FACTORS INFLUENCING JOB SATISFACTION OF BUSINESS TEACHERS IN NIGERIAN COLLEGES OF EDUCATION

BY

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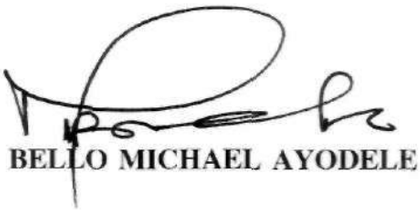
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SEPTEMBER, 2000

DECLARATION

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



BELLO MICHAEL AYODELE

CERTIFICATION

This thesis entitled FACTORS INFLUENCING JOB SATISFACTION OF BUSINESS TEACHERS IN NIGERIAN COLLEGE OF EDUCATION by Bello, Michael Ayodele, meets the regulations governing the award of the degree of master of Business Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

Everything is to the Glory of God. This study is dedicated to my parents Late Mr. J. O. Bello and Mrs. C.O. Bello who placed me on the path of knowledge and to my wife Mrs. E.O. Bello, my daughter Miss Seun Bello, Master Tunde Bello and Master Ayomide Bello for their understanding, support and encouragement.

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First and foremost, I am grateful to God Almighty for sustaining me throughout the period of this programme.

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It is my sincere prayer that God will bless you all.

Bello, Michael Ayodele

A B S T R A C T

The problem of this study is that of high rate of brain drain of business teachers from teaching to the business sector of the economy which has created shortage of business teachers in both Federal and State Colleges of Education in Nigeria.

The purpose of this study is to identify the variables which relate to job satisfaction among business teachers in Nigeria.

The research method adopted is the survey research method. It is based on information gathered through questionnaire. The population of the study comprises of 244 business teachers in all 17 Federal Colleges of Education and 23 State Colleges of Education that offer business education courses in Nigeria. A sample of 140 business teachers was drawn from this population. The statistical methods used to analyse data were: discriminant analysis, contingency table and pearson products moment correlation.

The findings revealed that:

1. job satisfaction is independent of work performed among business teachers was accepted

   job satisfaction is independent of job advancement prospect among business teachers was also accepted

   job satisfaction is independent of recognition among business teachers was accepted;

4. job satisfaction is independent of working condition and benefits among business teachers was accepted;
5. job satisfaction is independent of administrative policy and supervision among business teachers was accepted;
6. job satisfaction is independent of salary among business teachers was also accepted;
7. Job satisfaction is independent of social interaction among business teachers was accepted.

This study marks the beginning of several studies needed to determine the causes of job satisfaction/dissatisfaction in organisations in all relevant fields in government and industries.

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DEFINITION OF TERMS

Job Satisfaction: The pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's value as indicated by the subjects of the study (Salawu 1987).

Job Dissatisfication: The unpleasurable emotional state resulting from the appraisal of one's job as frustrating the attainment of one's value or as entailing disvalue as indicated by the subjects of the study. (Salawu 1987)

Job Motivators: These are variables that people find satisfying and motivating at work. These are achievement, recognition for accomplishment, challenging work, increased responsibility, advancement and professional or personal growth (Herzberg, 1959).

JSB: Job satisfaction Blank.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND INFORMATION TO THE PROBLEM

Oni (1978) recommended the study of lecturers' satisfaction in higher institutions in Nigeria. He suggested that such studies will help to determine the precise nature of job outcomes that people work for, and that the outcome of such studies would be useful for comparative purposes and for generating a common measure of what faculty seek from the jobs.

Based on the above, there is need to cater for teachers to make sure that they see their job as satisfying, to give full opportunity for all what is required in educational system, there ought to be positive encouragement and hopeful attitude on the part of teachers. There is, therefore, the need for business teachers to be satisfied with their jobs as this will signify the level of their commitment to the teaching profession.

Nigeria is currently going through a period of self-awareness and technological development with the introduction of 6-3-3-4 system of education as contained in the National Policy on Education (1981 revised edition), hence the need to have highly qualified teachers at the colleges of education to prepare the business teachers for the 6-3-3-4 system of education.

Ashby (1960) recommended improved conditions of service for teachers in order to confer stability on the teaching profession because the success of any educational

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system in achieving its objectives depends on the knowledge, skills and the motivational morale of its personnel especially the teacher.

Traditionally, the primary objectives of business education have been to develop vocational knowledge and skills needed for initial employment and advancement in a business career. Within the past one decade, another equally important objectives had emerged that is that of general education for all youths in knowledge, attitudes and skills needed to be effective in economic understanding and communication through the socio-economic, business subjects. Another recent objective is that of the development of personal use skills. The broader philosophy of business education reflects the dynamism of the subject.

The question of getting the youths motivated and prepared to enter and remain in the teaching profession poses great problem for government, higher institutions and other bodies concerned with decision making in education. This development, therefore, calls for the need to look at the effect of job motivators on job satisfaction of business teachers in colleges of education in Nigeria with a view to explore the opportunity of motivating teachers to stay on their profession.

Aina (1986) lamented that, "society has not been fair to teaching profession. He stated that too many people are too ignorant of business education and its teachers, they feel there is nothing scientific about teaching typewriting, communication skills...." The Federal Government has its own share of the problem, several business schools and business education programmes are mushrooming all over the place without adequate staffing, equipment, pay, recognition, benefits and so on". All the above conditions

leads to great dissatisfaction among business teachers.

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

1.2 STATEMENT OF THE PROBLEM

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

Fafunwa (1969) argued that the teaching profession has not been able to command the respect it deserves, and that it has been for many Africans a means to an end rather than an end in itself. We therefore need to cater for teachers to make sure that they see their job as satisfying.

In spite of the long history of the teaching profession, there is the incessant request for effective and qualified teachers in Colleges of Education in Nigeria. The problem is not completely that of training qualified business teachers but because business teachers are not always satisfied with the teaching job which results in teachers migrating from teaching to other sectors of the economy, where the pasture is greener.

Ashby (1960) noted the withdrawal of teachers from the teaching profession and asked:

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

Osagie (1993) stated that if one talks about Nigeria's most miserable professionals, one is talking about the Nigerian Teacher. He continues that their appearance tells it all: hunger, squalor, loss of esteem, despondence. Those are the trade marks the Nigerian teacher seems to carry about as he moves in hunched shoulders, battered shoes and a crushed voice, a voice that can hardly fight for its rights.

Awojobi (1974) wrote, "I often wonder of all profession the teaching profession has always been one of the most neglected, the most taken for granted of all occupations". He further remarked that teachers resign or desert teaching profession and many of those who stay are very frustrated with no job satisfaction.

Onye (1993) state, "The problem of teachers is the problem of motivation. Give teachers proper incentives and you will see how much our educational system will improve. The high rate of braindrain among business teachers may be attributed partly to the opportunities open to them in the business world but the preponderous of literature point to the lack of job satisfaction as the major factors of the braindrain."

The environment of the higher institutions in Nigeria today can no longer be seen as stable unlike in the past. The academic climate leaves much to be desired. An academic environment should offer more incentives, more encouragement and more dynamic challenges at all levels. What teachers experience in academic institutions appear to be causing them to accept employment elsewhere.

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

The researcher is concerned about the very few number of business teachers in both Federal and State Colleges of Education in Nigeria. For example in Adeyemi College of Education, Ondo, there are only two (2) business teachers in the department. In Osun State College of Education, Ilesa there are only four (4) business teacher in the department. It has always been very difficult to attract professionals to the teaching profession and even outstanding students who are often invited to join the departments often opt for the private sector rather than remain to teach.

Bearing in mind, the numerous courses offered to various categories of students at the colleges of education and the high student/teacher ratio, the few teachers who remain on

the job are often overworked without remunerations which result in an express dissatisfaction on the job. In the light of the foregoing, the researcher felt concerned about job satisfaction and the stability among business teachers in colleges of education in Nigeria. The researcher, therefore, decided that this major problem must be investigated and solution found to arrest the ugly situation. This study was therefore designed to examine the relationship between job motivators and job satisfaction of business teachers in Nigerian Colleges of Education.

1.3 RESEARCH QUESTIONS

This study is being conducted to answer the following questions:

1. What is the relationship between work performed and job satisfaction among business teachers?
2. What is the relationship between advancement prospects and job satisfaction among business teachers?
3. What is the relationship between recognition and job satisfaction among business teachers?
4. What is the relationship between working condition and benefits and job satisfaction among business teachers?
5. What is the relationship between administrative policy and supervision and job satisfaction among business teachers.
6. What is the relationship between salary and job satisfaction among business teachers?

1.4 RESEARCH HYPOTHESES

In order to answer the questions raised above, the following null hypotheses have been postulated.

1 Job satisfaction is independent of work performed among business teachers.

2. Job satisfaction is independent of job advancement prospects among business teachers.

3. Job satisfaction is independent of recognition among business teachers.

4. Job satisfaction is independent of working condition and benefits among business teachers

5. Job satisfaction is independent of administrative policy and supervision among business teachers.

6. Job satisfaction is independent of salary among business teachers.

7. Job satisfaction is independent of social interaction among business teacher.

1.5 OBJECTIVES OF THE STUDY

The purpose of this study was to find out the relationship between each of the following variables and job satisfaction: work performed, job advancement prospects, social interaction, working condition and benefits administrative policy and supervision and salary.

1.6 SIGNIFICANCE OF THE STUDY

In our society today, a man's job is a source of social identity and it often determines his life styles, job pride and satisfaction and as such job satisfaction is worth understanding and increasing among business teachers more so that business teachers are prone to being attracted by industries and commerce.

Thus the need arose to study the effect of job motivators on job satisfaction of business teachers in Nigerian Colleges of Education, by taking into account individual differences and modifying situational determinants of job satisfaction. In addition, the study:

(a) aid the understanding/identifying factors responsible for job satisfaction;

(b) make recommendations on how to improve job satisfaction of business teachers; and

(c) open up research areas for other students to carry out further studies in related fields.

1.7 SCOPE OF THE STUDY

The study examines the job satisfaction among business teachers in ten Federal and ten State Colleges of Education in Nigeria where business education is being offered.

1.8 LIMITATION OF THE STUDY

The study is constrained by geographical problem of far distances from one college of education to the other. This has serious financial implication for the researcher in his bit to cover enough colleges both Federal and State required for the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

There are very few researchers in the area of the effect of job motivators on job satisfaction of business teachers in Nigerian Colleges of Education. However, the researcher reviewed books, journals, articles, newspapers and reports deemed relevant for the fulfillment of this study.

The review of literature on the factors influence job satisfaction of business teachers in Nigerian Colleges of Education focused on the following areas:

(a) Business teachers in colleges of education in Nigeria

(b) The concept of job satisfaction

(c) The correlates of job satisfaction

(d) The situational and other factors that influence job satisfaction

(e) Summary of job satisfaction among business teachers.

2.2 BUSINESS TEACHERS IN COLLEGES OF EDUCATION IN NIGERIA

With the new policy on education 6-3-4 system introduced into the Nigerian system of education, there comes the need for the establishment of new curricular and course offerings. The agents to be used to accomplish this change in the educational policy are the academic staff among who are the business teachers who are in short supply. The few business teachers on the field are also moving to the private sector in search of greener pasture.

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

Aina (1986) reported on the quest for effective teachers and cited efforts dating back to twenty-fourth centuries ago when plato raised the all important question of how a law can be promulgated to assure effectively trained and devoted teachers.

Akintunde (1981) stated, "In it quest to improve the socio-economic and political standard of a society, no higher educational enterprise is likely to succeed without an adequately qualified and advancement oriented academic staff".

Adeyemo (1979) alarmed at the shortage of academic staff both in terms of quality and quantity, noted that a large number of existing staff in his faculty are inadequately trained for the task of teaching and research. He observed that this type of problems affect the morale of teachers in addition to lack of promotions and confirmation of appointments. The view expressed by Adeyemo are rampant in our colleges of education especially among business teachers and this often result into staff turnover.

It is always very difficult to attract professionally trained business teachers to stay in the class room and even outstanding students who are often recruited bolt away into industries looking for greener pastures because they often argue the lack of fellowship, promotion, limited position at the top and poor working conditions make them dissatisfied and demoralized.

Reacting to this situation, Adeyemo (1979) lamented that institutions expect continued competency in terms of teaching, research and publications from people who have never been trained to bring forth these fruits. He, therefore, suggested an expansion of training opportunities at home or abroad to assist individuals to growth. The issues which tend to hinder individual growth and development in institutions appear to be inadequate condition of work. The issue according to Nwankwo (1976) seems to generate inability of management to retain efficient and competent personnel.

There is the need to cater for teachers to make sure that they see their job as satisfying. To give full opportunity for all what is required in educational system, there ought to be positive encouragement and hopeful attitude on the part of teachers. There is the need for business teachers to be satisfied with their jobs as this will satisfy them psychologically and otherwise.

2.3 CONCEPT OF JOB SATISFACTION

In recent years there has been studies on job satisfaction and much of such studies seemed to be stimulated by a desire to show that job satisfaction is important because it influences productivity. There is, therefore, every reason for organisations to be concerned with job satisfaction since it can influence organization effectiveness.

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

Hoppock (1935) in his conceptualization of vocational satisfaction defined satisfaction as any combination of psychological, physical and environmental circumstance that causes

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a person to say, "I am satisfied with my job".

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

(a) the pleasure which is derived from engaging in work activity

(b) the sense of accomplishment which is experienced from meeting social stands of success and personal realization of abilities through achievement.

The second type is the con-commitant satisfaction which are associated with the physical and psychological conditions of a person's work. These include fringe benefits and enjoying congenial co-workers, and thirdly, there are the extrinsic satisfaction which are the tangible rewards of work such as pay, allowances and bonuses.

Bullock (1953) as cited by Salawu (1987) defined satisfaction as "....an attitude which results from a balance and summation of many specific likes and dislikes experimented in connection with the job. This attitude manifested itself in the evaluation of the job and the employing organisations. These evaluation may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organisations to these ends. Thus a worker may like certain aspect of his work yet thoroughly dislikes others".

Bullocks went further that "The factors moulding or shaping ... satisfaction are to be found in the social pressures and influences of the formal structures, its culture and status system, the informal structure of the work groups, its culture and status systems and in the community and association of the employees".

Smith (1963) and her associates at Cornell University gave a comprehensive concept that satisfaction is a product of other variables, rather than a "cause" in itself. It may even be regarded as only an epip phenomena. It is possible that feelings of dissatisfaction occur only when a question is asked of the individual or when circumstances pose potential alternatives (favourable or unfavourable) to him which require him to make an evaluation. The feeling of an individual about various aspects of his job are not absolute, relative to the alternatives available to him.

From the explanation above, job satisfaction can be defined as "a function of the worker's present job on one hand and his frame of reference and his adaptation level on the other".

Job satisfaction may be classified into five levels viz:

(i) overall satisfaction;

(ii) satisfaction with various aspects of the job such as pay, work itself, supervision, growth opportunities, recognition etc;

(iii) satisfaction with specific individual needs or goals;

(iv) the level of aspiration of needs and goals; and

(v) the strength of a particular aspect to the individual.

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

Clarke (1976) conducted a study to determine sources of teachers job satisfaction and

dissatisfaction based on the theoretical study of Herzberg. Using their internal job factors such as recognition, achievement, work itself, advancement and responsibility and external factors such as salary, company policies, technical aspects of supervision, interpersonal relations in supervision and working conditions.

Clarke further indicated that internal factors are more related to satisfaction while external factors were dissatisfying. He concluded that school administrators who wish to increase the satisfaction level of their teachers should be concerned with both internal and external job factors and those who believe that teachers performance would improve if they are less dissatisfied should concentrate on catering for the external job factors.

Herzberg's theory has a common sense appeal to leaders in organisations about the nature and importance of keeping good working environments.

In order to determine the extent to which the operational measures of satisfaction that were reviewed are in fact measuring the same thing, Warnous and Lawler (1972) collected data and reported on the relationship between each of the definitions and the two traditional measures of overall job satisfaction.

The result show that all the operational definitions of job satisfaction do not yield empirically comparable measures of satisfaction. Several of them correlated better with an overall rating of job satisfaction and with absenteeism than did the others. A convergent and discriminant validly measure people's satisfaction with different facets of their jobs.

2.4 CORRELATIONS OF JOB SATISFACTION

Porter (1962) attempted to explain the gross differences that exist among people in different occupations and industries and set forth four factors that seem useful in explaining

the differences. These include:

(a) occupational prestige

(b) control

(c) integrated work groups, and

(d) occupational communities.

Among these differences, occupational prestige seems to be important, as reflected by the fact that the rank order of job satisfaction of various occupational groups corresponds generally with the rank order of prestige of the groups. The control factor deal with the relative amount of control inherent in jobs.

Satisfaction is generally higher in the case of people whose job involves control over their own work and that of others and lowest for those people who are in jobs that are at the lowest end of the organisational hierarchy from whom there is little opportunity for control. In other words, part of the theoretical explanation for the positive relationship between occupational level and job satisfaction stems from reference group theory that overall, our society value some jobs more than others.

Among the variables that intervene in job satisfaction are:

(a) Job Content: Generally speaking, the greater the variation in job content, the greater the satisfaction of the individuals involved. Walker and Guest (1952) illustrated this in their study of workers in an automobile assembly plant. They found that for those workers with job that involve five or more distant operations, 69% had favourable job feels. Only 33% of those workers who performed a single operation liked their jobs.

(b) Considerate Leadership: Evidences abound from research results that considerate leadership results in high job satisfaction (V room 1964, Badin 1977) than inconsiderate leadership. The reason for this is that people like a considerate treatment.

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

(d) Social Interaction and working group: V-room (1964) explained when interaction is most satisfying. He said:

(i) interaction is most satisfying when it results in the cognition that the other person's attitude are similar to one's own;

(ii) interaction is most satisfying when it results in being accepted by others;

(iii) interaction is most satisfying when it facilitates the achievement of goals.

(e) Personal Variables - Age: Until recently age has an effect on how satisfied and individual is with his job. Psychologists believe that satisfaction was highest when people started their jobs, but subsequently declined. The relationship between age and job satisfaction holding factors such as occupational level constant, seems to indicate that there is generally positive relationship between the two variables up to pre-retirement years. Saul and Hunt (1977) in a study concluded that today, the belief is that employee age and satisfaction are directly related, that other things being equal, older employees are more satisfied because they have more realistic

expectations than younger employees.

(f) Sex: So far there is no sufficient evidence as to whether men are more satisfied with their jobs than women. A number of individual differences influence job satisfaction such as age, occupational level educational level, interest etc. These factors are not easy to manipulate.

(g) Educational Level: The obvious fact is that people with high educational level also have high reference groups. The higher a person's reference points, the higher he thinks he should be - the less satisfied he may be at any particular point. There is a direct relationship between occupational level and employee satisfaction. It implies that organisational executives are more satisfied than managers and managers are more satisfied than subordinates.

2.5 SITUATIONAL/OTHER FACTORS THAT INFLUENCE JOB SATISFACTION

Human needs are varied like Maslow (1970) put it in his hierarchy of human need theory. These needs include a number of basic existent needs for health, security, pay and a number of higher level growth needs like the need to achieve, to be recognized to self-actualization, whether these needs are satisfied depend largely on situational factors.

The nature of work itself, for example, will determine whether the job provides the challenge and sense of achievement that can satisfy the workers need for self-actualization. The leadership style will determine the treatment given to the workers - whether workers are treated like machines (mechanistic approach) or treated like human beings (humanistic approach). The style has an influence on job satisfaction. The reward system also has an influence on workers need for food, shelter and security and this determines whether workers

are satisfied or not. It may be pertinent to ask a question here - what do workers look for in their jobs?

Jurgesser (1978) studied over 57,000 job applicants of the Minnesota Gas Company. The applicants were asked to indicate their preference for certain job characteristics by ranking them 1 for high to 10 for low. The result of the study for men showed security (highest), type of work, advancement, company, pay, co-workers, supervisor, benefits, hours of work, working conditions (lowest). The result for women were different. "The type of work" was far the most important factor in determining what makes a good or bad job.

From Jurgesser's study; it is clear that employee satisfaction is influence by many situational factors. Such factors in which management usually has a good control include job security, type of work, advancement, pay and leadership style. The organisational climate i.e. the perceptual feeling that the individual has of the kind of organization he is working in can influence whether or not he is satisfied with his job.

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

Porter and Lawler (1967) argue that the relationship between satisfaction and performance is reciprocal - performance lead to rewards and satisfaction and the expectations of reward then leads to further performance. Boosting morale may have some positive effect on the organization but it may not necessarily lead to better performance. Satisfaction may

not cause performance but every administrator knows that lack of satisfaction is a sure sign that all is not well in the organization.

2.6 SUMMARY OF JOB SATISFACTION AMONG TEACHERS

Institutional administrators can determine factors that affect teachers satisfaction in their educational institutions and efforts can be made to enhance teachers level of job satisfaction.

Lacy (1973) in his correlated selected factors of job satisfaction concluded that the community in which teachers teach affect their job satisfaction, and other factors like fringe benefits, school administrative policies, office work experience, salary, number of students in the classes, teaching load, helpful supervision, amount of teaching experience and the amount of college credit teachers have had, affects their satisfaction. This means teacher's job satisfaction is dependent on a combination of factors.

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

Cohen and Friedlander (1980) in trying to find out what lecturers want for their job, summarized their findings on faculty perception of themselves, their role and their working conditions thus: Lecturers desire more time, more interaction with their colleagues, better

professional development opportunities, improved support services, better students, improved media and instructional materials in order to increase their job satisfaction".

Fagbamiye (1981) studied the extent to which academic staff in the five oldest universities in Nigeria express job satisfaction and motivation. He concluded that the more experienced, married and more qualified staff were mostly dissatisfied. They were also more satisfied than their less senior colleagues with the attitudes of students towards the teachers. He concluded that university teachers can be described as dissatisfied with the Nigerian university system on their job satisfaction as a whole. This same conclusion can be drawn for teachers in colleges of education as the conditions in the universities are by far better than what obtains in the colleges of education in Nigeria.

It is evident that business teachers come to their different institutions to contribute their quota to the educational development of the youths in such institutions of learning. To be able to do this effectively business teachers expect a balance in the psychological contract entered into to be able to get those things that would enable them perform well on the job.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 This chapter describes the methodology and procedures used in the collection of the data for this study. The areas covered in this chapter are:

(a) Research Design

(b) Population of the study

(c) Sample and sampling techniques

(d) Instruments used

(e) Data collection

(f) Data Analysis

3.2 RESEARCH DESIGN

The research method adopted is the one-shot design of the survey research method. It is based on information gathered at one time through questionnaire.

3.3 POPULATION

The population of this study consists of 244 business teachers in the seventeen (17) Federal Colleges of Education and twenty-three (23) State Colleges of Education that offer Business in Nigeria.

The table below shows the number of Business Teachers in each of the colleges.

TABLE 3.1.1

Federal Colleges of Education and Business Teacher's Strength

S/N	College	Number of Business Teachers
1.	FCE Abeokuta - Ogun State	3
2.	FCE Obudu - Cross River State	7
3.	FCE Yola - Adamawa State	5
4.	FCE Pankshin - Plateau State	8
5.	FCE Okene - Kogi State	3
6.	FCE Katsina - Katsina State	7
7.	FCE Akoka - Lagos State	9
8.	FCE Kotangora - Niger State	6
9.	FCE Gombe - Bauchi State	6
10.	FCE Bichi - Kano State	8
11.	FCE Asaba - Delta State	7
12.	FCE Potiskum - Yobe State	6
13.	FCE Omoku - River State	6
14.	FCE (Adeyemi) Ondo - Ondo State	2
15.	FCE Kano - Kano State	5
16.	FCE Gusau - Sokoto State	5
17.	FCE Umunze - Anambra State	4
	TOTAL NO. OF BUSINESS TEACHERS	97

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TABLE 3.1.2

S/N	College	Number of Business Teachers
1.	COE Eha-Amufu - Enugu State	5
2.	COE Agbor - Delta State	4
3.	COE Warri - Delta State	5
4.	COE Ekiadolor - Edo State	7
5.	COE Katsina-Ala - Benue State	6
6.	COE Ankpa - Kogi State	7
7.	COE Maiduguri - Borno State	5
8.	COE Jalingo - Taraba State	4
9.	COE Owerri - Imo State	5
10.	COE Kafanchan - Kaduna State	6
11.	COE Oro - Kwara State	8
12.	COE Oto-Ijanikin - Lagos State	8
13.	COE Minna - Niger State	6
14.	COE Ikere - Ondo State	10
15.	COE Ila-Orangun - Osun State	8
16.	COE Ilesha - Osun State	4
17.	COE Oyo - Oyo State	7
18.	COE Akwanga - Plateau State	7
19.	COE Port Harcourt - Rivers State	9
20.	COE Sokoto - Sokoto State	6
21.	COE Akamkpa - Cross Rivers State	7
22.	COE Ilorin - Kwara State	7
23.	COE Oju - Benue State	6
	TOTAL NO. OF BUSINESS TEACHERS	147

Grand total number of Business Teachers = 244

SOURCE: NATIONAL COMMISSION FOR COLLEGES OF EDUCATION 1992

The entire business teachers made-up of degree holders, Diploma and professional certificate holders with varied teaching experiences are studied (see Appendix A Table 1)

3.4 SAMPLE AND SAMPLE SIZE

A sample of 140 out of 244 business teachers in all the Federal and State Colleges of education in Nigeria were served with the questionnaire. (see Appendix 1). This sample is considered adequate as per the recommendation of Krejcie and Morgan (1970) in their article determining sample size for research activities.

3.5 SAMPLING PROCEDURE

A simple satisfied Randlom sampling was used in view of the geographical spread and ownership of the colleges of education. A stratification variable of federal and state was used as subgroups or stratum of the Colleges of education in Nigeria.

A simple random sampling of Dip-hand method was also used. The colleges of education are assigned numbers Federal Colleges 1-17 and State Colleges 1-23. The numbers were put into separate containers tagged federal and state and then mixed properly.

After mixing two numbers are selected at random out of which one number was taken; until ten (10) Federal Colleges and ten (10) State Colleges are obtained which represent the sample.

Business teachers are not always too many in the Colleges because it is only the Department of Business and Vocational education that trains business teachers in each of the Colleges of Education.

A "Captured Sample", that is the entire business teachers available in each of the colleges selected are used. The selected colleges constitute a valid source of information used

for the data analysis.

3.6 INSTRUMENTS USED

A combined moderated questionnaire made-up of two sets of questionnaires by Hoppock (1935) called job satisfaction Blank (JSB) and the Courger/Zawacki (c/z) survey instrument are used as basis for data collection for the study. The JSB is a well-known and widely used measure of satisfaction. The questionnaire after it was developed by Hoppock (1955) has gone through many forms and the latest was adopted. The JSB has a high internal consistency as an instrument based on previous usage. Hoppock correlated the Job Satisfaction Blank with a composite score based upon 257 questions about satisfaction with specific aspects of the job and obtained a correlation co-efficient (r) of 0.67.

Hoppock's original JSB was modified by pinning down the respondents to definite answers, and to get the correct and objective assessment of the respondents. The original JSB was based on seven weighted description of what the employees felt about their jobs. This weighted description was reduced to four. The respondents were asked to tick on the column provided.

The Courger/Zawacki usually called C/Z survey instrument as a diagnostic tool for identifying the key factors of motivation and productivity was also used.

Courger and Zawacki (1980) proved the reliability and validity of the instruments and published the results in their book "Motivating and Managing Computer Personnel".

The C/Z survey instrument measures job dimensions, satisfaction levels, goals, clarity/accomplishment and data processing problem areas. It measures most importantly the potential of each job to motivate the specific group of employees holding that job.

The C/Z survey instrument was designed to assist employees in the study of their jobs and show how it affects them. The questions on the survey are designed to measure employees perception of their jobs and relations to it.

There were similarities in the questions and the author said it is to produce statistical validity of the questionnaire.

The C/Z questionnaire indicates seven point value and the researcher reduced this to four point value scales.

A value was assigned to each item to indicate the respondent's judgement for the value of each item as follows:

1. Very dissatisfied
2. Satisfied
3. Dissatisfied
4. Very satisfied

The C/Z instrument was adopted for the study with modifications based on Herzberg's theory of work motivation. The items on the final questionnaire was predicted on factors of job satisfaction based on the theoretical studies of Wernimort and Herzberg (1970) and their associates.

Wernimort (1970) and his associates classified ten factors in their study which included five internal job factors such as achievement, recognition, advancement, responsibility and work itself. These factors are called the motivating factors while salary (pay), administrative policies, supervision interpersonal relations and working conditions are referred to as Hygiene factors.

To ensure standardization, the questionnaire was designed as closed type and the final aspect is the researcher's addition to the original and moderated questionnaire to suit the context of the colleges of education in Nigeria.

3.7 METHOD OF DATA COLLECTION

Copies of questionnaire for this study were distributed and collected personally while some were mailed to places where the researcher found difficult to visit. A pilot test of the questionnaire was conducted in five colleges comprising two federal colleges and three state colleges of education namely:

(a) Adeyemi College of Education, Ondo

(b) Federal College of Education, Okene

(c) Federal College of Education, Abeokuta

(d) Ondo State College of Education, Ikere

(e) Osun State College of Education, Ilesa.

The pilot study was conducted to test and retest the validity and reliability of the questionnaire. The questionnaire were also presented to the project supervisor for vetting and proof-reading to guide against duplication, irrelevancies and ambiguity.

3.8 METHOD OF DATA ANALYSIS

The analysis of data were done making use of three statistical tools viz:

(a) Discriminant analysis for parameters such as sex, age, marital status, number of children and academic qualification. The discriminant analysis is a procedure for estimating the position of an individual on a line that best separate the categories. It is concerned with putting observations into groups such that observations in the

same group generally more like each other than observations from different groups.

(b) The second statistical tool used is the contingency table of the scale analysis for the hypotheses to obtain some degree of dependence among the variables.

(c) The third statistical tool used in Pearson product Moment correlation to determine the relationship between job satisfaction and each of the seven variables.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the data collected for the study were presented, analysed and interpreted with special reference to the research questions and the stated hypotheses. The study is based on a sample of 140 business teachers.

4.2 DATA PRESENTATION

This section presents the data gathered for this study.

4.2.1 Sex of Respondents

TABLE 4.1

FREQUENCY DISTRIBUTION OF RESPONDENTS BY SEX

SEX	FREQUENCY	PERCENTAGE
Female	65	46.4
Male	75	53.6
Total	140	100.0

Table 4.1 above reveals that the business teaching profession is dominated by male lecturers in Nigerian Colleges of Education. Out of 140 respondents (53.6%) are male while (46.4%) are female. This indicates that majority of the business teachers in Nigerian Colleges of Education are male.

4.2.2 Age of Respondents

TABLE 4.2

FREQUENCY DISTRIBUTION OF RESPONDENTS BY AGE

AGE	FREQUENCY	PERCENTAGE
0 - 30	37	27.4
Above 30	98	72.6
Total	135	100.0

Table 4.2 shows the frequency distribution of respondents by age. It reveals that (27.4%) of the respondents are below 30 years while majority of the respondents are above 30 years (72.6%). This may account for why they tend to stay on the jobs pending retirement as they could no longer take reasonable risk of unemployment.

TABLE 4.3

FREQUENCY DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

MARITAL STATUS	FREQUENCY	PERCENTAGE
Single	35	26.7
Married	96	73.3
Total	131	100.0

Table 4.3 shows the distribution of the respondents by marital status. It shows that (26.7%) of the respondents are single while the majority (73.3%) are married. This accounts for why most of them tend to stay on their jobs as they can no longer take risk of unemployment because of their family.

TABLE 4.4 **FREQUENCY DISTRIBUTION OF RESPONDENTS BY NUMBER OF CHILDREN**

NUMBER OF CHILDREN	FREQUENCY	PERCENTAGE
0 - 4	130	92.9
Above 4	10	. . . . . 7.1
Total	140	100.0

Table 4.4 shows the distribution of the respondents by number of children. It shows that the majority (92.9) have four children or below. This sizeable number of children is as a result of economic hardship which is bitting on every average family in Nigeria. As a teacher, you need no counsellor to advise you on the number of children. The determining factor is your economic capability.

Table 4.5

FREQUENCY DISTRIBUTION OF RESPONDENTS By FAMILY SIZE

FAMILY SIZE	FREQUENCY	PERCENTAGE
1 - 2	46	32.9
3 - 4	36	25.7
5 - 6	40	28.6
7 - 8	18	12.8
Total	140	100.0

Table 4.5 shows the distribution of respondents by family size. It reveals that families consisting of 1 to 2 members were the majority followed by those with 5 to 6 members. The reason while families consisting of 1 to 2 and 5 to 6 members were the majority is as a result of economic hardship. Most young men don't want to get married thisedays and even when they eventually get married, they opt for maximum of three children thereby keeping the family size at maximum of 5 to 6.

TABLE 4.6

FREQUENCY DISTRIBUTION OF RESPONDENTS BY STATUS

STATUS	FREQUENCY	PERCENTAGE
Asst. Lecturer	31	22.3
Lecturer III	29	20.9
Lecturer II	15	10.8
Lecturer I	9	6.5
Senior Lecturer	12	8.6
Principal Lecturer	14	10.1
Others	29	20.8
Total	140	100.0

Table 4.6 shows the distribution of the respondents by status. It reveals that there is high concentration of teachers at the lower levels than senior levels. The concentration of teachers at the lower level is as a result of unemployment in other sectors of the economy for sometimes now. Most of the junior lecturers accept the jobs as a last result. It is obvious that many of them will bolt out immediately the situation improves in the other sectors of the economy.

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TABLE 4.7

DISTRIBUTION OF RESPONDENTS By QUALIFICATION

QUALIFICATION	FREQUENCY	PERCENTAGE
First Degree	61	43.9
HND	17	12.2
Masters	25	18.0
NCE	13	9.4
Ph.D	23	16.5
Total	136	100.0

Table 4.7 shows the distribution of respondents by their qualification. It reveals that those who possess the first degree formed the majority (43.9%). They were followed by those with master's degree (18%). It is note worthy to point out that 23 (or 16.5%) respondents had doctorate degree. Generally, based on the information provided in the table, the respondents are qualified business teachers.

TABLE 4.8

DISTRIBUTION OF RESPONDENTS By TEACHING EXPERIENCE

Teaching Experience	Frequency	Percentage
1 - 4 Years	61	43.9
5 - 8 Years	33	23.7
9 - 12 Years	30	21.6
13 - 16 Years	9	6.5
Above 16 Years	6	4.3
Total	139	100.0

Table 4.8 shows the distribution of the respondents by the number of years of experience. Those who have less than 8 years of teaching experience formed the majority (43.9%). Few of the respondents had above 16 years teaching experience.

TABLE 4.9 **SCALE OF SATISFACTION**

	SATISFIED		DISSATISFIED	
JOB MOTIVATORS	FREQUENCY	%	FREQUENCY	%
Work Perform	97	71.9	38	28.1
Pay Satisfaction	92	69.7	40	30.3
Job Advancement & Prospects	96	72.2	37	27.8
Administrative Policies & Supervision	110	82.1	24	17.9
Social Interaction	108	79.4	28	20.6
Recognition	107	79.3	28	20.7
Working Condition & Benefits	102	7.1	32	23.9

In general, from table 4.9 above, the respondents tend to be satisfied to an extent with all the variables. The response on Administrative policies and supervision recorded the highest degree of satisfaction (82.1%). The explanation for this may be attributable to the fact that nowadays most provosts are appointed from within the colleges of education educational system and not just an imposition of a political administrator.

The work performed in rated (71.9%); working conditions and benefits (76.1%). The explanation for the high rating is based on the fact that business teachers take pleasure in the performance of their duties and the fact that several holidays accrue to teachers which enable them to participate in other assignments accounted for why business teachers rate their working condition and benefits high.

On pay, (69.7%) are satisfied with their current pay while (30.3%) are dissatisfied. The satisfaction may be as a result of the academic allowance recently approved for academic staff in tertiary institutions in Nigeria.

On recognition (79.3%) of business teachers like the recognition accorded the teaching profession in the society while (20.7%) are dissatisfied with the recognition.

4.3 TESTING HYPOTHESES

Hypothesis 1

Job satisfaction is independent of work performed among business teachers.

TABLE 4.10 Correlation of Data on Job Satisfaction and Work Performed

Satisfied	Dissatisfied			
X 106	Y 34	X^2 11236	Y^2 1156	XY 3604
93	47	8649	2209	4371
96	43	9216	1849	4128
101	39	10201	1521	3939
108	32	11664	1024	3456
106	34	11236	1156	3604
90	50	8100	2500	4500
99	41	9801	1681	4059
97	43	9409	9216	4171
103	37	10609	1369	3811
999	400	100121	23681	39643

From table 4.10 above, those who reported that they were satisfied with the work performed were compared with those who were dissatisfied with the statement that job satisfaction is related to work performed. A correlation coefficient of - 0.2 was obtained from the analysis. This result shows that there is no relationship between the two variables. Job satisfaction therefore does not correlate with work performed. The two variables are independent of each other.

The finding implies that the work teachers perform is not the source of their job satisfaction. It also implies that the teachers found themselves in an occupation that is not congruent with their personality because if the work they do is congruent with their personality the two variables should have correlated positively.

Hypothesis 2

Job satisfaction is independent of job advancement prospects among business teachers.

TABLE 4.11 Correlation of Data on Job Satisfaction and Job Advancement Prospects among business teachers.

Satisfied	Dissatisfied			
X	Y	X^2	Y^2	XY
102	38	10404	1444	3876
84	56	7056	3136	4704
96	44	9216	1936	4224
282	138	26676	6516	12804

The correlation coefficient obtained for correlating the data for satisfied and dissatisfied from table 4.11 above gave a result of - 1. This result clearly shows that there is no relationship between the two variables that were correlated. Job satisfaction therefore is independent of job advancement prospects.

This finding implies that the job advancement prospects in the school environment is not a source of their job satisfaction. Promotion from one level to the other which is very slow in the school system is not a course of the teachers job satisfaction.

Hypothesis 3

Job satisfaction is independent of recognition among business teachers.

Table 4.12 Correlation of Data on Job Satisfaction and Recognition among Business Teachers

Satisfied	Dissatisfied			
X	Y	X^2	Y^2	XY
102	38	10404	1444	3876
84	56	7056	3136	4704
96	44	9216	1936	4224
282	138	26676	6516	12804

The correlation coefficient obtained from correlating the data in table 4.12 above on satisfied and dissatisfied gave a result of - 1. This result shows that there is no relationship between the two variables. Job satisfaction therefore is independent of job recognition among teachers.

This finding implies that the teaching profession in Nigeria today is not enjoying the prestige it deserves in order to make teachers satisfied with their job. In other words, society accords it low prestige and recognition. This may be attributed to the virtual neglect of the profession by many succesive governments in Nigeria.

Hypothesis 4

Job satisfaction is independent of working conditions and benefits among business teachers.

Table 4.13 Correlation of Data on Job Satisfaction and Working conditions and Benefits among Business Teachers.

Satisfied	Dissatisfied			
X	Y	X^2	Y^2	XY
106	34	11236	1156	3604
93	47	8649	2209	4371
103	34	10609	1156	3502
100	40	10000	1600	4000
101	38	10201	1444	3838
100	40	10000	1600	4000
98	42	9604	1764	4116
96	40	9216	1600	3840
81	58	6561	3364	4698
83	56	6889	3136	4648
86	52	7396	2704	4472
89	45	7921	2025	4005
84	54	7056	2916	4536
92	45	8464	2025	4140
84	53	7056	2809	4452
89	50	7921	2500	4450
87	52	7569	2704	4524
87	51	7569	2601	4437
1659	831	103917	39313	75633

The correlation coefficient obtained for correlating the data for satisfied and dissatisfied from table 4.13 above gave a result of- 0.14. This result shows that there is no correlation between the two variables that were correlated. Job satisfaction therefore is

independent of working conditions and benefits.

This finding implies that the working conditions and benefits are not the source of job satisfaction among the business teachers.

In other words, teachers do not derive job satisfaction from the existing working conditions and benefits which are very discouraging.

Hypothesis 5

Job satisfaction is independent of administrative policy and supervision among business teachers.

Table 4.14: Correlation of Data on Job Satisfaction and Administrative Policy and Supervision among Business Teachers

Satisfied X	Dissatisfied Y	X^2	Y^2	XY
112	28	12544	784	3136
104	34	10816	1225	3640
100	40	10000	1600	4000
106	34	11336	1156	4604
422	137	44596	4765	14380

The correlation coefficient obtained for correlating the data for satisfied and dissatisfied from table 4.14 above gave a result of - 0.99. This result also shows that there is no correlation between the two variables that were correlated. Job satisfaction therefore is independent of administrative policy and supervision among business teachers.

This finding implies that the administrative policy and supervision currently obtain in schools are not sources of satisfaction for business teachers.

In other words, teachers do not derive job satisfaction from the existing administrative policy and supervision in schools.

Hypothesis 6

Job satisfaction is independent of salary among business teachers.

Table 4:15 Correlation of Data on Job Satisfaction and Salary among Business Teachers

Satisfied X	Dissatisfied Y	X^2	Y^2	XY
99	41	9801	1681	
105	35	11025	1225	
95	45	9025	2025	
299	121	29851	12009	

The correlation coefficient obtained for correlating the data for satisfied and dissatisfied from table 4.15 above gave a result of - 1. This result also shows that there is no correlation between the two variables that were correlated. Job satisfaction therefore is independent of salary among business teachers.

This finding implies that the salary currently received by teachers is not a source of job satisfaction to them. As a matter of fact, the salary received by teachers in general is so low that it has largely accounted for their deplorable living conditions.

Hypothesis 7

Job satisfaction is independent of social interaction among business teachers.

Table 4.16 Correlation of Data on Job Satisfaction and social Interaction among Business Teachers.

Satisfied X	Dissatisfied Y	X^2	Y^S2	XY
106	32	11236	1024	3392
97	43	9409	1849	4171
107	32	11449	1024	3424
107	32	11449	1089	3531
96	44	9216	1936	4224
513	183	52759	6922	18742

The correlation coefficient obtained for correlating the data for satisfied and dissatisfied above gave a result of - 0.2. This result also shows that there is no correlation between the two variables that were correlated. Job satisfaction therefore is independent of social interaction among business teachers.

This finding implies that the social interaction among business teachers such as socializing with co-workers is not a source of job satisfaction to them.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The findings obtained from this study are summarized as follows:-

1. Job satisfaction is independent of the work performed among business teachers. In other words, the teaching job performed by business teachers does not provide them a sense of satisfaction.
2. Job satisfaction is independent of job advancement prospects among business teachers. In other words, job advancement prospect does not provide business teachers the desired job satisfaction.
3. Job satisfaction is independent of recognition among business teachers. In other words, the recognition accorded to the teaching profession by the Nigerian Society does not provide business teachers the needed Job Satisfaction.
4. Job satisfaction is independent of working conditions and benefits among business teachers. In other words, working conditions and benefits do not provide the desired job satisfaction for business teachers.
5. Job satisfaction is independent of administrative policy and supervision among business teachers. In other words administrative policy and supervision do not provide the needed job satisfaction among business teachers.
6. Job satisfaction is independent of salary among business teachers. In other words, the salary earned by business teachers does not provide the desired job satisfaction in business teachers.

7. Job satisfaction is independent of social interaction among business teachers. In other words, social interaction with colleagues on the job does not provide job satisfaction among business teachers.

5.3 CONCLUSION

In all, seven hypotheses were tested in order to determine their significance and dependence on job satisfaction. The hypotheses were drawn from the seven variables identified for the study. In general, business teacher's job satisfaction did not depend on the variables identified for the study such as work performed, job advancement and prospects, working condition and benefits, administrative policy, supervision, recognition and social interaction in varying degrees. Perhaps the business teachers are in an occupation that is not congruent to their personality. It is also likely that they found themselves in the teaching profession by accident and would have been satisfied with their job if they were in the world of business.

5.4 RECOMMENDATIONS

Operationally, the school is established to train and process its products (basically human beings) in developing awareness, creativity, respect, sensitivity, responsibility, desire for learning, spirit of inquiry, capacity to love and other conditions in our youths. The principal actor in achieving the above goals are the teachers who must be committed and motivated to achieve the set objectives. A major determinant of the desired commitment is job satisfaction.

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In view of our findings and conclusions from the study, the following recommendations are offered:

1. Every work situation has its job satisfaction components. Administrators in colleges of education must identify these components and take necessary steps to ensure that business teachers job satisfaction components are fulfilled.
2. Interest in the work performed is a major determinants of business teachers' overall satisfaction. This suggests that the individual's interest must be established while recruiting business teachers to prevent recruiting those who accept teaching job for economic reasons.
3. Pay has a high significant level of satisfaction among business teachers in Nigerian Colleges of Education. This is so because the lecturers are on USS scale against the former GL scale. There is also the need for government to approve private practice for business teachers to supplement their income and to ensure that business teachers do not migrate to other sectors of the economy where the pasture is greener.
4. Job advancement and prospects of business teachers need to be spelt-out for every business teacher when newly employed to intimate them with the conditions to be met if progress is to be made by the individual.
5. Prompt payment of benefits and creation of good working condition for business teachers creates job satisfaction. Efforts must be made to ensure that business teacher's benefits are not delayed or denied as this will prevent business teacher from looking outwards for better treatment.

6. Business teachers must be well informed about any administrative policy in a college as this will prevent communication gap which results in teachers getting neglected which has an adverse effect on their job satisfaction.

7. Promotion prospects for business teachers must be reviewed from time to time to prevent grumbling among business teachers.

Implication for Classroom Instruction or Administrative Practice

This study marks the beginning of several studies needed to determine the causes of job satisfaction/dissatisfaction in organisations in Nigeria in all relevant fields in government and industries.

The following areas are recommended for further research:

(a) a study of all academic staff at different levels, at different categories to compare results;

(b) a study of both academic and non academic staff in other institutions of higher learning in Nigeria;

(c) a study of causes of job satisfaction/dissatisfaction in different industrial sectors to compare responses;

(d) a follow-up study of attitude and performance of business teachers in the field.

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APPENDIX A

THE FEDERAL COLLEGES OF EDUCATION THAT OFFER BUSINESS COURSES

1. Federal College of Education
   P.M.B. 2096,
   Osiele, Abeokuta,
   Ogun State

2. Federal College of Education
   P.M.B. 1038,
   Obudu,
   Cross River State

3. Federal College of Education,
   P.M.B. 2042,
   Yola - Adamawa State.

4. Federal College of Education,
   P.M.B. 27,
   Pankshin, Plateau State.

5. Federal College of Education,
   P.M.B. 1026,
   Okene, Kogi State.

6. Federal College of Education,
   P.M.B. 2041,
   Katsina State.

7. Federal College of Education,
   P.M.B. 39.
   Kontagora, Niger State

8. Federal College of Education (Tech),
   P.M.B. 269
   Akoka, Yaba - Lagos.

9. Federal College of Education (Tech),
   P.M.B. 60,
   Gombe, Bauchi State.

10. Federal College of Education (Tech),
P.M.B. 3473,
Bichi, Kano State.

11. Federal College of Education (Tech),
P.M.B. 1044,
Asaba, Delta State.

12. Federal College of Education (Tech),
P.M.B. 1013,
Potiskum, Yobe State.

13. Federal College of Education (Tech),
P.M.B. 11,
Omoku, Rivers State.

14. Adeyemi Federal College of Education,
P.M.B. 520,
Ondo, Ondo State.

15. Federal College of Education,
P.M.B. 3045,
Kano, Kano State.

16. Federal College of Education (Tech),
P.M.B. 1088,
Gusau, Sokoto State.

17. Federal College of Education (Tech),
P.M.B. 189,
Umunze, Anambra State.

FEDERAL COLLEGES OF EDUCATION THAT DO NOT OFFER BUSINESS COURSES

1. Federal College of Education (Special),
P.M.B. 1089,
Oyo (Special)
Oyo State.

2. Federal College of Education,
P.M.B. 1041,
Zaria,
Kaduna State.

STATE COLLEGES OF EDUCATION THAT OFFER BUSINESS COURSES

1. Enugu State College of Education,
P.M.B. 2001,
Eha-Amufu,
Enugu

2. College of Education,
P.M.B. 2090,
Agbor, Delta State

3. College of Education,
P.M.B. 1144,
Ekiadolor, Edo State.

4. College of Education,
P.M.B. 1251,
Warri, Delta State.

5. College of Education,
P.M.B. 20008,
Katsina-Ala,
Benue State.

6. College of Education,
P.M.B. 1033,
Ankpa, Kogi State.

7. Sir Kashim Ibrahim
College of Education,
P.M.B. 1469,
Maiduguri, Borno State.

8. College of Education,
P.M.B. 1021,
Jalingo, Taraba State.

9. Alvan Ikoku College of Education,
P.M.B. 1053,
Owerri, Imo State.

10. Kaduna State College of Education,
Gidan Waya, P.M.B. 1024,
Kafanchan, Kaduna State.

11. Kwara State College of Education,
P.M.B. 309,
Oro, Kwara State.

12. Lagos State College of Education,
Oto-Ijanikin,
KM 30, Badagry Expressway,
P.M.B. 007,
Festac, Lagos.

13. Niger State College of Education,
P.M.B. 39,
Minna, Niger State.

14. Ondo State College of Education,
Ikere-Ekiti,
P.M.B. 220,
Ondo State.

15. Osun State College of Education,
Ila Orangun,
P.M.B. 207,
Osun State.

16. Osun State College of Education,
P.M.B. 5089,
Ilesa, Osun State.

17. St. Andrew's College of Education,
P.M.B. 1010,
Oyo, Oyo State.

18. College of Education,
P.M.B. 05,
Akwanga, Plateau State.

19. Rivers State College of Education,
P.M.B. 5047,
Port Harcourt,
Rivers State.

20. College of Education,
P.M.B. 2129,
Sokoto, Sokoto State.

21. Cross Rivers State College of Education,
P.M.B. 1171,
Akamkpa, Cross Rivers State.

22. Kwara State College of Education,
P.M.B. 1527,
Ilorin, Kwara State.

23. College of Education,
P.M.B. 2083,
Otukpo, Benue State.

STATE COLLEGES OF EDUCATION THAT DO NOT OFFER BUSINESS COURSES

1. College of Education,
P.M.B. 1734,
Onitsha, Anambra State.

2. College of Education,
P.M.B. 44,
Azare, Bauchi State.

3. Umar Ibn Ibrahim El-Kalem
College of Education,
P.M.B. 16,
Bama, Borno State.

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4. College of Education,
P.M.B. 2237,
Hong - Yola,
Adamawa State.

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5. Jigawa State College of Education,
P.M.B. 1002,
Gumel, Jigawa State.

6. Kano State College of Education,
P.M.B. 3218,
Kumbotso, Kano State.

7. Ogun State College of Education,
P.M.B. 2118,
Igbeba Road,
Ijebu-Ode, Ogun State.

8. College of Education,
P.M.B. 1000,
Gindiri,
Plateau State.

9. Akwa Ibom State College of Education,
Afaha Neit,
c/o Akwa Ibom State Ministry of Education,
P.M.B. 1019,
Uyo.

10. Katsina State College of Education,
P.M.B. 49,
Kutsen-man,
Katsina State.

11. College of Education,
P.M.B. 2,
Gashua, Yobe State.

12. College of Education,
Waka-Biu,
P.M.B. 1502,
Borno State.

QUESTIONNAIRE

This questionnaire is prepared to obtain your honest response on the effect of job motivators and causes and correlates of job satisfaction of Business Teachers in Nigerian Colleges of Education.

Please tick the appropriate box that represents your answer.

Your response will be treated in strict confidence.

SECTION A: BIOGRAPHICAL DATA

1. NameofCollege.....

2. Sex (a) Male ☐

   (b) Female ☐

3. Age (a) 30 years or less ☐

   (b) more than 30 years ☐

4. Marital Status (a) Single ☐

   (b) Married ☐

5. Number of Children (a) One ☐

   (b) Two ☐

   (c) Three ☐

   (d) Four ☐

   (e) Five and over ☐

   (f) None ☐

6. Size of family to whom you are directly responsible:

(a) 1 - 2 ☐

(b) 3 - 4 ☐

(c) 5 - 6 ☐

(d) 7 - 8 ☐

(e) 9 - 10 ☐

7. Religion:

(a) Christianity ☐

(b) Islam ☐

(c) Others ☐

8. Status (or equivalent)

(a) Assistant Lecturer ☐

(b) Lecturer III ☐

(c) Lecturer II ☐

(d) Lecturer I ☐

(e) Senior Lecturer ☐

(f) Principal Lecturer ☐

(g) Others ☐

9. Highest Academic Qualification

(a) HND/OND ☐

(b) NCE/NTTC ☐

(c) B.Ed/BA/B.Sc. ☐

(d) MPA/MBA/M.Sc/MA/M.ED ☐

(e) Ph.D ☐

10. Teaching Experience

(a) 1 - 4 years ☐

(b) 5 - 8 years ☐

(c) 9 - 12 years ☐

(d) 13 - 16 years ☐

(e) 17 years and above ☐

SECTION B: JOB SATISFACTION

Please state how satisfied you are with each aspect of your job listed below. Indicate the appropriate response by ticking the appropriate column. (VS = Very Satisfied, S = Satisfied, D = Dissatisfied, VD = Very dissatisfied)

	WORK PERFORMED	VS	S	D	VD
	SALARY				
11.	Chance to exercise independent thoughts and action in my job				
12.	Stimulation and challenge on the job				
13.	Opportunity to be creative and imaginative in my job				
14.	Extent to which job goals and objective are clear to me				
15.	Personal satisfaction which I derive from teaching				
16.	The degree to which my work fulfills personal goals and objective				
17.	Number of hours I work per week				
18.	The chance to try out new ideas/techniques in teaching				
19.	the degree to which I participate in determining the subject matter contents to teach my students				
20.	The freedom to examine my students the way I know best				
	SALARY				
21.	The amount of pay I receive				
22.	The degree to which I am fairly paid from what I contribute to teaching				
23.	My salary compare with the salary of other people in other profession who hold similar qualifications				
		VS	**S**	**D**	**VD**
	JOB ADVANCEMENT AND PROSPECTS				
24.	Promotion Prospects				
25.	Promotion criteria used in the institution				
26.	The degree of job security				
	ADMINISTRATIVE POLICIES AND SUPERVISION				
27.	Methods of setting policies				
28.	Procedure for implementing administrative policies				
29.	The amount of support and guidance received from my Head of Department				
30.	The professional guidance I received from my immediate boss				
	SOCIAL INTERACTION				
31.	The people I talk to and work with on my job				

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32.	The chance to get to know other people while on the job				
33.	Opportunity to socialize with my co-workers in a non-working context				
34.	Working alone on the job instead of with a group of people				
35.	chance to work together with others in carrying out the job				
	RECOGNITION				
36.	The overall prestige and recognition attached to my job				
37.	The degree of respect and fair treatment I received from my boss				
38.	The prestige which the teaching profession enjoys in Nigeria today				
39.	The recognition which teaching profession receive from government				
40.	The recognition which the teaching profession receive from the society				
	WORKING CONDITIONS AND BENEFITS				
41.	The instructional materials and equipment which are available in my institution				
42.	The quality and availability of textbooks				
43.	The overall physical layout and condition of my working environment e.g. office space, classroom, libraries, seminar rooms, theatres, toilets, office conveniences etc.				
44.	The number of students in my class				
45.	The overall condition of service in my institution				
46.	Pension scheme/contract gratuity				
47.	Medical facilities				
48.	annual leave and grants				
49.	Car Loan/Car Refurbishing Loan				
50.	Housing Loan/Accommodation for staff				
51.	Transport Facilities for Staff				
52.	Good School for Staff Children				
53.	In-Service Training Programme provided by my employer				
54.	Opportunities for Business Teacher to receive more education and training through fellowship				
55.	The encouragement provided for business teachers to stay within the teaching profession				

56	the fairness with which government implement policies and regulations affecting teachers				
57.	Procedure by which Deans are appointed to their position				
58.	Procedure by which the heads of Departments are appointed to their position.				

APPENDIX B:

DISTRIBUTION OF RESPONSES ON EXTENT OF SATISFACTION BUSINESS TEACHERS

		SATISFIED				DISSATISFIED			
SALARY		VERY SATISFIED		SATISFIED		DISSATISFIED		VERY DISSATISFIED	
		FREQ	%AGE	FREQ	%AGE	FREQ	%AGE	FREQ	% AGE
11	Chances to exercise Independent and action in my job	52	37.1	54	38.6	26	18.6	8	5.7
12	Stimulation and challenge on the job	43	30.7	50	35.7	40	28.6	7	5.0
13	Opportunity to be creative and imaginative in my job	45	32.4	51	36.7	35	25.2	8	5.8
14	Extent to which job goals and objectives are clear to me	49	35.0	52	37.1	35	25.0	4	2.9
15	Personal satisfaction which I derive from teaching	44	31.4	64	45.7	22	15.7	10	7.1
16	The degree to which my work fulfills personal goals and objectives	44	31.4	62	44.3	32	2.9	2	1.4
17	Number of hours I work per week	31	22.1	59	42.1	33	23.6	17	12.1
18	Changes to try out new ideas/technique in teaching	42	30.0	57	40.7	38	27.1	3	2.1
19	Degree of participation in determining of the subject matter content I teach my students	45	32.1	52	37.1	37	26.4	6	4.3
20	Freedom to examine my students	47	33.6	56	40.0	32	22.9	5	3.6
21	Amount of pay received	45	32.1	54	38.6	39	27.9	2	1.4

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22	Degree of fair and contribution to teaching	35	25.0	70	50.0	29	20.7	6	4.3
23	Teachers Salaries compared to professional holding Similar qualification	41	29.3	54	38.6	39	27.9	6	4.3
	JOB ADVANCEMENT & PROSPECTS								
24	Promotion prospects	48	34.3	54	38.6	28	20.0	10	7.1
25	Promotion Criteria	36	25.7	48	34.3	46	32.9	10	7.1
26	Degree of job security	48	34.3	48	34.3	37	26.4	7	5.0
	ADMINISTRATIVE POLICIES & SUPERVISION								
27	Methods of setting policies	59	42.1	53	37.9	21	15.0	7	5.0
28	Procedure for implementing administrative policies	38	27.3	66	47.5	28	20.1	7	5.0
29	Guidance received from head of department	51	36.4	49	35.0	33	23.6	7	5.0
30	Professional guidance received from immediate boss	44	31.4	62	44.3	28	20.0	6	4.3
	SOCIAL INTERACTION								
31	People I talk to and work with	57	41.3	49	35.5	30	21.7	2	1.4
32	Chance to know other people while on the job	41	29.3	56	40.0	34	24.3	9	6.4
33	Opportunity to socialize with co-workers	62	44.6	45	32.4	27	19.4	5	3.6
34	Working alone on the job instead of with a group	34	24.3	73	52.1	30	21.4	3	2.1
35	Working done on the job instead of carrying out the job	48	34.3	48	34.3	34	24.3	10	7.1