions of business education as there are business educators” quite agreed to define business education a times is complex, thus based on the perception individual’s and experience. Until now, the concept is fairly recent issue in vocational psychology. Policies commission for business and economic education (1997) asserted that business education is for office occupation, distributive and marketing occupation, business teaching, business administration and economic understanding. Aina (1996) defined Business Education as a subject that permeates the entire life of the nation. It touches every

one collectively and individually be it on the field of sport, in the place of worship or even at home in domestic duties. By definition, Ulinfun (1982), simply viewed business education as education for business or training in business skills which are required for use in business, offices, clerical occupation and business policy analysis. Nanassay in Oni (1987) defined Business education as the aspect of the total education programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and consumer of goods and services that business offers.

Looking at all the definitions so far, the researcher wishes to draw a conclusion that business education should be regarded as the adjustment of the individual to his business environment and it is the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business, environment.

2.2 Concept of Job satisfaction and business studies teachers

There are number of definitions of job satisfaction, but a simple definition of job satisfaction was given by Hoppock (2003) who defined job satisfaction as “any combination of psychological, physiological and environmental circumstances that cause the person truly to say I am satisfied with my job.” Such psychological and physiological environmental circumstances may include the nature of the job, the pay, the propensity for growth and advancement on the job, etcetera. This definition suggests that the satisfaction of business studies teacher

with the work will not come from one source but a combination of many sources as well. Failure to recognize this fact, the school administrator may find it difficult to satisfy their business studies teachers.

In his view, Ekong, E. E. (2003) said that job satisfaction cannot be directly pinned down to productivity as one can say that it has much bearing on achieving the general organizational goal. All studies on job satisfaction seem to suggest that job satisfaction of employees seem to affect their performance on the job. Many organizations and psychologists seem to be interested in attaining career needs rather than creating satisfaction among workers. These organizations fail to realize that by taking the interest of the worker seriously, management is indirectly taking up the goals of their organization seriously.

Business studies teachers like other workers have needs. The needs are what they aspire to fulfill. Hence, job needs implies job satisfaction. There are a number of definitions of job satisfaction. According to Lawler (1970) satisfaction comes about when some of our needs or desires are met. This also is in line with the “expectancy” theory of Vroom (2002), who suggested that every worker goes to his place of work with certain desire or needs. When these needs and expectations are met based on what he / she is said to be satisfied, he puts in his best,. But when the needs are not satisfied, he / she contribute little to his work.

It is a common sense to know that a worker who likes his/her job will work more efficiently and enthusiastically. This idea also applied to educational context, as business education teachers who find their jobs satisfying will work

harder. This will in turn create a better learning condition for the students. Then the overall result will be a better students' performance in the standard of WAEC/NECO examination. According to Davis (1977). "One of the surest sign of the deteriorating condition in an organization is law of job satisfaction. In its most sinister form, it lurks behind wildcat strikes, slow downs, absenteeism and employee turnover. This could also be part of grievances, low productivity, disciplinary problems and other organizational difficulties."

Blum, (1990) said that attaining job satisfaction will be greatest where an individual's needs, abilities and objectives can be marched to a job that fulfills them. This means that people go to their organizations with their certain needs and objectives. Their satisfaction with the job therefore, depends on the realization of those needs or objectives. Bernard, (1998) said that an individual's satisfaction with his job depends on how his needs and expectations are met and what he/she gets from the job or organization, Kayode, A. (1998) point out that staff satisfaction is a good indication of quality and excellence of a school educational program. For the Teaching Service Board in Gombe State, teacher's job satisfaction could be seen as a measurement of the adequacies of personnel policies and administrative procedures. As time went on, there was that urge for a more dipper definition of job satisfaction in order to throw more light on its various dimensions. In discussing conceptual problems of job satisfaction, Korman (1990) state that job satisfaction: Can be viewed as a multi-dimensional phenomenon in that several different components have varied some what from

study to study and according to the research method, it seems fairly clear that among the major dimensions of job needs are satisfaction with (i) supervision, (ii) pay (iii) co-worker; (iv) company producers and (v) activity of the job.

An operational definition of job satisfaction was suggested by Evans (1999), who said that job satisfaction consists of the following:

- a. Overall satisfaction.
- b. Satisfaction with various aspects of the job such as pay, work itself, etc.
- c. Satisfaction of the individual needs and goals.
- d. The level of the needs and goals.
- e. The strength of a particular aspect of the individual needs.

Finley (1994), points out that management serves its enterprises as well as the interest of its employees when it shows interest in the individual personality of the workers. Korman (1998). said good working conditions and high morale are important value to the executive because those concerned with employees' important values, wages, retirement plans, bonus incentives, etcetera obtain their objectives. Therefore, for the government to attain the objectives of promoting and developing business studies in Nigeria and Gombe State in particular, it has to take the business studies teachers needs seriously and consider the interest of the business education teachers in general.

According to Graffith (1997) job satisfaction is the favourableness or unfavourableness with which employees view their work. This definition

indirectly expressed the amount of agreement between one's expectation of the job and the reward that the job provided. Glasser, (1963) defined job satisfaction as:

Attitudes, which result from a balance a summation of many specific likes and dislikes experienced in connection with the job. This attitude manifested itself in the evaluation of job and the employing organization. The evaluations may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and employing organization to this end. Thus, a worker may like certain aspects of his work yet thoroughly dislike others.

Job satisfaction has been described by Rex, (1969), as the pleasurable, emotional state resulting from appraisal of one's job as achieving or facilitating one's job values. Job satisfaction according to Lock is an emotional concept and not a behavioural activity. Researchers such as Finalley (1994) when he asserted that this feeling is related to behaviour outcomes that are counter productive. When one feels that one or more aspects of the job do not make up for these inadequacies, he may resort to any number of actions. He may seek for another job, which may cause staff shortage in the organizational system.

2.3 Related Theories on Job satisfaction

According to Grafith (1987), theory increases our understanding of a phenomenon and that it reveals its uniformities which enable people to predict according to established criteria and also provide guide to action. Savage, (1993),

suggested that another function of a theory is making it possible for researchers to derive logical relation and achieve new knowledge. These theories are of great importance to business studies teachers, because in a dynamic subject, there is a constant need to look into the future if any meaningful progress is to be made in this area.

Prominent among the theories are:

- i. Expectancy theory
- ii. Equity theory
- iii. Two factor theory
- iv. Need hierarchy theory

2.3.1 Expectancy Theory

What makes a job satisfying or dissatisfying depends in most cases on the expectation an individual has on what the job should offer. Vroom (2002) propounded the expectancy theory of motivation. His Frame work showed that the motivational force that an individual exerts on the job is a function of

- i. The perceived expectancy that certain outcome will result from a particular behaviour.
- ii. The balance for those outcomes.

He felts that the balance of an outcome is in turn a function of its instrumentality for obtaining another outcome. In support of this Wild (1992) research on the theory and reveals that:

- a. The dimension of efforts – to performance or reward expectancies have been generally show as being positively related to the individual's outcomes of performance and aspiration.
- b. The personality variables appear to have an effect on an individual expectancy balance perception.

Similarly, Armstrong (1990) conducted a study on the relationship of career need and aspiration to motivation and performance using the expectancy model and found the aspiration is highly related to persons' achieving career need and aspiration. His means that aspiration is related to expectation and not to performance. It would be out of place to say that school administrators need to know their individual business education needs and their expectations from the job. To assume that when salaries are paid then everything will be alright may not be correct.

2.3.2 Equity Theory:

This theory was postulated by Dessler (1973). He argues that job satisfaction is determined by a perceived "input and output" balance in the following ways:

The perceived equity of a person's reward is determined by his input and output balance.

This perceived equity in turn determines satisfaction, but dissatisfaction result when the perceived inequity or discrepancy exists. That is to say that satisfaction

is determined by the perceived ratio of what a person receives from his job relative to what a person puts into his job. Outcomes are rewards such as pay, promotion, recognition, achievement and status that result from task accomplishment. He urges further that a discrepancy or inequity exists when a person's job outcome is unfair or unequal compared to his job input. The inequity creates a state of tension, which individuals try to reduce. Business Education teachers are always comparing themselves with their colleagues who are in other sectors of the economy and are enjoying better. That is to say they, the business education teachers, are not receiving a commensurate reward from their places of work compared to what they are putting in the job.

2.3.3 The Two Factor Theory

Herzberg, Mauszner and Snyderman (1959) presented the motivation hygiene theory. They postulated that there are two independent sets of factors contributing to satisfaction and dissatisfaction of career need and aspiration. The career need and aspiration factors are called "Motivation Factors" that deal primarily with the individual need for self-actualization in his work, (completion of a job advancement, recognition, achievement, growth opportunities, and work itself). These factors lead to positive job attitudes.

The dissatisfaction factors are called "Hygiene Factors" and deal with the environment of work (organization, policy and administration, peer relationship, conditions). They feel that the rise of dissatisfaction and poor performance can be

prevented if the needs involved in the hygiene factors are satisfied. Other people were attracted to this theory and researched on these.

2.3.4 Arguments for the Theories

Ekong (2003) applied Herzberg's study with teachers in Georgia using the interview method. The result of the study generally supported Herzberg's theory with few exceptions, the most obvious of which was the good interpersonal relation especially with students was motivational factors rather than hygiene factors.

Wofford (1986) conducted a study to determine sources of teachers' career satisfaction and dissatisfaction based on the theoretical studies of Herzberg using their internal factors – salary, company policy, technical aspects of supervision, interpersonal relations and working conditions. He found out that internal factors were more related to career aspiration, while external factors were dissatisfying. He concluded that school administrators who wished to increase the aspiration levels of their teachers should be concerned with both the internal and external factors. Those schools administrators who came to believe on concentrating on external factors only could not produce the best, and thus had less satisfied teachers. The theory suggested that to secure employees performing at a high level of productivity, the organization has to identify the needs of the employees and how to satisfy the needs.

Sergioverni (1965) similarly applied Herzber's theory using teachers in Rochester, New York. The result of the stud also supported Herzberg's theory. He discovered that:

- i. Sources of high job feelings for teachers tended to differ from events that are sources of low job feelings.
- ii. Factors identified in the motivator class tended to focus on the condition of work.

According to him, a haunting question facing the use of the theory which relies heavily on research from area other than education for support is whether or not the theoretical proportions and supporting finding are applicable to education. He believed that the motivation – the hygiene theory is applicable to educational organizations and to teachers and student for two reasons.

- i. The theory is consistent with humanistic belief pattern which forms one dimension of our applied science of educational administration.
- ii. While Herzberg's hypotheses were tested, using teachers and other educators as respondents, results similar to those found for other groups were obtained.

2.3.5 Controversy on the Two Factor Theory

Despite of the importance of the theory of Herzberg, the Two Factors Theory has been criticized by some scholars. Most of these scholars among other is Mitchel (N. W.) (1974) who took him up on the methodology. The critical

incident, method, while requiring people to look at themselves as equals, do not adequately provide for the expression of other factors to be mentioned. Therefore, there is the tendency for recent events of a persons' work experience to be identified with such methodology. It also tends to ignore the past and possible important events.

The sample population of study used by Herzberg (1959) was not in the same similar to teachers because the sample was from among engineers and accountants. The environments of these two groups of workers different from those of teachers. Wormimont (1998) described Herzberg's theory as being unsound and stemming from correct approach. He claimed that the term "motivation" and "satisfier" cannot be used interchangeable. He went ahead to administer a questionnaire to technical employees to investigate sources of personal satisfaction and work satisfaction. The result indicated that those factors that seem to have heavier impact on motivation than on satisfaction certainly do not fall into any neat classifications of intrinsic and extrinsic needs. Wolf differentiated between job satisfaction and dissatisfaction as an end state, and job motivation as a force to achieve an end state.

Campbell (1970) Criticized the work of Herzberg for paying attention only to career attainment and not the motivation and how to make an individual work harder. Campbell also acknowledged the fact that the two – way factor theory has occupied an evitable position in the study of career satisfaction among workers, even though heavily criticized. Other works merely improved the theory.

Herzberg's theory has common sense appeal to school administrators about the nature and importance of keeping good working environment. This concern about the quality of life has led to various job enrichment programs in many organizations this is an approach to job design that attempt to make the task more intrinsically interesting. The same could be done by the school administrators for the business education program.

2.3.6. Traditional Theory

The traditional theory according to McCormick, (1974) suggests that career aspiration and job satisfaction is un-dimensional, meaning there is a linear relationship between need and career aspiration determinants and overall satisfaction. The same determinants can be related to both satisfaction and dissatisfaction. Hitchen (2005) also pointed out that career satisfaction and dissatisfaction are not mutually exclusive. Other studies showed that any given factor may cause satisfaction and dissatisfaction in the same group of workers. However, they concluded that intrinsic job factor is considered to be more significant to both satisfying and dissatisfying job events. The researcher is also inclined to this idea and the work is based on the idea that since job satisfaction differs from one person to another, one factor could be a satisfier and dissatisfies to different people on the same work in the same organization or different organization or different organization.

2.3.7 Hierarchy Theory:

According to Enamali, (1995), this theory known as Maslow Hierarchy of human needs theory of 1943 suggested that workers in their working place were motivated to perform by a desire to satisfy a set of internal needs. There are five categories of human needs, represented in order of importance (from the basic to the highest need) to the individual:

- a. Physiological or primary need:** The salary and economic benefits which people receive from their work are considered very essential for the satisfaction of these needs.
- b. Safety and Security Needs:** A worker's concern in this level of his need is to avoid pain, ensure protection against danger and strive for an organized and predictable environment. The relationship of these needs to one's work place rests in the seniority and tenure aspect of the job, unemployment insurance, and pension and retirement benefits.
- c. Belonging Needs:** These needs concern such aspects as needs for friendship, affiliation and satisfying interaction with people in a work place. Such needs are satisfied by interacting with co-workers, supervisors, and being generally accepted by others.
- d. Ego, Status and Self-Respect:** these focus on the need for respect from others for one's accomplishment and a need to develop a feeling of self confidence and prestige, achievement, competence status and recognition constitute the component of this category of needs.

e. Self Actualization: The need to fulfill one – self by maximizing the use of abilities, skills and potential is the highest level of the need hierarchy. Maslow described people with these needs as individual who seek work assignments that challenge their skills and abilities, permit them to develop and to use creative or innovative approaches and provide for general advancement and personal growth. This theory tends to suggest that unsatisfied need tend to create frustration, stress, conflicts and their attendant problems.

Fournet, (1984) said that teaching is quite unlike other professions. It may appear incredible to believe that the more the number of year one spends in teaching, the less rewards and more the personal feeling of frustration and problems. It is frustration more than anything else that appears to be fundamentally responsible for the declining productivity and standard in Nigerian Educational System.

Business education Teachers, like any other workers, would like to satisfy their psychological needs, be respected by other, associated freely with others, and their effects recognized as well as achieving self – actualization in their places of work.

2.3.8 Existence, Relatedness and Growth Theory

The theory was postulated by Schneider in Alderfer (1973), this theory is referred to as Alderfer's ERG theory. It is recently proposed motivational approach that seeks to establish human needs in organizations. Alderfer

condensed Maslow's theory into three categories based on three major proportions: Existence (E); Relatedness ®; and Growth (G) as:

- a. The less each level of need has been satisfied the greater the desire for high level goal;
- b. The lower level needs has been satisfied the greater the desire for high level need
- c. The less the higher level needs have been satisfied the more the lower needs will be desired.

It will be noted that two important differences exist between the Maslow theory and the ERG theory. Maslow's theory showed that an individual will progress to a higher need if the lower one is satisfied. The ERG theory on the other hand incorporated not only a satisfaction – progression approach, but also frustrated progressive components, that is where even though the higher needs remain unsatisfied or frustrated, but greater importance is placed on the next lower need.

In Nigeria, most of the strike actions embarked upon by teachers is in response to non-payment or delay in the payment of their salaries or allowances. Armstrong, (2000) advised the striking teachers in Bendel State not to berate their normal important contribution to education through strike, as the government will be committed to the improvement of their condition of service. Although some theories like that of Glasser (1996) argued that money was not definitely one of those factors that motivate people to teach, but it could be agued that some of the

teachers were there because they have not got a better place to go but in Nigerian situation, this will not apply. People take teaching as their means of livelihood.

His other findings that are applicable to Nigerian situation are:

- i. That younger employees were less satisfied than older ones;
- ii. That married women with children were less satisfied than men;
- iii. There was direct relationship between job satisfaction and educational level of workers and
- iv. That there was no relationship between productivity and job satisfaction.

Therefore, advancement and growth on the job are important elements of job career with direct impact on the output of the employee. Of course, as an intrinsic need no business education teacher will like to remain static on the job.

The Nigeria Herald of (2nd April 1979) reported the outcry by hundreds of experienced teachers in Ibadan with up to 20 years of teaching experience but denied promotion, while the less experienced one got promoted based on arbitrary ways. This has always brought problems in schools. Rex (1969) lamented that the number of years a teacher put their job in Nigeria the less reward they get and the more the feeling of frustration from the work. This is unlike other professions whereby employees' years of experience is directly related to positive rewards they get.

Human beings by nature are in a state of competition in addition to the need for satisfaction. A worker's job satisfaction is believed to be determined by

expectations based on social comparisons. According to the equity theory, an employee compares his pay and job outcomes with those of other employees with similar job or qualifications. Business Education Teachers compare themselves with their counterparts in the bank or other government and commercial professions who are earning higher pay and enjoying better condition of service. This is not a healthy situation. This tallies with the findings of Fournet (2001), that job dissatisfaction across number of professions is generally negatively related to turnover. Thus, fulfillment of career need and aspiration is positively related to the job tenure and the welfare package showing the amount of derivable benefits of the job. Business education teachers' turnover may be unconnected to job needs, career aspiration and satisfaction or dissatisfaction. Again, even the facilities the institutions provide influence their career need and aspiration. That may be why Schneider and Alderier (2000) stressed that workers' satisfaction may be increased by attempt to have a more satisfactory planned life by increasing the needed facilities even though this does not tie him directly to his career. Attaining career need and aspiration may also be deep-rooted in the spirit of togetherness demonstrated by a group of workers on a particular career. Tim argued on career aspiration and said career.

Satisfaction in identifying with one's own work, group results, but from congenial comparison and from group responsible in carrying out a common task. Interpersonal relationship is therefore very important in job satisfaction.

It also believed that the workload of an individual affects his satisfaction on the career. Clark (1976) found that job overload formed a big source of job satisfaction. Cumming, (1990) also found that heavy workload form a stress in teachers. It is important to note here that Business Education Teachers, who are few in number, as is the case in all the schools in Gombe State, usually carry work loads resulting into frustration and stress. Thus, the career can be source of satisfaction or dissatisfaction when overloaded. Blood (1992) found that half of all the teachers express their desire to change their career just because of stress caused by overload.

In another study, Majasart, (2000) conducted a study on male and female using descriptive that a woman in the labour market started her career to help and encourage other sisters to realize that they can make it. Given an impression which showed that women are powerful ‘that is also in line with a saying that what a man can do a woman can do better even better.’ In line with this, a study was conducted by Beachman (1999) in which it was discovered that male and female Business Education Teachers had different attitudes to leadership with more female than males wanting to remain in the classroom. More female aspired to the assistant principal role. Aspiration to the assistant principal role increased over time, for both males and females. The finding also concluded that the length of teaching experience appeared to affect the job satisfaction of business studies teachers with less than five (5) years experience were more likely to aspire to the principal class while those with more than 10 years experience were more likely to

aspire to remain in the classroom.

In relation to age he also discovered that fewer Business Education teachers with less than 30 years with experience intended to remain a classroom teacher, while those more in this age group aspired to leave education to work elsewhere. He also discovered that the young teachers who had aspired to the principal position at the beginning of their career no longer did so. Irrespective of gender or age, the return from your work must be the satisfaction which the work brings you. And the organization or world's need for the work. Without this, life is hell. And when it comes to opportunities to personal satisfaction and for doing work that the world truly needs, teaching is simply unmatched by other professions, since teachers make a difference. Conclusively in making teaches to remain in teaching, there is need to adopt incentive programs for teachers especially with the high costs of living irrespective of gender, age, marital status and qualification.

Sawler (2003), writing on managers motivation of workers, saw Nigeria workers as primarily motivated by material gain, self enrichment at all costs, and acquisition of power. It is the combination of these factors that makes the average Nigeria worker satisfied. This was not a research study. It was just a write up which is related to the topic of this work.

2.4 EMPIRICAL STUDIES:

There are other related studies on teaches' personal variables like age, marital status, teaching experience, job determinants (pay, recognition,

achievement and growth). Etcetera. Effect of career aspirations on job satisfaction of an individual teacher could either differ based on the level one teaches. While one teacher may be satisfied with the teaching job because he is at the secondary school level, another may be satisfied because he is teaching at the tertiary levels. The writer herself has taught at primary level and now teaching secondary level but feels better compared with the time she was teaching at primary school level.

There are studies conducted on career aspiration and job satisfaction based on the researcher's reviewed of related work, journals, magazines and text books. Among many of these are the works of Ubeku (1999). Who conducted a research on teachers personal variables like: level taught, age, gender and teaching experience in Adamawa State, to examine teachers level of satisfaction based on the variables. The researcher used descriptive research method; with the population of 500 He also used mean and standard deviation to analyse responses from the sample population. He discovered that teachers at secondary school level were more satisfied with their job than those teachers at the primary school level; He also discovered that those with longer years of teaching experience were more satisfied than those with less years of teaching experience. He however, went further to find out if there are gender differences in job satisfaction where he equally discovered that female were more satisfied with their job than male. This study was similar to this research work because of the variable used and also the teachers involved, including job satisfaction of teachers. Only that he did not mention or include the sampling techniques he used.

Another study reviewed was Bamro (2001) who conducted a study on the attitudes of workers in universal textile limited Kano “to determine their level of satisfaction on the work”. The population for the study was 350 workers. The researcher used a sample size of 163 workers. The instrument he used in collection of data was a questionnaire, which was developed by researcher. Chi-square was used in analyzing the responses. The researcher discovered that seventy percent (70%) of the workers were dissatisfied with their work because of poor salary. This study was related to this work, because of the dissatisfaction he measured in his study, but different because the study was in particular organization in a different setting and the tools he used in analyzing was not the same with the one used in this work.

In another work Gigin (1998) conducted a research to study the meaning of work to ABU non teaching staff, “ their attitude and satisfaction with their job” the researcher used post-hoc-factor research, wit the population of 400 non teaching staff of ANU Zaria he used a questionnaire and oral interview. He used stratified random sampling of 320 non-teaching staff, and discovered that 47% of the staff like their job very much, 48% similarly liked their job, which means that 95% of the staff were satisfied. He also discovered that only 5% of them were not satisfied. He suggested that even though only a small proportion of the respondents were not satisfied with their job, there was the need for the university to identify the causes of such dissatisfaction so as to seek solution. Though this study is related to this work because the study is a framework, and likert scale of

measurement was used which is similar to this work also he is specific on institution and satisfaction, which is in line with this research work.

Shuaibu (1995), also conducted a study on “factors that influenced teachers career aspiration” in Abia State with the population of 120 teacher which he also used for the sample size. The author formulated three null hypotheses for the study, which were tested with T-test statistical tool. The study revealed many factors to be responsible for the teacher aspiration, the related factor was found to be a general dissatisfaction with their career. On the other hand, he found that some teachers were satisfied with their goals but were dissatisfied with the job itself, their supervisors and co-o-workers. Since they were only happy with their benefits, it is most likely that these other factors might result in negative change towards their job. The study is related because of job satisfaction of teachers involved.

Another reviewed study was by Marini (2003) in his research conducted with 250 male and female teachers in River State, to find out their “differences and similarities in their career aspiration with employment”. Using survey research design, percentages for analyzing responses of the teachers involved. He found out that women attached greater importance to intrinsic and social reward than men, which are concern with extrinsic aspiration. This study reveals that meeting the career aspiration differs between male and females because of differences in their expectations. This study is similar to this work because it was specifically comparing the job satisfaction of male and female teachers. And the

method used was also the same.

In line with this study was Porters, (1997) who conducted a research on career aspiration of male and female employees. In Delta State. He used experimental researcher method with the population of 60 employees, he also used the entire population and he used person product moment correlation in analyzing the responses. The finding revealed that female are more satisfied with their career than men, which may be due to the ability of men struggling to accumulate wealth through their income or because they provide for themselves.

This finding is similar to this study because of the job satisfaction of men and women because of the research method and statistical tools, he used and the population. Oladebo, (1978) also conducted a longitudinal study of study of secondary school teachers in Kano state, which generally revealed their job dissatisfaction in the job. He uses 560 graduates as he population and post hoc-factor researcher design, with simple percentages to analyses data. The investigation also revealed that the major cause of the dissatisfaction among the graduates was the sharp difference that exists between the expectations before employment and the actual realities they found on the job. The realities of employment seemed to be at odds with the comfortable, nurturing atmosphere of academic institution and with the adolescent self-mage of many of the graduates. Their study differed from this work as it was conducted in another country. And the work extended to the period before employment of workers. It was however related to this work at it was also on the career aspiration of workers. Only that

they did not include the sampling techniques.

Sully (2003) conducted a study with 800 business studies teachers in Ilorin, he uses his post ho factor research method. The instrument used was T-test, which is supposed to be analyses of variance in his study found out that females expressed success in career as aspiration as compared to males. Which he linked it to the fact that for a long time women have been denied career opportunities, since they made women's roles to be a mother and wife and therefore be at home as opposed to having career and opportunities for advancement in ones career. As a result of a collapsed of some institutional barriers, that is "equal opportunities" law exists which seek to protect women from unfair discrimination in the work place. Hence, now that opportunities are available for women, success in career helps to challenge some of these beliefs and thus demonstrate one competence, help alleviate the concept women as casual workers.

2.5 SUMMARY

This chapter has attempted to review the work done by other writers on the "Job satisfaction and career aspiration". Starting from the conceptual frame work to the theories formulated by different people to solve the problem of job satisfaction. In addition, the chapter has touched on researches conducted on the area of job satisfaction career and aspiration. The chapters also reviewed various works which were able to reveal among other that teachers, are not satisfied with their job and their aspiration did not materialize. However, the review works did

not reveal the original factors that influence the job satisfaction of business studies teachers which this study intends to attain. This is among the gaps this study tries to close.

Based on various concepts reviewed and theories on job satisfaction, the expectancy theory posited that every individual comes to the place of work with certain aspirations or needs, which when satisfied; the individual experiences a feeling of satisfaction in his place of work. The Equity Theory suggested that an individual worker expects a favourable outcome from the input he has put in the job the result of which forms his satisfaction or dissatisfaction. He therefore, needs to put in certain efforts to balance the commensurate input and output for his needs to be realized or get dissatisfied upon failure. The Two – Factor – Theory of Herzberg made a clear demarcating between satisfier and the dissatisfied, that certain needs of a worker has to be satisfied before he will be satisfied with his job. The Traditional Theory suggested that there is a linear relationship between the career determinants and the overall career needs and aspiration, although the same factor that is a source of job satisfaction to one person may be a source of dissatisfaction to another person. The Maslow Hierarchy of Needs categorized the needs of all individual and from the basic need to esteem and self-actualization. The satisfaction of one need gives rise to another, while unsatisfied needs tend to create frustration, stress, conflicts, and their attendant problems. Other empirical works focused on other variables of job satisfaction or dissatisfaction like age, marital status, number of year of teaching experience, and

job determinants that is, pay, recognition, achievement and growth.

Inference of all these theories tends to emphasize that satisfaction of workers' needs, which will in turn be the source of career satisfaction. In order to make a Business Education Teachers satisfied; his need must first of all be satisfied. Business Education Teachers, like any other worker go to teaching profession with certain needs and aspirations in their minds. When these needs are not met, they may become unsatisfied with the job. When job needs are not attained they start to demonstrate certain behaviours that are inimical to the educational development.

However, many writers conducted a research on the attitude of workers to determine their level of satisfaction on the work without looking at the factors that encourage workers to put in their best; this also is another gap which this study tries to close. Though most of these works are of specifically on business education teacher, they are still relevant to the job satisfaction of business studies teachers. It is because of this that the researcher has a strong urge to find out whether business studies teachers have the same opinions towards their job as other workers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter explains the nature or structure of the research and of course the general procedure followed in the conduct of this research. The sub-headings under this methodology are:

Research design

Population for the study

Sample size and sampling techniques

Instrument for data collection

Validity of research instrument

Pilot study/reliability of the instrument

Data collection instrument

Method of data analyses

3.1 RESEARCH DESIGN

To evaluate the organizational factors influencing job satisfaction of business studies teachers on their job, a survey research design was adopted for the study which helped the researcher to systematically document current opinions and information on level of satisfaction, obtained in their teaching job. Their opinions were sought on how satisfied or dissatisfied they are with the job.

3.2 POPULATION FOR THE STUDY

The population for the study comprised all business studies teachers in Gombe state that is, business studies teachers at the Government secondary schools offering courses in business subject. Based on zones and political constituencies, the entire population stood at 81 teachers in the 52 Government secondary schools. The full details of the population is presented in Appendix A. The summary or the break down of the population is in table below 3.1 below:

Table 3.1: Population of Business Teachers in 52 Secondary Schools in Gombe State

Group A	Secondary schools zones	No. of secondary school	No of teachers		Total no of teachers
			Male	Female	
	Zone A: Gombe North	5	9	1	0
	Zone B: Gombe South	13	10	6	16
	Zone C: Gombe Central	34	32	23	55
	Total	52	51	30	81

Source: Gombe State Ministry of Education Statistical Data, 2005

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUES

The entire population of business studies teachers which were eight-one (81) in the fifty-two (52) Government secondary schools offering business studies, subject, in Gombe State Secondary Schools was used for this study. The sampling

technique used was a cluster sampling that is, the entire population was used. The researcher decided to use the entire number of business studies teachers as sample population so as to give, the researcher a clear view on understanding the factors influencing job satisfaction of business studies teachers in Gombe State.

3.4 INSTRUMENT FOR DATA COLLECTION

The major research instrument for this study was a questionnaire. The researcher adopted the questionnaire developed by Clouger and Zawaki and modified by Sawalu (1981). In her study “causes of correlates of job satisfaction among business studies in secondary schools in Nigeria”.

The questionnaire was divided into section “A” and “B”. Section “A” contained information on purpose of the study and background of the respondents. Section “B” consisted of 30 items to elicit information on how satisfied or dissatisfied a business studies teacher is with the aspect of their job. Likert scale of measurement was adopted thus:

Response Pattern	Scores
a. Very satisfied	5
b. Satisfied	4
c. Unsatisfied	3
d. Very unsatisfied	2
e. Not satisfied	1

3.5 VALIDITY OF RESEARCH INSTRUMENT

Content validity was established for the questionnaire, by subjecting the questionnaire, to two specialists, who are lectures in the department of vocational and technical education Ahmadu Bello University Zaria. The two specialists in Business education unit, vetted all the items contained in the questionnaire to ensure that the instrument is relevant to the research topic and area under investigation. The corrections and suggestions made were all in-corporated in the final copy of the questionnaire before administration.

3.6 PILOT STUDY/RELIABILITY OF THE INSTRUMENT

A pilot study of some teachers at the secondary schools was carried out to determine the feasibility and appropriateness of the instrument. Three secondary schools out side the selected secondary schools for the study, were involved in the pilot study. These are government Girls' Secondary School, Hayin Dogo Samaru Zaria, Government Secondary School Bomo, Samaru, and Demonstration Secondary School Ahmadu Bello University Zaria.

In calculating the reliability co-efficient; the split half reliability method was first used. This involved comparing the responses on the scale on both odd and even numbered items. After that, the correlation co-efficient was calculated using this formular:

$$r = \frac{nExy - (Ex)(Ey)}{\sqrt{Ex^2 - [Ex^2][nEy^2 - Ey]^2}}$$

Where $r =$ the correlation

$N =$ total number of testees

$X =$ total scores on odd number of items

$Y =$ total scores on even number of items

The correlation coefficient (r) was found to be 0.97. The reliability coefficient was calculated from the Spearman - Brown formula as given by Mukherjee (1978) as:

$$r_{tt} = \frac{2r}{1+r}$$

Where $r_{tt} =$ the reliability
 $r =$ the correlation

The reliability coefficient r_{tt} , was found to be 0.98. This shows that the instrument has internal consistency and could be used for the study in Gombe State.

3.7 DATA COLLECTION AND PROCEDURE

The research instrument was administered and collected by the researcher, with the aid of research assistant from each school. The researcher went to all the 52 government secondary schools and administered the questionnaire to the 81 respondents (teachers involved in the study) personally. Out of eighty-one (81) copies of the questionnaire administered; only sixty-eight (68) copies were fully

filled and returned for this study. In other words, a total of 68 business studies teachers were used for the study.

3.8 PROCEDURE FOR DATA ANALYSIS

Simple Frequency, percentages, mean and standard deviation were mainly the statistical tools used in presenting the data for this study. For the test of null hypotheses, four (4) major statistical were used as follows:

- a. Z test.
- b. Analyses of variance (ANOVA)
- c. Pearson product moment correlation
- d. Spearman Rank (rho) correlation

All the hypotheses were tested at 0.05 level of significant. Z – Test was used in testing hypothesis 1, ANOVA and Z-test were used in testing hypothesis 2, and Pearson product moment correlation was used in testing hypotheses 3 and 4, while Spearman Rank (rho) Correlation was used in testing hypothesis 5.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the statistical analysis and interpretation of the data collected for this study. The first part of this chapter presents the demographic characteristics of the selected Business Education teachers involved in the study. The demographic characteristics are presented in tables of frequencies and percentages along the respective options. The second section is made up of the testing of the hypotheses while the findings from the statistical analysis of the data are presented in the last section of the chapter.

SECTION A

4.1 ANALYSIS OF THE DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Sixty eight (68) Business Studies Teachers selected from the secondary schools offering Business Studies in Gombe State were involved in this study. Some of their demographic characteristics selected for the study include sex, marital status, age, highest educational qualification and their teaching experience in the state. The sex classifications of the respondents are indicated in Table 4.1.

Table 4.1: Sex distribution of the respondents

Sex	No of respondents	Percentage
Male	42	61.8
Female	26	38.2
Total	68	100.0

As indicated in the table, 42 or (61.8%) of the respondents were males and 26 or (38.2%) were females. This shows that all sexes were duly represented.

Table 4.2 Marital Distribution of the Respondents

Marital status	No of respondents	Percentage
Married	38	55.9
Single	30	44.1
Total	68	100.0

The table also shows that 38 or (55.9%) of the respondents were married while 30 (44.1%) were single. This is an indication that all teachers of the different categories in terms of marital status were well represented in the study and their opinion on job satisfaction would therefore be expected to be valid.

Table 4.3: Age classification of the respondents

Age range	No of respondents	Percentage
21-30years	25	36.8
31-40years	32	47.1
41 years and above	11	16.2
Total	68	100

The classification of the respondents in the table revealed that 25 or (36.8%) of the respondent were between the age of 21 and 30years while 32 or (47.1%) of the respondents were within the 31 and 40years age bracket. Only 11 or (16.2%) of the respondents were above 40years. This means that the respondents could be classified in the productive stage of the population in the society.

Table 4.4. shows the respondents by their highest educational qualification and teaching experience. These variables are necessary to determine the extent to which the opinion of the teachers could reflect the actual theme of this study.

Table 4.4: Classification of the respondents by their highest educational qualifications

Qualification	No of respondents	Percentage
NCE/OND	34	50.0
HND/Degrees	29	41.2
Masters	6	8.8
Total	68	100.0

From the classification of the respondents by their educational level in the table, those with the National Certificate in Education (NCE) or their Ordinary National Diploma (OND) equivalent accounted for 34 or (50.0%). Respondents with first degree or its Higher National Diploma (HND) equivalent were 29 or (41.2%) of the total respondents. Only 6 or (8.8%) of the respondents said they have Masters Degree.

Table 4.5: Classification of the respondents by their teaching experiences.

Teaching experience	No of respondents	Percentage
< 5 years	24	35.3
5-8years	17	25.0
9-12years	18	26.5
Above 12 years	9	13.2
Total	68	100.0

From the table, 24 or (35.3%) of the respondents claimed to have between 1 and 5years of experience on the job while 17 or (25.0%) of the respondents have been on the job for between 5 and 8years. Those who claimed to have been on the job for between 9 and 12years were 18 or (26.5%) of the respondents and 9 or (13.2%) of the respondents have been on the job for more than 12years.

SECTION B

4.2 TEST OF HYPOTHESES

The hypotheses raised in this study are tested in the following section.

Hypothesis I: The perceived job satisfaction of business studies teachers in Gombe state secondary schools will not be low.

This hypothesis was tested with the responses of the teachers in the first section of the questionnaire where the conditions for job satisfaction were evaluated.

The summary of the categories of satisfaction of the teachers are indicated in Table 4.6.

Table 4.6: Summary of job satisfaction by the teachers

Categories	N(%)	Mean	SD
Below average (<31)	57(83.8)	23.53	0.541
Above average (>30)	11.(16.2)	34.91	1.048
Total	68(100.0)	25.37	5.795

As indicated in the table, Only 11 teachers amounting to (16.2%) of the total respondents could be said to have expressed satisfaction among the teachers. These were teachers whose scores were above 30 which was the mid point on the measuring scale used in the test. Most (83.8%) of the teachers were not satisfied with their conditions of services. Their mean scores were all below 30 which were used as the mid point. This means that their expressed opinion on the condition of service was negative.

To determine the level of satisfaction of the teachers, the Z-test was applied to the scores as indicated in Table 4.7.

Table 4.7: Summary of Z-test on the job satisfaction of the teachers

No of respondents	Job satisfaction (mean)	DF	Calculated Z-value	Z-critical	Remarks
68	<u>Actual (25.37)</u> Normative (50)	66	0.8476	1.96	Low

The result as indicated in the table revealed that the perceived job satisfaction of the teachers was low. The observed Z-value for the test is lower than the critical value of 1.96. This means that the hypothesis which states that the perceived job satisfaction of business studies teachers in Gombe state secondary schools will not be low, can be rejected.

Hypothesis II: The perceived level of job satisfaction among business studies teachers in Gombe state will not be significantly different in relation to some selected variables.

For this hypothesis, the selected variables of the respondents are the demographic characteristics of the respondents indicated in Tables 4.1 to 4.5. The variables have different levels. Those with two levels were tested with Z-test while those with more than 2 levels were tested with the one way analysis of variance. For the purpose of presentation, all the tables are presented together for the test as indicated in Table 4.8.

Table 4.8: Z-test and analysis of variance on Business Education Teachers job satisfaction by their demographic variables

Sex	Mean	SD	SE	DF	Z	P	Z-critical
Male	25.33	6.1314	0.9461	66	0.0637	0.949	1.96
Female	24.423	5.3230	1.0439				

Marital status

Married	26.045	6.7204	1.1048	66	1.0075	0.314	1.96
Single	24.600	4.4845	0.8188				

Age

Source of variations	DF	Sum of squares	Mean squares	f-ration	P	F – critical
Between groups	2	0.687	0.344	1.024	0.365	3.15
Within groups	65	21.811	0.336			
Total	67	22.498				

Educational qualification

Between groups	2	1.186	0.593	1.809	0.172	3.15
Within groups	65	21.312	0.328			
Total	67	22.498				

Working experience

Between groups	3	1.222	0.407	1.225	0.308	2.76
Within groups	64	21.276	0.332			
Total	67	22.498				

Source: field work

The result of the test as indicated in the variable did not reveal any significant different among the selected demographic variables of the respondents in relation to their job satisfaction. In all the test for the differences within each of the demographic variables of the respondents the observed probability levels of significance (P) were all higher than the fixed value of 0.05 ($P > 0.05$). The hypothesis which states that the perceived level of job satisfaction among business

studies teachers in Gombe state will not be significantly different in relation to some selected variables of the respondents, the hypothesis is therefore retained. The mean scores in respect to the variables involved in the one way analysis of variance used in the above table are indicated in Table 4.9.

Table 4.9: Mean score on job satisfaction by age, education and working experience of the respondents.

Age of respondents	N	Mean	Standard Deviation
20-30years	25	2.5680	.53753
31-40years	32	2.5906	.55204
Above 40 years	11	2.3091	.73682
Total	68	2.5368	.57948
Educational Qualification			
NCE/OND	34	2.5912	.53619
HND/Degree	28	2.4036	.56008
Masters	6	2.8500	.81915
Total	68	2.5368	.57948
Working Experience			
Less than 5 years	24	2.6083	.48715
5-8years	17	2.6882	.62438
9-12years	18	2.4000	.60196
Above 12years	9	2.3333	.65383
Total	68	2.5368	.57948

The mean scores for the different levels of the independent variables in the table were all within the same range this accounted for the non-significance

observation in the test.

Hypothesis III: The perceived level of job satisfaction among business studies teachers in Gombe state will not be significantly influenced by the general condition of service in Gombe state.

The general conditions of service were assessed in the last section of the questionnaire used for the study. In the test of this hypothesis, The scores of the respondents in the section are related with the score of section B where the job satisfaction of the respondents were assessed. The Pearson Product Moment Correlation procedure was used in the test of the hypothesis as indicated in Table 4.10.

Table 4.10: Correlation between job satisfaction and general condition of service

Variables	Means	SD	SE	DF	r	P	r-critical
Job satisfaction	2.537	0.5795	0.0703	66	0.424	0.000	0.232
General condition of service	2.818	0.6939	0.0842				

Source field work

The job satisfaction of the teachers is significantly influenced by their general condition of service in the state as indicated in the table. The observed correlation coefficient (0.424) in the table is higher than the critical value of 0.232 and the level of significance observed for the test is lower than 0.05 ($P < 0.05$).

The hypothesis which states that the perceived level of job satisfaction among business studies teachers in Gombe state will not be significantly influenced by the general condition of service is therefore rejected.

Hypothesis IV: The perceived level of job satisfaction among business studies teachers in Gombe state will not be significantly influenced by the policies of Gombe State secondary schools. This hypothesis was tested with the scores on the second section (section c) of the questionnaire where the policies of the state secondary schools were evaluated. The variable was correlated with the respondents' job satisfaction with the aid of the Pearson Product Moment Correlation procedure as indicated in Table 4.11.

Table 4.11: Correlation between job satisfaction and policies of Gombe secondary schools

Variables	Means	SD	SE	DF	r	P	r-critical
Job satisfaction	2.537	0.5795	0.0703	66	0391	0.001	0.232
Policies	3.0279	0.6947	0.0842				

Source Field work

The result in the table revealed a significant influence of the state' secondary school policies on the teachers' job satisfaction. The observed correlation coefficient (0.391) is higher than the critical value and the observed significant level is 0.001 ($P < 0.05$). This means that the hypothesis which states

that the perceived level of job satisfaction among business studies teachers in Gombe state will not be significantly influenced by the policies of Gombe State secondary schools can not be retained.

Hypothesis V: The perceived levels of job satisfaction of the Business studies teachers in Gombe state secondary schools will not be significantly influenced by their various demographic characteristics

The influence of the demographic characteristics of the respondents on their perceived level of job satisfaction of the teachers was tested in this hypothesis with the aid of the Spearman Rank Correlation. The use of the Spearman rank (rho) correlation was informed by the non-parametric nature of the demographic variables involved in the test. The result of the test is presented in Table 4.12

Table 4.12: Correlation between job satisfaction and respondents demographic characteristics

Variables	Means	SD	SE	DF	R	P	r-critical
Sex	138	0.490	0.059	66	0.012	0.925	0.232
Marital	1.43	0.527	0.064	66	-0.075	0.546	“
Age	1.79	0.703	0.085	66	-0.143	0.243	“
Qualification	1.59	0.652	0.079	66	-0.087	0.480	“
Years of teaching experience	2.18	1.064	0.129	66	-0.246	0.043	“

Source field work

The result in the table shows that the sex of the respondents did not significantly influence their job satisfaction. Marital status of the respondents did not also have any significant influence on the respondents' job satisfaction. This was also the case of the respondents' age and level of education. However, the respondents' years of working experience was negatively influencing their level of job satisfaction as indicated in the table and the influence was significant ($P < 0.05$).

SECTION C

4.3 DISCUSSIONS OF FINDINGS

One of the main objectives of this study was the determination of the level of job satisfaction among Business Education Teachers in Gombe State Secondary Schools. From the analysis of the data collected for this study, the job satisfaction of the teachers was observed to be significantly low. It was observed that most teachers were not satisfied with the conditions of their services in the State's Secondary Schools. This finding is in line with Lawler (1970), where it was pointed that job satisfaction only comes about when some of the needs or desire of the workers are met. In line with this observation, Bernard (1998), reported that an individual's job satisfaction with his job depends on how the individual's needs and expectations are met and what he or she gets from the job or organization. The finding of this study is in line with Bamro (2001), from a study conducted among Universal Textile workers in Kano, Nigeria. In that study, it was reported that

more than 70% of the workers were dissatisfied with their job. This finding is also in line with Oladebo, (1978), where it was reported that graduate of a university college were dissatisfied with their job because of the sharp difference that exists between their expectations before employment and the actual realities they found on the job.

One other objective of the study was to examine the possible differences in the level of job satisfaction of the teachers in relation to some of their demographic characteristics. These characteristics were sex, marital status, and age, level of education and years of working experience on the job. Among all the selected demographic characteristics, none was seen to differ in their level of job satisfaction among the teachers. This was tested in hypothesis II where the perceived level of job satisfaction among the business studies teachers in Gombe state in relation to some selected variables was determined. This findings is contrary to the finding of Ubeku (1999), in a study conducted in Adamawa State, Nigeria, where it was observed that teachers with longer years of teaching experience were more satisfied than those with less years of experience. In the same study, it was observed that the female were more satisfied than the male in the level of their job satisfaction.

Another objective of this study was the determination of the influence of general condition of services on the Business Education Teachers' job satisfaction in Gombe State. This test was carried out in Hypothesis III. The test revealed that the general condition of service of the workers was positively correlated to their

job satisfaction. This finding is in line with Sawler, (2003), where it was reported that Nigerian workers are primarily motivated by their condition of service which constitute material gain and such other emoluments accompanying their jobs.

The fourth objective of this study was to establish the effect of the state's secondary school policies on the level of job satisfaction by the Business Studies Teachers. In the test of hypothesis IV, It was observed that the policies of the state secondary schools were positively correlated with the level of job satisfaction by the teachers. This finding is in line with Gonzalez where factors like policies of work were discovered to lead to general dissatisfaction among workers.

The last objective of the study was to find out the relationship between the level of job satisfaction among the teachers and their selected demographic variables. The variables were sex, age, marital status, level of education and working experience. In the test conducted in hypothesis V, only the years of working experience was significantly correlated with the level of the teachers' job satisfaction. This finding is in line with Becham (1999), where it was reported that length of teaching experience affect the career needs of Business Education Teachers. In the report, it was pointed out that teachers with less years of experience are likely to be more inspired in the job than those with longer years of teaching experience.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY:

This study was to investigate the influence of organizational factors on satisfaction of business studies teachers in Gombe State. The study specifically was to find out whether differences exist in the level of job satisfaction as a result of the variation in gender, marital status, qualification and years of teaching experience. Equally examined was whether job satisfaction influences job performance as a result of differences in gender, marital status, qualification and teaching experience.

In this regard, five hypotheses were formulated and tested at 0.05 level of significance were:

1. The perceived job satisfaction of business studies teachers in Gombe state Secondary schools will not be low.
2. The perceived level of job satisfaction among business studies teachers in Gombe State will not be significantly different in relation to some variables.
3. The perceived level of job satisfaction among business studies in Gombe state will not be influenced by the general condition of service in Gombe State.

4. The perceived level of job satisfaction among business studies teachers will not be significantly influenced by the policies of Gombe State secondary schools.
5. The various characteristics of the business studies teacher in Gombe States Secondary Schools will not significantly influence their perceived level of job satisfaction.

All the 52 Government Secondary Schools offering business studies in Gombe State were involved in the study with 81 business studies teachers who served as respondents. One set of questionnaire on job satisfaction of business studies teachers was used by the researcher as the instrument for the study. The instrument was duly validated, tested and found reliable. The reliability of 0.98 was found, indicating that the instrument is reliable and can be used for the study.

These instrument was administered to 81 business studies teachers in all the 52 Government Secondary School with the aid of a research assistance in each school out of the 81 instrument administered only 68 copies were duly filed which was used for this study.

The questionnaire was made up of two sections. Section A, gathered general background information of the respondents. Section B contains questions on factors job satisfaction among business studies teachers in Gombe state. The instrument was validated face and content wise by the researchers supervisors and

other experts in the faculty. The questionnaire was found to be valid for the study and useable.

The reliability coefficient was established by administering them to (20) pilot sample of teachers using spearman brown formular. The reliability coefficient of 0.89 was obtained. These was assumed to be high enough to be reliable for use.

After careful coding of the data collected from field, all the hypotheses were tested at 0.05 level of significant. Z – Test was used in testing hypothesis 1. .ANOVA and Z-test were used in testing hypotheses 2, Pearson product moment correlation was used in testing hypotheses 3 and 4, while Spearman Rank (rho) Correlation was used in testing hypotheses 5.

5.2 FINDINGS

The result of the analysis revealed the following:

1. From the analysis of the data collected, the perceived level of job satisfaction of business studies teachers in Gombe State was observed to be significantly low. $Z = 0.8476$ and job satisfaction index ($\bar{x} = 25.37$). Therefore the hypothesis is rejected.
2. The perceived level of job satisfaction among business studies teachers did not significantly differ in relation to some selected variables. In the entire test for the differences within each demographic variable of respondents the observed probability levels of significance. Were all higher than the fixed

value of 0.05 ($P > 0.05$). the mean scores in respect of the variables involved in one way analysis of variance indicated that they were all within the same range which counted for the non – significance observed in the test. So the hypothesis is retained.

3. The perceived level of job satisfaction among business studies teacher in Gombe State will not be significantly influenced by general condition of service in Gombe State. The job satisfaction of teachers is significantly influenced by their general condition of service in the state. The observed correlation coefficient (0.424) is higher than the critical value of 0.232 and the level of significance observed for the test is lower than 0.05 ($P > 0.05$). Therefore, the perceived level of job satisfaction among business studies teachers in Gombe State will not be significantly influenced by the general condition of service. The hypothesis is rejected.
4. The perceived level of job satisfaction among business studies teacher in Gombe State will not be significantly influenced by the policies of Gombe State Secondary Schools. Thus, the hypothesis is rejected. The observed correlation coefficient 0.391 is higher than the critical value of 0.232 and the level of significance observed for the test is 0.001 ($P < 0.05$).
5. The perceived level of job satisfaction of the business studies teacher in Gombe State Secondary schools will not significantly influence their various demographic characteristic. The hypothesis is retained. Thus: ($P < 0.05$).

5.3 CONCLUSION

Based on the findings of study, the following conclusion among others are drawn:

On the whole, the study was to determine the perceived level of job satisfaction of business studies teachers in Gombe State Secondary Schools. Therefore, from the analyses of the data collected for this study, the result revealed that the job satisfaction of business studies teachers was observed to be significantly low.

In other words, the perceived level of job satisfaction of business studies teachers is very low, which did not significantly influence their job satisfaction on the selected variables of gender, marital status, age, qualification and years of teaching experience.

5.4 RECOMMENDATIONS

Since the perceived level of job satisfaction of business teachers in Gombe State Secondary Schools is very low and did not significantly influence their job satisfaction on the variables used in this study, the researcher recommends among others to reduce the movement of the teachers in the state to other fields:

- a. Implementation of innovative incentive eg. Housing allowance, loan as it used to be in other fields like medicine and law.
- b. If possible teachers concern should be exempted from paying any state tax.

- c. For the display of talent and professionalism among teachers, business studies teachers should be allowed to participate in determining the subject content they teach.
- d. The state ministry of education should encourage teachers to stay in the teaching profession by following the right criteria in appointing principal positions (Principals and H.O.Ds). Thus, making provision for modern equipment and facilities in short hand laboratories and typing Pools. E.g. Computers, typewriters and recording tapes, etc.

Finally, professional bodies as ABEN etc should allow and encourage members to develop academically and professionally through seminars and workshops.

5.5 LIMITATION OF THE STUDY:

The major constraint of this study was the responses of the subject, which were not under the control of the researcher. Also the inability of the researcher to get in touch on time with the respondents and also the high cost of transportation in going from one school to the other. In addition, some of the teachers were not readily available which made the researcher to go to these schools on several occasions to collect the data.

5.6 SUGGESTIONS FOR FUTURE RESEARCH:

It is suggested that further research be conducted in the future on the following areas;

1. The relationship between State Ministry of Education and Secondary School Administrators in the Development of business education programme.
2. Impact of corporate bodies in the development of business education programmes in secondary school.
3. Investigation into career needs and the standard of education.

5.7 IMPLICATION FOR CURRICULUM PLANNERS

The curriculum implications of the finding of this study are as follows:

- i. Teaching can only be effective if the teacher is physically and psychologically involved in his job. Knowing the right thing to teach is one thing and having the desire to teach is another thing, for business curriculum to be effectively implemented, the needs of the business studies teachers involved must be met.
- ii. Supervision and evaluation of business teachers should be done regularly, objectively and be discussed with the teachers so that areas of disagreement could be cleared. Above all, improvement in business education programme can only be made possible if the teacher who is the last chain but very important will be satisfied with his work in general.

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APPENDIX A

Table 3.12 Names of the 52 Secondary Schools and Number of Teachers in Gombe State

S/No.	Name of Secondary School	No. of Teachers
1	Government Day Secondary School Bamabam	1
2	Comm. Junior Sec. Sch. Kwadon	2
3	Govt. Day Sec. School Difa	1
4	Shehu Abubakar Com. Sec. School Gombe	2
5	Govt. Junior Secondary School Bamgu	1
6	Govt. Junior Secondary School Gembu	2
7	Govt. Secondary School Nafada	3
8	Govt. Secondary School Jigawa	1
9	Govt. Day Secondary School Kashere	1
10	Govt. Arts College Gombe	1
11	Govt. Day Secondary School Filiya	1
12	Govt. Junior secondary School Lalaipido	3
13	ACMCSS Gombe	2
14	Junior Secondary School Oji	1
15	Junior Secondary School Bolari East	2
16	Govt. Secondary School Hinna	2
17	Govt. Secondary School Tal	1
18	Govt. Girls Secondary School Kaltungo	3
19	Govt. Technical College Gombe	3
20	Govt. Senior Secondary School Billiri	3
21	Govt. Day Secondary, Deba	2
22	Govt. Girls Secondary School Tula	1
23	Govt. Secondary School Kaltungo	2
24	Govt. Day Secondary School Gelengu	1
25	Govt. Secondary School Mallam Sidi	1
26	Junior Secondary School Fantami	3
27	Govt. Science Secondary Gombe	3
28	Govt. Junior Secondary School Nasarawa	1
29	Govt. Com. Secondary School Gombe	1
30	Govt. Secondary School Talase	1
31	Govt. Junior Secondary School Kurjele	1
32	Govt. Junior Secondary School, Kanawa	1
33	Govt. Junior Secondary School, Dadinkowa	1
34	Govt. Voc. Tech. College Nafada	1
35	Govt. Day secondary School Akkoyel	2
36	Govt. Day Secondary School (Pilot) Gombe	2
37	Govt. Day Secondary School Gandu	2

38	Govt. Art Secondary School Dadin Kowa	2
39	Govt. Senior Secondary, School Dukku	1
40	Govt. Day Secondary School Cham	1
41	Govt. Tech College Kumo	1
42	Govt. Girls Secondary School Doma	2
43	Govt. Junior Secondary School Boh	1
44	Govt. Junior Secondary School Bogo	3
45	El-Crawford Kaltungo	1
46	Govt. Day Secondary School Zambuk	1
47	Govt. Secondary School Pindiga	1
48	Govt. Comprehensive Day Secondary School, Kanawa	1
49	Govt. Girls Secondary School Kuri	1
50	Govt. Comp. Day Secondary School, Kaltungo	1
51	Govt. Girls Secondary School, Malala	1
52	Govt. Day Secondary School, Gombe	1
	Total (Teachers)	81

Source: Gombe State Ministry of Education Statistics, 2005.

APPENDIX B

QUESTIONNAIRE

Business Education Section
Department of Voc. & Tech. Educ.
Faculty of Education
Ahmadu Bello university
Zaria

February, 2007

Dear Respondent,

QUESTIONNAIRE FOR AN EVALUATION OF THE ORGANIZATIONAL FACTORS WHICH INFLUENCE THE JOB SATISFACTION OF BUSINESS STUDIES TEACHERS IN GOMBE STATE

I am a post-Graduate Student of the above-named University and conducting a research on a topic “An Evaluation of the Organizational Factors which Influence the Job Satisfaction of Business Studies Teachers in Gombe State.” The questions are on Factors that Influence job Satisfaction of Business Studies Teachers’ Gombe State.

I will be very grateful if you could spare your time to respond to the questionnaire. Your response should be your personal opinion and shall be treated as confidential information to be used only for this study. Please, do not write your name.

Thank you very much for your kind cooperation.

Yours faithfully

Sarki, Awak Rhoda (Mrs)
MED/EDUC/47298/2004-2005.

SECTION B

QUESTIONNAIRE ITEMS ON JOB SATISFACTION

Please rate your level of satisfaction with the following issues concerning your job as a business studies teacher.

Key:

Very satisfied	VS
Satisfied	S
Undecided	UN
Dissatisfied	DS
Very dissatisfied	VDS

S/No	Item statement	Reponses				
		VS	S	UN	DS	VDS
	CONDITION OF SERVICE					
1.	The amount of salary received at the end of the month					
2.	I am fairly paid for what I contribute in the teaching					
3.	The teacher's salary compared with the salary of other who hold similar qualification in other fields					
4.	Provision of medical facilitates and annual leave					
5.	Staff accommodation for teachers					
6.	Loan facilities provided to teachers					
7.	Promotion criteria used in the school management board					
8.	The overall physical layout and work environment e.g. space and classroom.					

9.	Number of students in class					
10.	Extent to which job goals and objectives are clear to me					
	SCHOOL POLICY AND SOCIAL INTERACTION					
11.	The degree to which my work fulfils personal goal and objectives					
12.	A sense of being worth while in my job accomplishment					
13.	Procedures for appointing positions e.g HOD and Principles					
14.	Team work					
15.	Respect and fair treatment received from my boss					
16.	Prestige and respect for teaching profession by government and society.					
17.	Opportunities to get to know other people while on the job					
18.	Opportunities to socialize with co-workers in a non-work context.					
19.	Extent to which membership of professional; association (IBM) (ICA) etc encourages teachers.					
20.	Opportunities for business studies teachers to further education through in-service/workshop.					
	GENERAL WORK ENVIRONMENT					
21.	Opportunity for personal growth and development on the job					
22.	Job security					
23.	Involvement in school decision making					

24.	Available instructional materials and equipment in the school					
25.	The level of support and guidance to examine my students					
26.	Number of hours/periods per week					
27.	Placement of my subject in the school time table					
28.	Personal satisfaction derived from teaching job					
29.	My involvement in school Decision making					
30.	The degree to which I participate in determining the subject content to teach my students.					