JOB SATISFACTION AND PERFORMANCE OF TEACHER EDUCATORS IN PLATEAU STATE, (STATE AND FEDERAL TEACHER EDUCATORS' COMPARED)

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ABSTRACT

The purpose of this study on job satisfaction and teacher performance is to find out whether there is job dissatisfaction among State and Federal teacher educators, and the effects of job dissatisfaction on teacher performance in Plateau State.

It appears to the investigator that the Federal teachers deployed to the State for the purpose of training teachers for the U.P.E. Scheme are not satisfied with their conditions of service in the State. The State teacher educators on the other hand appear to be satisfied, with their jobs and to be enjoying better conditions of service than their Federal counterparts. This unequal treatment of the two groups of teachers appears to be affecting the behaviour of Federal teachers in that State.

Three types of questionnaire were used to collect data. The first type was given to teacher educators and it contained questions on conditions of service and job satisfaction. The second and third types were given to students and school administrators respectively for the rating of teacher performance. The responses collected were converted to raw scores and the means of the scores were calculated. The

test of significance was used to compare the mean scores of State and Federal teacher educators.

The hypotheses formulated were tested. The first hypothesis that job satisfaction is higher for State than for the Federal teachers was tested and found to be true. The second hypothesis that job dissatisfaction is related to the retention of Federal teachers was also accepted. The last hypothesis that there is no difference in the performance of State and Federal teachers was rejected. It was found that Federal teachers have higher performance than State teachers. It is believed that dissatisfied teachers are not necessarily less productive than satisfied workers.

Salary, prompt confirmation of appointment to deserving teachers, promotion, appointment of administrative posts and other socio-emotional rewards are very important factors in the compensation structure of any institution. These rewards if not carefully distributed according to performance can cause job dissatisfaction among the teachers. Job dissatisfaction can also affect the performance of teachers. It is important that rewards and sanctions should be distributed according to performance in order to support compliance to the organisation's rules and regulations and by so doing the teachers will improve their productivity.

DEDICATION

This research project for the Masters Degree in Education, of the Ahmadu Bello University, is dedicated to my dear parents who sacrificed much to give me good education, and who inspired me to a great academic height.

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Chapter 1

JOB SATISFACTION AND PERFORMANCE OF TEACHER EDUCATORS IN PLATEAU STATE. (FEDERAL AND STATE TEACHERS COMPARED)

INTRODUCTION:

The success of the teacher education program in Nigeria depends to a large extent upon the quantity, quality and devotion of the teachers engaged in the program and upon the effectiveness with which the teachers discharge individual and group responsibilities. It is generally accepted that teachers are the hub of any educational system. The school plant, money, well designed programs and good leadership are all essential, but the most crucial single element in the educative process is the competency of the teachers charged with the task of effecting desirable changes in young people in the classrooms. It is therefore clear that the effectiveness of the teacher is the determining factor for the success or failure of any educational objective. According to Ukeje, (1966:132) "The central

importance of the teacher and particularly his training in the whole educational process can hardly be over emphasized".

To initiate, establish, administer, and appraise policies, programs and procedures which will help to attract, retain and develop the quantity and quality of teachers required to execute the teacher training programs successfully in Nigeria is not at all an easy task. A good compensation plan is necessary for the teachers. The compensation structure should be able to withstand the rigors of personnel grievances, and public criticism and at the same time have the qualities to attact and retain competent personnel in the teaching service. Good provisions should also be made for the general welfare of school personnel especially for the interest of those who intend to dedicate their careers to the cause of education.

The Universal Primary Education (U.P.E.) was introduced in Nigeria in 1976. This primary education scheme is a form of mass education which calls for a high quantity of teachers

to cope with the explosion in the number of primary school children. To a great extent, the success or failure of this program depends on the quantity and quality of the teachers in the scheme. Recently, the demand for formal education in Nigeria has been very high and this may be due to the realisation that education will improve the general well-being of the individual and that of the society at large.

Shortage of teachers and retention of those already in the service are very crucial matters in our educational development. A good compensation plan grounded in the realities of finance should be provided and effected, and this should lead to job satisfaction and higher performance among the teachers. Job satisfaction among the teachers will help to retain teachers and these together will enhance the success of the current Universal Primary Education Scheme.

Presenting a paper on the problem of recruitment, retention, promotion, transfer and discipline of teachers, Fafunwa (1977:132)

said:

> "One of the major problems confronting teaching in Nigeria today is how to retain teachers in the service. For the past thirty years, teaching has been used as a stepping stone to other more lucrative employments".

The problems facing educators in the teaching profession are many. It is important that Federal, State and Local education authorities should co-operate in providing money and better conditions of services to make teaching an enviable profession. It is also the responsibility of the government to provide adequate policies related to teacher preparation, certification of teachers, and general conditions of service of teachers. Educational Institutions, the general public, professional associations, the government and the teachers themselves should share the responsibility for removing social, economic, political and legal barriers to the improvement of staff quantity and quality for our education programs.

THE PROBLEM:

It has been observed by both the Federal and many State governments that the Federal teacher educators in the U.P.E. scheme in the States, are leaving the teaching service in large numbers. It appears that many of these Federal teacher educators are not happy with their jobs or are not satisfied with their general conditions of service. The State teacher educators on the other hand appear to be relatively more satisfied with their jobs in the State.

The Federal teacher educators are highly qualified teachers posted to the teachers colleges in the States by the Federal Ministry of Education for the purpose of training grade II teachers for the Universal Free Primary Education (U.P.E.) Scheme. In Plateau State where this study was carried out, it appears that the Federal teachers are not satisfied with some of their conditions of service. This state of affairs appears to be affecting the general performance of the Federal

teachers in the State schools.

On the other hand the State teacher educators appear to be enjoying better conditions of service, and appear to be more satisfied with their conditions than their Federal counterparts in the State. The State teacher educators appear to be getting faster promotions, appointed to substantive administrative posts and to be paid salaries and allowances more promptly than their Federal counterparts. In many cases the State teachers are apparently less qualified than the Federal teachers.

This perceived discrimination against the Federal teacher educators and the unequal treatment of these two groups of teacher educators in Plateau State may lead to job dissatisfaction among the Federal teacher educators. This situation could lead the Federal teacher educators to have less feeling of commitment to their jobs. This attitude may affect their job performance and in turn the U.P.E. program in the State. It is abundantly clear that teachers' lack of interest and low

performance in their jobs can ruin any educational program.

The problem under investigation can be summarised with the following questions.

1. Are the Federal teacher educators satisfied with their job in Plateau State, and if they are not satisfied, what is causing dissatisfaction?
2. Have the State teacher educators better conditions of service than their Federal counterparts?
3. Are the Federal teacher educators infact more qualified than the State teacher educators in the State?
4. What are the effects of job satisfaction on teacher performance in the State?
5. What are the perceived effects of the harmonization or service conditions throughout the Nigerian Public Services on the Federal U.P.E. teacher educators in Plateau State?
6. What should the Plateau State Ministry of Education do to improve teacher performance in the State?

SIGNIFICANCE OF THE STUDY:

The Investigator is of the opinion that job satisfaction among teacher educators is an important matter for the success of not only the U.P.E. Scheme but also other teacher training programs in the country. This is true because evidence shows that job dissatisfaction among teachers has a great influence on the productivity and performance of teachers and students in schools.

It is sometimes argued that the good teacher should be fully rewarded, and that greater pay will motivate the teacher to greater accomplishment in many cases. There is empirical support for the assumption that a happy worker is a better worker, and this should be the major principle behind attempts to increase job satisfaction of teachers. The researcher believes that if the causes of dissatisfaction among the teacher educators in Plateau State are identified, it will help the government to understand the

problems facing other teacher educators in other States of the country.

Higher teacher performance in our school is needed to improve the quality of students who would sooner or later be charged with the responsibility of teaching our children in the primary schools. This study will not only promote understanding of the problems facing teacher educators but will also throw some light into some of the causes of poor performance by both teachers and students in Plateau State.

PURPOSE OF THE STUDY:

The purpose of this study is to find out whether there is job dissatisfaction among Federal and State teacher educators in Plateau State, and the effects of the job conditions on the teachers' performance in the teachers' colleges. Lack of job satisfaction and poor performance of teacher educators may affect the performance of students.

The study will identify the problems that are facing the Federal and State teacher educators and the perceived effects of the harmonization of service conditions throughout the Country's Public Services, on the teacher educators.

The causes of poor performance among teacher educators will also be identified, and these should be known by both the Federal and State governments so that they will take action aimed at making the teachers more effective in their work.

The investigator considers the retention of teacher educators as a very serious problem facing the Universal Primary Education (U.P.E.). If the problems facing these few well qualified teacher educators are identified, solutions may be found which will help not only to retain them for the U.P.E. Scheme but also to make them more effective in their work in the teaching service.

BASIC ASSUMPTIONS:

In carrying out this study, the following basic

assumptions are made:

1. Teachers' job satisfaction is related to their conditions of service.
2. Teachers job performance is related to their job satisfaction.
3. Job satisfaction is related to retention of teachers.
4. Harmonization of conditions of service in Nigeria may affect the retention of Federal Teacher Educators working outside their State of origin.

HYPOTHESES:

The following hypotheses are advanced for this study.

1. Job satisfaction is higher for the State than for the Federal teacher educators in Plateau State.
2. Job dissatisfaction is related to the retention of Federal teacher educators in Plateau State.

3. There is no difference in job performance of State and Federal teachers in Plateau State.

DEFINITION OF TERMS:

JOB SATISFACTION: Refers to the satisfaction which one gets from his job. Job satisfaction of workers can affect productivity.

TEACHER PERFORMANCE: Refers to the teachers job output which can be measured by students performance.

RETENTION OF TEACHERS: Refers to the teachers remaining in the teaching service.

U.P.E. SCHEME: This is the Universal Free Primary Education Scheme, sponsored by both the Federal and State governments. The scheme started in September 1976 throughout Nigeria.

FEDERAL TEACHER EDUCATORS: These are University graduates, National Certificate in Education, and Diploma holders employed by the Federal Ministry of Education and deployed to the State teachers colleges for the purpose of training grade II teachers for the U.P.E. scheme.

STATE TEACHER EDUCATORS: These are University graduates, N.C.E. and Diploma holders, and other categories of untrained and inexperienced teachers, exployed by the State Ministry of Education for the purpose of training grade II teachers for the U.P.E. scheme.

ORGANISATIONS: Organisations are social units or human groupings deliberately constructed and reconstructed to seek specific goals (Amitai Etzioni 1964:3) Bureaucracy, Formal Organisation or Institution are Synonyms for the term Organisation.

DISTRIBUTIVE JUSTICE: Is a matter of the relation between what a man gets in the way of reward and what he incurs in the way of cost at that moment. It refers to a feeling of injustice arising where investments are not proportional to outcomes. (Secord and Backman 1964:298).

A SCHOOL SYSTEM: A school system may be described as an organization within which an essential social service is performed.

MORALE: Means the zeal or enthusiasm with which an individual performs his work or is the willingness of a group to work towards a collective purpose. (Castetter 1962:80).

COMPENSATION STRUCTURE: The compensation structure of a school refers to provisions made by the management to govern salaries, wages, and collateral benefits of school personnel (Castetter 1962:64.

LEADERSHIP: Leadership is the act of influencing organizational goals and policies, and designing the strategies by which these goals can be achieved. (Corwin 1965:281).

DELIMITATION TO THE STUDY:

The investigator would like to carry out this investigation in all the States of Nigeria, but with the time at his disposal and within the limits of available financial resources, the study will be restricted to

Plateau State. The study will however throw light into the problems facing teacher educators in other parts of the country since it is assumed that similar state of affairs may prevail in other States of Nigeria.

In this study five teachers' Colleges with high number of Federal teacher educators were selected for the study. The Federal teacher educators are scattered all over Plateau State teachers' Colleges with their number in the colleges varying from one to seven. It is hoped that other research workers should study the situation in other States so that the results of the studies from the different States can be compared.

Chapter 2

REVIEW OF RELATED LITERATURE

In this chapter the various literature related to the problems of job satisfaction and teacher performance are reviewed. The readings centred around the social status and position of the teacher, teachers and decision - making authority, leadership and interpersonal relations in the school setting, morale, job satisfaction and teacher performance, promotions, different types ofrewards and productivity. School personnel administration and the problems of teacher evaluation are also discussed in this chapter.

THE STATUS AND SOCIAL POSITION OF TEACHERS:

In the history of education everywhere, the teacher has emerged with an image of a public servant and a salaried employee of the community. Because teachers' salaries did not keep pace with salaries in other occupations open to men, what had been a male occupation at the beginning of

this century began to attract large numbers of women, until element ~~any~~ school teaching in particular became identified as a woman's occupation. As these broad shifts in the status system took place, the status of educators as employees and their status as professionals started to fluctuate seriously.

Nigeria is a developing country with a great demand for teachers. This pressure to meet the increased demand for teachers has prevented teachers from raising professional standards for admittance at a rate commensurate with their drive for professional status. According to Corwin (1965:227) Managerial responsibility and professional standards as well as salary play an important role in the prestige ranking of jobs within an occupation'. These can also play an important role when one vocation is being compared with another.

From history we learn that the teacher has been both a beloved leader and a neglected public servant. As

Lauwerys (1969 : 2) put it, 'the teacher may enjoy a prestige that approaches veneration and yet starve unnoticed by the parents of the very children entrusted to to his care! Christ, Mohammed, Buddha, Confucius Gandhi were great teachers and they gave their followers' great enlightenement. In almost every culture, the religious leader and the teacher in the broadest sense have been almost synonymous. But recently, the traditional attitude towards the great scholar or the religious leader who teaches his disciples have changed. With the development of the common school designed to impart to all young people certain rudiments of knowledge considered indispensable to the economic and political structure of society, the status of the teacher has radically changed.

In the Renaissance Universities of Western Europe, the teacher was referred to as the scholar, the instructor, the research worker and the professor. He was also a master

of logic and rhetoric, an artisan, illustrator, and a book binder of great skill. He held a status commensurate with the dignity and eninence of those duties.

In the modern times all this has changed, and not even a University professor of great eminence can become expert in more than one or two disciplines. With intense specilization of the work of the teacher at the University level, there has come an enormous diffusion of the teaching task to meet the insistent demands of modern technology. Mass education has also affected the social status of the educated elite adversely.

The position and prestige of a person in any society depends upon the status of the profession as a whole, compared with other occupations and his position in the hierarchy of his own profession. The teaching profession is usually considered lower than the medical, legal, or engineering professions. The society considers virtue,

knowledge, courage, intelligence and power with high regard. Any group of persons who can as a group command, direct, or manage other human beings is looked upon with respect. Officers in the army, judges in law courts and managers of great enterprises are highly respected by members of the society. These groups of people also command a privileged share of whatever material resources available and their economic status will be correlated with their social status.

Other factors which influence the status accorded to a teacher by his fellow citizens include:

(a) the social class of pupils - teachers who deal with pupils whose parents belong to the upper class tend to become identified with those classes.

(b) the social origin of the teacher.

(c) the age of the pupils taught.

(d) the subject taught.

(e) the qualifications of the teacher, the length and cost of the training required to obtain these qualifications.

TEACHERS AND DECISION-MAKING AUTHORITY:

In Primary and Secondary schools in Nigeria, teachers have vitually no control over their standards of work. They have little control over the subjects to be taught, the materials to be used, the criteria for deciding who should be admitted, retained, and graduated from the schools. Teachers have little voice in determining who is qualified to enter teaching. The truth is that non-professionals control the Ministry of Education and the Local school Boards. People from the Legal, Medical and other professions as well as politicians form Ministry and school Board members control the teachers destiny at the top-level. In many cases, teachers are not represented in the education boards.

In view of enrollment pressures the Ministries of Education have been reluctant to raise standards for teachers certification. The reluctance has been detrimental to the status of teachers for raising the level of admission standards not only increases professional competence, but it also simultaneously creates a scarcity of trained personnel, a condition which leads to higher salaries and greater prestige. Control over admission standards is essential to any organization. Teachers also do not control some important phases of their classroom work for example the adoption of textbooks is in the hands of the Ministries of Education where textbook adoption and curriculum are in the hands of the Local School Board, the decision about these are often made by the administrative and or supervisory staff. These decisions are often made in consultation with teachers, but the point is that consultation is not authority to decide, and decision

making is the crux of professional authority. The main problem is that Educational decisions are made by laymen for the teachers.

Corwin (1965:243) pointed out that the 'Professional status is most effectively guaranteed when professional codes are safeguarded by law'. The power of a profession is dependent on the proportion of its ethical rules which are sanctioned by law, but enforced by its own members. In contrast to Medicine, Law and other professions, a much greater proportion of the teachers work is legislated and enforced by the laymen who constitute the membership of Federal and State regulatory agencies.

Professional associations are organised pressure groups but the professional teachers' associations have not made very effective use of their potiential power to implenent new legislation. Lack of political power and militant leadership within the Teachers Unions have failed to advocate that final instructional decisions should be

by the teacher, or at least in consultation with the teacher.

SCHOOL LEADERSHIP AND INTER-PERSONAL RELATIONS:

The Educational Administrator's responsibility is to provide the leadership required fo the acquistion and effective utilization of the human and material resources necessary to give students of different levels of ability an education that will equip them for adult life. Savage (1968:8-11) described the impact of human relationships on the administrators responsibility as follows:-

1. The nature of the administrator's task demands knowledge and skills in inter-personal and group relationship.
2. The administrator's effectiveness and knowledge and skills in interpersonal and group relations.

Every person, including the school administrator himself has the same basic needs. The administrator can increase his effectiveness in interpersonal and group relations when he becomes truely aware of every person's needs. This will cause his relationship with individuals and group to become characterized by greater understanding. Fulfillment of individual and group needs is partly controlled by the administrator and partly by the environment.

BARRIERS IN FULFILLING INDIVIDUAL AND GROUP NEEDS:

There are situations or factors outside the control of the individual that constitute barriers in the fulfillment of individual, group or organisational needs in the system. These are factors in the environment and they include:

1. Inadequate classroom facilities.
2. A teacher may need certain teaching materials which

the school refuses to supply.

3. Discrimination based on colour, race, religion or sex that denies an individual employment or educational opportunity for which he is qualified is a common example.

4. An administrator may be blocked in his efforts to inaugurate a constructive program in his school because of a small but powerful and selfish political clique or pressure group.

The lack or inadequacy of income is an important frustration to the fulfillment of many physical and psychological needs of the indivudual. Economic factors can frustrate the fufillment of many needs even among indivuduals with regular incomes. According to Savage (1968:41) 'when the fulfillment of needs is blocked by various types of barriers the individual encounters frustration and this leads to tension within the individual' The amount of tension will depend on the

need , its importance, the degree to which the person is conscious of it, the source of frustration and the ease with which it can be overcome.

When a person is frustrated in fulfilling a need, he may simply renew his efforts along the same lines that resulted in original frustration. He may also substitute other goals although they may not fulfill the original need. Also there may be a conflict of needs and the situation can be analysed and an alternative decision can be taken although it may or may not solve the original need or problem. Finally, aggression, indirect aggression, adjustment mechanism or withdrawal may result, and when this happens in a work situation, there will be job dissatisfaction and lack of interest in the job.

According to Savage (1968) the following should be the clear and consistent administrative practices of any good school administrator.

1. Define staff members' responsibilities and assist them to understand what they are and what they are not. Provide rules that will enable them to see their potentials and their limitations in their work and responsibilities.
2. In assigning responsibility to a person, give him also the authority necessary to carry out the responsibility. The teacher who is told to keep order must have the authority to do so.
3. Responsibilities must be changed from time to time but when they are changed, all persons who are concerned should be notified.
4. In any formal organisation each person has a "Boss" and he should not have more than one and every body should know to whom he is responsible.
5. Do not give orders to subordinates of another individual as the reaction of the subordinate would be that of resentment.

6. Although an administrator at times must be critical of some aspects of the work of a subordinate, the criticism should be constructive in nature and should be given in private.

7. When disputes come, about authority and responsibility, they must be settled promptly.

8. Promotions, increase or decrease in compensation and discipline action should be reviewed and approved by the superior of the person making decisions involving them.

9. Avoid any act that implies an effort to have a staff member undermined as such act can create suspicion and animosity.

10. In every formal organisation tasks, and responsibility should be carefully assigned according to experience, qualification, competency, and ability to do the work.

SCHOOL LEADERSHIP, JOB SATISFACTION AND TEACHER PERFORMANCE

Three types of leadership are frequently associated with school administration. There are according to Moser (1957:2) Nomothetic, idiographic and transactional styles of leadership. The Nomothetic style is characterized by behaviour which stresses goal accomplishment, rule and regulations, and centralised authority. Effectiveness is rated in terms of behaviour toward accomplishing the school objectives. The Idiographic style is characterized by behaviour which stresses the individuality of people, minimum rules and regulations centralized authority and highly individualistic relationships with subordinates. The primary objective of this style is to keep subordinates happy and contented. The Transactional Style is characterized by behaviour which stresses goal accomplishment but which also makes provision for individual need fulfillment. The transactional leader balances nomothetic and

idiographic behaviours and he judiciously utilizes each style as the occassion demands.

Each style of leadership would result in different kind of relationship between the administrator and his staff members. Congreve (1957:4) made a study of two schools that were matched except for distinct differences in the leadership styles of the administrators, and he called the two behavoural patterns formal and informal. The administrator who used the formal approach relied heavily on formally stated procedures and extensive written communications. He was friendly with his staff but he kept a social distance between himself and the teachers. Most contacts with staff members about school business occured in his office. On the other hand, the administrator using informal leadership style relied heavily on face to face contact with staff members and most of the school business was conducted outside his office. The

administrator expressed a considerable concern about problems of staff relations.

The teachers appear to prefer the formal style of leadership. They felt that the formal administrator was more consistent, more positive in his approach and he seemed to satisfy more of their basic professional needs.

There are also democratic, autocratic and Laissez-faire styles of leadership, which can be used in a school setting. A democratic style of leadership appears to generate more satisfaction among group members than autocratic and the laissez-faire styles. Job supervision which is not too close usually have favourable effects on satisfaction and productivity of a group. Democratic leadership encourages more group discussion and decision and these have favourable effects on both job satisfaction and productivity.

Authoritarian or autocratic leadership reduces independence and it is likely to produce less job

satisfaction but greater productivity. Authoritarian leadership is effective in emergency situations Laissez-faire style of leadership, members expecting strong leadership may be dissatisfied with this type of leader especially workers with high achievement motivation, Laissez-faire type of leadership may lead to low productivity.

LEADERSHIP AND SCHOOL COMMUNICATION PROCESSES:

In an organisation such as the school system, there is communication downward from the chief administrative officer through subordinate positions and to persons holding positions at all levels in the organizational structure. The school leader communicates to the teachers through staff meetings, memoranda, directives, letters, circulars and announcements.

The upward flow on the other hand often is inadequate in quantity and quality because

1. Frequently no conscious effort is made by administrators to encourage it.

2. Some administrative behaviour indicate that ideas, reactions, and criticisms are not welcomed.

School administrators can rectify their failure to encourage upward communication by:

1. Urging his subordinates to talk with him.
2. Participating in social affairs that bring him in contact with subordinates.
3. Welcoming even more formal communications such as letters and memoranda from persons below him in the administrative hierarchy.
4. Encouraging criticisms from staff members.

Barnard (1965:93) describes the characteristics of an acceptable communication from the receipient's point of view. He pointed out that the communication must be understandable consistent with the purpose of the organisation compatible with personal interests, and capable of being executed and authentic. In an organisation, the channels of communication or line of authority must

be known and he asserted that effective channels should connect every participant to the organization.

Status and power differentials among staff members may interfere with effective communication and this can lead to the lowering of quality of task performance.

REWARDS, PAY AND PRODUCTIVITY:

The strain between the organisation's needs and the workers' needs, that is between effectiveness, efficiency and satisfaction is evident in organisational control. The two sets of needs support each other for instance an increase in the prestige of the school might increase the prestige of the teachers who are working in the school. Also the teachers do what is best for the organisation in order to gratify their own needs, and the organisation in seeking to serve its needs will serve the needs of the teachers in the organisation.

The school should have a formal structure for

distribution of rewards and sanctions in order to support compliance with the organisation's norms, regulations, and orders. To fulfill the control functions of the organisation, Etzioni (1964:59) pointed out, that 'the organisation must distribute its rewards and sanctions according to performance'. The dispensation of part of the rewards by the organisation without regards to performance as seen in some developing nations is dangerous as it can weaken organisational control or make it less effective.

Teachers work or contribute to the organisation in return for rewards or inducements from the organisation. Management should try to provide for their workers such rewards that will satisfy the psychological, safety, economic, social, political and future needs of their workers. Unless opportunities are provided for the satisfaction of these workers high level needs, the workers

will be deprived and this will be reflected in their behaviour. Provision of only pay rewards and neglect of the workers psychological, social and safety needs may be ineffective and reliance on the threat of punishment when this situation prevails may have an adverse effect on job satisfaction and performance of the workers.

THE PERSONALITY OF THE MODERN WORKER:

Etzioni (1964:109) pointed out that the main feature of the modern personality is 'a high tolerance for frustration on the job and the ability to defer gratification'. It is this psychological quality of the worker, that supports his habit of appearing at work regularly and of working at a routine task at an even pace. This quality also makes it possible for the worker to disregard preferences and ties. Another psychological feature of the modern personality is the achievement orientation, that is the psychic urge to achieve higher

material and symbolic rewards. The organisation is characterised by a variety of status - sequences with increasing amounts of rewards for the worker for conforming to rules and performing his tasks well.

This achievement orientation is also important for the long process of education and training required for participation in many professional school roles. Without it, Etzioni (1964) argued that "money has only a limited value in satisfying the workers higher level needs, although it can become the focus of interest if it is the only means available", when workers are dissatisfied with their conditions of work, they start to explore alternatives. If this search fails, the aspiration level of the individual worker is gradually revised downwards.

The means of satisfying workers psychological and other needs such as wages, good working condition and other benefits can be provided or witheld by the management.

But management however cannot provide a worker with such needs as self-respect, respect of his fellow workers and self-fulfillment needs. Management can provide conditions through which the workers are able to seek such conditions for themselves and administrators can thwart the workers effort by failing to create good conditions for the attainment of those goals.

In any organisation such as the school, three major factors are interacting, these are the institutional factors, the workers', personality needs and the situational factors. The institutional factors refer to the expectations of school while the personality needs refer to the needs of the workers. The situational factors are many and these include factors which may be beyond the teachers control such as:

(a) Students behaviour.

(b) Traditions of the school.

(c) Characteristics or Culture of the Community.

(d) The curruculum.

(e) Quality of students admitted to the school.

(f) Students' home background.

(g) School facilities available.

Situational factors are important as they intend to influence teaching behaviours and they are related to personal factors. Many of these factors cannot be controlled by the teacher, and these factors affect both the teachers and the students' performance in the school.

ADEQUATE SALARY, OTHER BENEFITS AND MORALE:

Salary and other compensations do not solve all problems of morale and job satisfaction when pay or working conditions are poor they cause low morale, but when they are adequate they do not necessarily cause high morale according to studies carried out by Worthy (1940:94).

Persons who are already disgruntled for other reasons, focus on low pay and on unsatisfactory working conditions as objects of their discontent, 'On the other hand high pay or salary may not be welcomed if the recepients look at it as bribes offered them to be content and efficient' (Worthy 1940:95).

Morale, according to Worthy (1940:103) can be used to illustrate the fact that what would be termed good or high morale involves a feeling of the staff member that he and the school are accomplishing something and at least some of his needs are being fulfilled through his services to the school. Satisfaction with a school program is not necessarily related to staff morale, for example a teacher may be disturbed about a weakness in a school program but still he has high morale. A teacher who is enthusiastic about his job, who possesses feelings of security, and who has high professional qualifications, inevitably will

be dissatisfied with certain school procedures, such as curriculum problems, inadequate resources and either weaknesses. Also satisfied persons are not necessarily productive Barnard (1965:103) pointed out that studies carried out in the industries indicated that satisfied workers are not necessarily more productive than dissatisfied ones. He however said that conflict, antagonisms and truely unsatisfactory working conditions will decrease the effectiveness of teachers and administrators.

Morale is important in any school setting if it is based on constructive values and attributes.

REWARDS, JOB SATISFACTION AND PRODUCTIVITY:

The satisfactions individuals receive from their jobs are more than simply a function of the amount of rewards obtained. The fact remains that whether the reward is in money or in the nature of job satisfaction, the amount that satisfies one person may not satisfy

another person since the individuals differ in needs. When satisfaction is viewed as not only a function of how much one gets but also how much one still desires according to some standards of a just distribution of rewards, many problems about satisfaction will be solved. Secord and Backman (1964:403) stated that justice in the distribution of rewards is the principal ingredient of job satisfaction.

Personnel policies in many organisations are formulated on the assumption that satisfied workers will be productive workers. Studies carried out by Brayfield Crockett (1955:408) showed that less satisfied workers have higher rates of absence and are more apt to quit their jobs. These findings are consistent with the general principle that individuals avoid punishing situations and seek out situations which are rewarding. Workers also stay away from the work they don't like and

they try to find the one they like. Rewards which workers obtain in a work situation can be classified as follows:

1. Monetary rewards for task performance.
2. Rewards arising out of the task activity itself.
3. Rewards arising out of interaction in work situation.

There is a growing evidence that the latter two are much more important than monetary rewards for job satisfaction and productivity for most workers. Rewards arising from interaction in a work situation have been emphasized by many psychologists, and they have also found no relation between job satisfaction, productivity and monetary rewards in studies carried out in an industrial setting. It has been discovered that productivity was greatly influenced by group norms which specified what was appropriate level of productivity for each hour and day. The worker who is given a monetary reward by Management for high productivity may be deprived of the

social - emotional rewards administered by the group because his level of productivity exceeds the group norm. Monetary rewards are probably important in some work situations where rewards through task activity and through interaction with fellow workers may be absent. Homans (1961), after his studies of different work situations, concluded that productivity and rewards are related in the laboratory but that they are not necessarily related in a work situation. According to him 'productivity and reward have inverse relationship in a work situation'.

Etzioni, (1964:32) stated that the amount of work carried out by a worker and hence the level of efficiency in the organisation is not determined by his physical capacity but by his social capacity. Non economic rewards play a central role in determining the motivation and happiness of workers. This type of reward which is not economic affect significantly the behaviour of workers

and largely limit the effect of economic incentive plans. For example workers who produce more or less than the socially determined norm lost the affection and respect of their co-workers and friends. Most workers prefer maintaining amicable relations with their friends to making more money.

The human relations principle of management of Mary Follett believed that it is necessary to relate work and the organizational structure to the social needs of the employees, for in this way, by making the employee happy the organization would obtain their full co-operation and effort and thus increase its efficiency and productivity. Thus the way to make the organization fully rational is to increase by delibrate efforts the happiness of the workers and this will lead to a perfect balance between the organisation's goal and the workers needs.

It has been established that increased communication and participation in decision-making, and the granting of social rewards, even without wage increases have improved the workers' life, job satisfaction and productivity. Social rewards include everything that is included under status symbols, office size, assigned places for car parking, control over subordinates, recognition for achievements and the like are all social rewards and are important in the life of any organisation. Although social rewards have been proved important in organisations, this does not reduce the importance of material rewards especially in solving the workers economic problems.

SCHOOL PERSONNEL ADMINISTRATION:

Developing and maintaining an effective school staff is one of the important functions of school administration. A good conpensation structure is another personnel function which is important for the maintenance of an effective

school staff. School administrators should understand that provisions which govern an individual's job security, the extent and kind of supervision established, the amount of freedom he is able to exercise in the performance of his work, group relationship, opportunities for advancement, and incentives of various kinds frequently influence need satisfaction of the worker either positively or negatively.

It is generally agreed that maintenance of personnel co-operation is not achieved by improving morale but improving the compensation structure. There is no clear cut evidence to indicate a high relationship between high morale and organisational effectiveness, since high morale can be looked upon as developing an organisational health.

THE COMPENSATION STRUCTURE OF THE SCHOOL:

The compensation structure of a school refers to provisions governing salaries, wages and collateral benefits

of school personnel.

One of the most sensitive items in the Compensation Structure which can affect teachers job satisfaction and performance is promotion. Promotion is generally taken to mean an advance in status or position. Frequently, it implies a change in duties, responsibility, and compensation. The effect of promotion practices upon personnel morale, job satisfaction and task performance is very important and should be recognized by school administrators. Negative effects of promotions made solely on the basis of loyalty, friendship, consistent agreement with administrator's view points, favouritism, tribalism and nepotism can cause disatisfaction among workers and therefore should be abolished. The promotion problem should not be left to chance as this can lead to practices which are not conducive to maintenance of staff morale.

At the moment there is a problem of appraisal of staff performance for promotion. Attempts to objectify the promotion process have led to the use of competitive examinations, rating devices, seniority plans and planned experiences such as job rotation, internship or assistantships. While these methods have helped to improve opportunities for promotions, and have fostered the principle of merit promotion, there is no single method which is completely dependable. A combination of several or all of these methods, including application of position guides, generally secures results more satisfactory than those derived from the use of any single criterion.

Castetter (1962:93) suggested some guidelines for sound promotion system.as follows:

1. Clearly defined policy statements should be developed by the Ministry of Education.
2. Decisions to promote should be based on long term

appraisal and developmental process.

3. Promotion should be based on objective appraisal of staff performance as well as his capacity for growth and development.

4. In order to minimize prejudice and injustice the appraisal of promotable persons should involve judgements of more than one administrator.

It has been observed that teachers who want to leave the teaching profession do not work for promotion. Also in general, Women are more interested in comfortable working conditions than in promotions. Some of this lack of commitment to teaching help to cause limited opportunities for promotion available to classroom teachers. These limited opportunities for promotion in turn have an overwhelming influence on the teachers career patterns, morale and aspirations.

Promotion may cause a negative effect on the morale of the unpromotables. Co-workers may resent their superiors' choice of persons to promote over them. This problem may be avoided by consulting with subordinates prior to the promotion.

EVALUATION OF TEACHER PERFORMANCE

Traditionally, evaluation of teacher performance has been related primarily to appraisal of teaching personnel. In general, suggestions for measuring teacher performance have been grouped into the following according to Castetter (1962):

1. The process.
2. Teacher characteristics.
3. Product, that is changes in students.

The Process:

In measuring the process, teacher behaviour can be evaluated against some standards of performance or set of

actions assumed to be related to effective teaching performance. If the teacher performs certain specific acts, pupils behaviour can then be predicted. In this respect teacher performance may be described, rated or observed in terms of such factors as:

1. how the teacher structures the learning situation.
2. the extent and kind of pupil-teacher and or teacher-pupil responses.
3. the analysis of teacher behaviour by various systems such as learner-centred versus teacher-centred behaviours.

Teacher Characteristics:

Various personal characteristics such as intelligence, personality traits, and other personal attributes of the teacher are assumed to be measures related to or predictive of effective teaching performance. Rating devices, observation, reports involving judgements or impressions, with indices assumed to relate to teaching have been used in determining teacher characteristics.

The Product:

This refers to the evaluation of teacher performance that is instructional behaviour based on assessing defined changes in pupils that is on the outcome of teaching acts and skills.

When attention is given to the degree to which the goals of teaching are reached, various value judgements about teacher competence can be reduced. Research findings on teacher performance and effectiveness have been analysed in terms of criterion variable, that is whether teachers are judged effective on the basis of:

1. general ability.
2. Rating scales or devices.
3. Emotional adjustment.
4. Attitude toward the teaching profession.
5. Pupil achievement.

Other procedures have been used to meet the problem of

inadequate teaching performance of the teacher. Some of the methods used include placing the teacher where, he will do least harm to the service, transfering him to another school for someone else to supervise or moving the teacher to an administrative position.

PROBLEMS OF EVALUATING TEACHERS:

One of the major problems that faces every school system is the evaluation of its teachers. Teachers should be evaluated at every point in the decision-making process, at the time of recruitment, during periods of allocation and reallocation of resources, at promotion and in planning the school sessions.

Teachers are suspicious of merit-rating. One reason is that the goals of many school systems are so vague that it is difficult to determine whether or not a teacher has contributed to them. For example character development, development of intellectual curiosity or critical thinking, are difficult achievements to measure. Another problem in

evaluating teacher performance is the fact that most school Principals are not specially trained to evaluate most of the professionals working under them. For example a Principal who was formerlly an English Teacher will have difficulty in determining whether or not a chemistry or physics teacher is competent in his teaching. It is equally difficult for the supervisory staff from the Ministry to observe teacher performances and competencies, as they may not be technically competent.

SENIORITY AND TENURE:

Because of the uncertainity and hazards in judging competence, seniority has become the almost universal official basis of evaluation. Seniority system has an air of fairness and it promotes official recognition for loyalty to the system, and it limits any impulse toward extreme competition among workers. It is commonly believed that seniority does not guarantee competence. Promotion by seniority can inhibit mobility within the profession.

SUMMARY

There is empirical support for the assumption that a happy worker is a better worker and this is the major principle behind attempts to increase the job satisfaction of workers. A worker who feels that his personal happiness is being considered only so that he will work harder can hardly be expected to become devoted to his job. The major problem is not whether workers are satisfied with their work conditions, but whether they can identify with their work. Corwin (1965:299) pointed out that "when people do not feel that they are contributing to the major goals of their institution, they are likely to become alienated from their work, and this is the case of Federal teachers in Plateau State.

In the effort to deal with these problems, school systems have often ignored the basic issue that of the responsibilities of teachers and students in achieving the school goals. The administrators have only tried to make the teachers content

with their present condition of service and also they try to exclude the non-conformists along with those unfortunate few with political and social back grounds. The teachers Unions have not helped either to lessen teachers problems since the unions are not very effective.

It is doubtful whether improving the morale of workers, fringe benefits and other incidental considerations will improve or increase the efficiency or the effectiveness of the teaching service. The fact remains that the effectiveness of the teaching service depends more on the co-ordination measures and external constraints such as budgets, enforcement of professional codes and other factors.

The job satisfaction obtained by group members include rewards for task accomplishment, exercise of the need for self-expression and self-development, and the enjoyment of social interaction. Satisfaction is not simply the amount of rewards received, but depends upon the principle of distributive justice, or a person's comparison level. The

common assumption that satisfaction and productivity are direct function of the amount of reward received by the worker is not always true because rewards are seldom administered in direct proportion to the workers productivity. Monetary rewards which are always emphasized by management are less important to the worker than task rewards and social-emotional satisfactions.

Scarce rewards, such as prestige or control rights, may only be rewarding to the worker who feels he merits them, otherwise they may bring guilt and discomfort rather than satisfaction. These considerations suggest that satisfaction is an expression of some sort of balance between what the worker puts into his job and what he gets from it.

METHODOLOGY

This chapter describes the procedures and methods used for the study. The population, samples and the methods used in compling are described. The instruments and the plans used in collecting data as well as methods of [illegible] as well as methods of data analysis are stated.

SAMPLING PROCEDURE:

In this study of Job Satisfaction and performance of State and Federal teacher education in Plateau State, five teachers colleges were selected for the study because they have the highest concentration of both State and Federal teacher educators on the staff. Information about the general distribution of Federal teacher educators in Plateau State was obtained from the Inspectorate Division of the State Ministry of Education in Jos. The total number of Federal teacher educators in the State is 54 and out of this number, 26 are Nigerians and 28 are Expatriates. A total of 28 Federal teacher educators were used for this study. This number represents about half of the total number of Federal teacher educators in Plateau State. These five colleges with a high number of State and Federal teacher educators provided a basis for comparing job satisfaction and performance of the two groups

of teacher educators.

In each of the five teachers colleges form four students were used to rate the performance of a selected number of State and Federal teacher educators. Qualification and subject taught were the basis used for selecting the teachers used in the study. Class five students were not suitable for the study because they have dropped some of the school subjects which they would not take in the teachers' grade II examination.

Students were used to rate their teaches because it is believed "that students' evaluation of their teachers is quite reliable (Colin Page 1974:65) and that judgements of the teacher are not valid until they have taken into account the evidence of the students' evaluation of his own behaviour. Also Howe (1967) stated that the opinion of those who eat the pudding certainly ought to be considered if we wish to know how the pudding tastes. The students were asked to rate the teachers according to their performance in the various subjects, and

to state their overall impression about the teachers. The teachers' names were not used but they were identified by their subjects, such as the History teacher, the English Language teacher and so on. The names of the various teachers were known only to the investigator himself.

Equal numbers of State and Federal teacher educators in each school were given the questionnaire on conditions of service and job satisfaction. School administrators were asked to fill the questionnaire on conditions of service and job satisfaction of the teachers. They were also asked very confidentially to rate the performance of the teachers in their various subjects and their ratings were compared with that of the students.

The five colleges used for the study do not have equal numbers of classes in their form four and because of this one class four with an average of 35 students was used in each college as a sample. All the form four students selected in

the various colleges are assumed to have the same ability. Also it was discovered that more than one teacher may be teaching one subject in all the arms of form four. Throughout this study the letters A, B, C, D, E are used to represent the five Government Teachers' Colleges used respectively, and the colleges are in Keffi, Nassarawa, Lafia, Gindiri and Zawan near Jos. (See appendix B).

In the distribution of staff respondents according to colleges, 14 teachers - 7 State and 7 Federal teachers were selected from college A. The same numbers of teachers as in college A were also selected from college B. 5 State and 5 Federal teachers were selected from college C. The number selected from college D was the same as in college C. 4 State and 4 Federal teachers were also selected from college E. Altogether there was a total of 28 State and 28 Federal teachers for the study.

Out of the 28 State teacher educators selected, 24 are male and 4 are female and also out of the 28 Federal teacher educators selected, 24 are male and 4 are female. The ages of these teacher educators range from 26 to 40 years.

PRETEST: A pretest was first carried out with a Government Teachers' College in Plateau State, to test the validity and the reliability of the questionnaires. Class four students of the college were used to rate the performance of State and Federal teacher educators while four State and four Federal teacher educators were used to study job conditions and satisfaction among State and Federal teacher educators. From the results of the pretest, some items in the questionnaires that were not clear enough were restructured and those which were not useful were discarded.

THE INSTRUMENTS USED:

The instruments used for collecting data for this study are the questionnaires. The questionnaires which were of three

types were all administered by the investigator. The questionnaires were constructed in such a way as to elicit opinions of the respondents on the problem of job satisfaction and performance of State and Federal teacher educators. The questionnaire was administered in a normal time-table period. The teachers being rated were asked not to come near the class-room, as this would bias the results. The respondents were assured anonymity by not asking their names and this helped to ensure objectivity in their responses. All other information has also been treated in confidence.

The first type of questionnaire was given to form four students in the five teachers colleges and in this questionnaire the students were asked to rate the performance of State and Federal teacher educators, in their various subjects. The teachers concerned were not allowed to appear before the students or to help in the administration of the questionnaires as this would bias the result. The students were not allowed

to speak to each other during the test and they were also assured that their responses would not be made known to any of their teachers. The test questions on this questionnire were on students' particulars, teaching and organisation of lessons, use of teaching materials, fairness to students, acceptance of students disagreement, missing of lessons, being helpful to students and rating of overall general performance of the teachers.

The second type of questionnaire was given to both State and Federal teacher educators selected for the study. The teachers were selected on the basis of their qualifications and subject taught. Education Officers and Assistant Education Officers were used for the study. The Education Officers are those teachers with University Degrees and the Assistant Education Officers are those with a Diploma Certificate in Education, Nigerian Certificate in Education or equivalent qualifications in education. The teachers questionnaire included

items on teachers' particulars, promotions, payment of salaries and allowances, confirmation of appointments, appointment to substantive administrative posts, and positions, transfers and resignations, committment to teaching, qualifications and general job performance of teacher educators.

The third type of questionnaire was given to the Principals and Vice Principals of the five teachers colleges used for the study. The Principals and the Vice Principals were asked to rate the overall job performance of both State and Federal teacher educators separately. Their gradings were compared to the teachers' and students ratings.

METHOD OF SCORING:

In the students questionnaire the subjects taught by the various teachers were listed and three types of responses were required of the respondents for each item. The students were expected to use "A" for Always, "S" for Sometimes, and "N" for Never in answering the items on the questionnaire. In the teachers questionnaire, the respondents were given alternatives

such as State teacher, Federal teacher, both teachers or neither group and were expected to check one in each case. The administrators were required to rate the overall general performance of both State and Federal teachers by checking "Very Good", "Good", "Fair", or Needs to Improve against the subjects taught by the teachers. Scores of 4, 3, 2, 1 respectively were assigned and the scores were later tabulated.

DATA ANALYSIS:

The data collected from the study are raw scores of normative value. The responses were first of all tallied and then converted to raw scores. The mean score for the State and that of the Federal teachers were worked out and also compared. The Principals' rating in the first instance and then the Principals and the Vice Principals ratings were compared to that of the teachers and the students.

In the analysis, of the students' ratings only the scores for "Always" were used while those for Sometimes and Never were

dropped. The scores for Always are sufficient to show the differences in State and Federal teachers' performance. In the Teachers' questionnaire, the scores given to the teachers were used while the scores for "Both" or Neither group were dropped. The scores for State and Federal teachers were used to show the differences in the conditions of service of State and Federal teachers and job satisfaction of the two groups of teachers.

INTERPRETATION OF DATA:

The mean scores are worked out and further tests are carried out to compare the mean scores of the two sets of teachers. In testing the hypotheses, the t test of significance is performed. The level of significance is fixed at .05. All the computed t values which are higher than the table value of t at .05 level of significance are regarded as statistically significant. All the computed t values which are less than or equal to the table value of t at .05 level of significance are regarded as not significant. The following letters are used in

the calculation of the standard deviations and the t values.

X1 and X2 are the two sets of scores.

M1 and M2 are the two means to be compared.

N1 and N2 are the total scores from State and Federal teachers respectively.

6 is the standard deviation from the means.

$N_1 + N_2 - 2$ is the degree of freedom.

t_c is the computed value of t.

The details of all the calculations are shown in appendix B.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA:

In this chapter, the teachers responses are used to test the hypotheses on job satisfaction and retention of Federal teacher educators. The responses from the students, school administrators and the teachers, on teacher performance are used to test the hypothesis on job performance of State and Federal teacher educators.

HYPOTHESIS 1: Job satisfaction is higher for State than for the Federal teacher educators in Plateau State.

The hypothesis is stated in such a way as to test the mean scores obtained for the State and the Federal teachers. For statistical analysis and interpretation, the t test of significance is used to test the results obtained from the teachers' responses. In testing this hypothesis on job satisfaction of State and Federal teachers, teachers' responses about payment of salary, prompt confirmation of appointment,

promotions and appointment to administrative posts are shown below. The total scores for each factor considered on job satisfaction and the mean scores are shown in the table for both State and Federal teachers.

TABLE 1

TEACHERS TOTAL RESPONSES ABOUT SALARY, CONFIRMATION OF APPOINTMENT, PROMOTIONS AND APPOINTMENT ADMINISTRATIVE POSTS.

FACTORS	STATE TEACHERS		FEDERAL TEACHERS	
	TOTAL SCORE	MEAN	TOTAL SCORE	MEAN
1. SALARY	17	3.4	12	2.4
2. CONFIRMATION OF APPOINTMENT	17	3.4	6	1.2
3. RAPID PROMOTIONS	27	5.4	8	1.6
4. NO OF PROMOTIONS GAINED BY EACH GROUP	11	2.2	1	.2
5. APPOINTMENT TO SUBSTANTIVE ADMIN. POSTS.	29	5.8	6	1.2
TOTAL	101	20.2	33	6.6

Level of significance for t = .05.

This table shows the total responses made by State and Federal teachers. The total number of State and Federal teacher is 56, although all the teachers did not respond. - On the question of early payment (1) of salary at the end of the month, 17 teachers, said that State teacher get their pay earlier than Federal teachers only 12 teachers said that Federal teachers get their pay before State teachers. The State teachers mean score of 3.4 is higher than that of the Federal teachers of 2.4. - On the confirmation (2) of appointment which is another factor that affects teachers job satisfaction. 17 teachers said that State teachers get their confirmation of appointment before the Federal teachers, and only 6 teachers agreed that Federal teachers get confirmation of appointment before State teachers. The mean score for the State teachers is higher than that of the Federal teachers, on the questions of prompt confirmation of appointment.

On the promotion (3) factor, 27 teachers agreed that State teachers get more promotions than their Federal counterparts.

Only 8 teachers said that Federal teachers get more promotions than the State teachers. Between 1974 and 1977, State teachers have got 11 promotions while Federal teachers have got only 1 within the same period. On the question of appointment to substantive administrative posts in the Teachers Colleges, 29 teachers hold the view that State teachers are given these posts while only 6 teachers said that Federal teachers also get the administrative posts.* Taking the above five factors together, State teachers have a total score of 101 and a mean score of 20.2 while Federal teachers have a total score of 33 and a mean score of 6.6. The total score and the mean score for State teachers are by far higher than those of the Federal teachers. A further test carried out to find out whether the difference between the mean score for State teachers and that for the Federal teachers is statistically significant.

* The t test of significance is used to find out whether there is a significant difference in the two mean values.

For this test, the level of significance is fixed at .05. (Details of how the t value is calculated is shown in appendix B).

The value of t from the calculations is 8.58 and the value of t from the statistical table at .05 level significance is 1.96. (8.58 is clearly numerically higher than 1.96 and this means that there is a significant difference between the two means under study). Since there is a significant difference in the two means, it means that there is a significant difference in job satisfaction of State and Federal teachers. From table 1, the mean value for State teachers is higher than that of the Federal teachers. The hypothesis that job satisfaction is higher for State than for Federal teachers in Plateau State is accepted.

It is also important to look at the distribution of administrative posts among State and Federal teachers in the teachers colleges. This will throw more light

into the question of job satisfaction among State and Federal teachers.

TABLE 2

IMPORTANT ADMINISTRATIVE POSTS HELD BY STATE AND FEDERAL TEACHERS IN THE COLLEGES:

It is normally expected that distribution of positions and responsibilities in a school setting, should be according to qualification experience, expertise and ability to do the work. The table below shows how posts are distributed among State and Federal teachers.

IMPORTANT ADMINISTRATIVE POSTS IN THE COLLEGES	NO OF STATE TEACHERS HOLDING POSTS	NO OF FED. TEACHERS HOLDING POSTS	TOTAL
PRINCIPAL	5	0	5
VICE PRINCIPAL	3	1	4
SENIOR TUTOR	4	1	5
DEAN OF STUDIES	4	1	5
HEAD OF DEPARTMENT	10	12	22
WELFARE AND CATERING	4	1	5
MATRON	2	0	2
HOUSE MASTERS/MISTRESSES	20	13	33
GAMES MASTER	4	1	5
LIBRARY OFFICER	4	1	5
FARM MANAGER	3	2	5
DISPENSER	3	1	4
TOTAL	66	34	100
MEAN	5.5	2.8	8.3

In the table above, out of 100 posts in the five colleges used for this study, 66 posts are held by State teachers.

Only 34 posts (about half of the number held by State teachers) are held by the Federal teachers. All the five Principals are State teachers. One Federal teacher is a Vice Principal while the three other Vice Principals are State teachers. In some cases these State teachers holding the posts of Principal or Vice Principal have less experience than the Federal teachers. The post of the Head of Department is both academic and administrative and 12 Federal teachers are heads of departments while 10 State teachers hold the post. The number of Federal Teachers who are heads of department is higher than the number of State teachers by 2, and this may be due to the fact that the Federal teachers are more qualified than many State teachers.

The posts of the Principal, Vice Principal, Senior tutor, Dean of Studies and Head of department are the most important administrative posts in the teachers colleges. From the teachers' responses as shown in

table II, 26 State teachers hold these posts as against 15 Federal teachers who are holding the same positions. The means score for the State teachers is 5.5 as against 2.8 mean score for Federal teachers. There is sufficient evidence from this table that State teachers are given more administrative posts than their Federal counterparts.

Salary, prompt confirmation of appointment of deserving officers, promotions and distribution of posts and responsibilities are important items in the compensation structure of any establishment. From the t test of significance carried out on the five factors which are considered to contribute to job satisfaction in this study, all the calculated t values are significant. This shows that there is a significant difference in the mean values of State and Federal teachers and this is a pointer to the fact that State teachers are favoured in the distribution of rewards in the State. These

rewards include early payment of salaries and allowances, prompt confirmation of appointments, rapid promotions and appointment to substantive administrative posts in the teachers colleges.

. This unequal treatment of State and Federal teachers has caused job dissatisfaction among Federal teachers who are morequalified than the State teachers. From the investigator's interviews with some Federal teachers, there appeared to be a high rate of frustration among the Federal teachers which has led to the resignation of many of them from the U.P.E. scheme. Most of the Federal teachers interviewed complained of irregularity in the payment of salary and other allowances by the State Ministry of Education. They also complained about lack of confirmation of appointments and promotions. since the U.P.E. started in 1976. It is important to note that the confirmation of appointment and promotion of Federal

teachers are carried out by the Federal Ministry of Education Lagos, but the recommendation for these two rewards are done by the State Ministry of Education. In order words, the Federal Ministry of Education can promote or confirm appointment only on the recommendations of the State Ministries of Education. There is enough evidence to prove that the State Ministry of Education has not bothered to recommend Federal teachers for promotions or confirmation of appointments. Instead the State Ministry of Education has shown interest only in its own teachers and has felt unconcerned in matters affecting the Federal teachers who are teaching in their teachers colleges. There are many instances where the State teachers have by far higher rank than his Federal counterparts with the same qualification and experience. These highly qualified Federal teachers have reacted to these ugly situations by abandoning their jobs and this has left many U.P.E. classrooms without teachers.

It is clear from the findings of this research work - that State teachers get more promotions than their Federal counterparts and it is evident that the State Ministry of Education has not bordered to recommend Federal teachers in their service for such rewards. Promotion is one of the most sensitive items in the compensation structure of any institution and therefore should be handled very carefully by the management. It is generally considered to mean an advance in status and a change in responsibility and compensation. Considerations for promotion based on tribe, race, religion or loyality to authority should be discouraged as it is likely to lead to low morale, job disatisfaction and frustration among teachers.

Also from the teachers responses in table II there is enough evidence to show that there is discrimination in the distribution of posts and positions in the colleges,

against Federal teachers. It is evident that teachers contribute to the organisation in return for rewards or inducements from the organisation. School management should provide for their teachers, such rewards that will satisfy the psychological, safety, economic, social and future needs of their teachers. Unless opportunities are provided for the satisfaction of the teachers' high level needs, the teachers will be deprived and this will reflect in their behaviour as in the case of Federal teachers in Plateau State.

Educational Institutions, should have a formal structure for the distribution of rewards and sanctions in order to support compliance with the organisational norms and regulations. To fulfill these control functions of the organization Etzioni (1964:59) pointed out that the organization must distribute its rewards and sanctions according to performance. The dispensation of part of

the rewards by the school without regards to performance as seen in the case of Federal teachers in Plateau State is dangerous and can lead to low morale and job dissatisfaction among the teachers.

It is evident that about half of the Federal teachers are Expatriates and some of them probably witheld responses to some questions in the questionnaire for security reasons.

HYPOTHESIS 2

Job dissatisfaction is related to the retention of Federal teachers in Plateau State. This hypothesis is tested by considering the teachers responses on the number of teachers that have resigned from 1974 to 1977. The t test for significance is used to compare the mean scores of the two groups of teachers. The scores for the State and the Federal teachers are presented in table III below. The total number of teacher respondents is 56 - 28

State teachers and 28 Federal teachers.

TABLE 3

NUMBER OF STATE AND FEDERAL TEACHERS THAT HAVE RESIGNED FROM SERVICE FROM 1974 TO 1977

FACTORS	STATE TEACHERS		FEDERAL TEACHERS	
	TOTAL SCORE	MEAN	TOTAL SCORE	MEAN
TEACHERS THAT RESIGN FROM SERVICE	10	2	28	5.6
NO OF TEACHERS THAT HAVE RESIGNED	6	1.2	16	3.2
TOTAL	16	3.2	44	8.8

Level of significance for t = .05.

Table III shows the scores from the teachers responses on resignation from the teaching service of State and Federal teachers.

In the teachers responses, 10 teachers said that State teachers resign more frequently from service while 28 teachers

said that Federal teachers resign more frequently than State teachers. The teachers responded that 6 State teachers and 16 Federal teachers have resigned between 1974 and 1977. The total number of resignations for State teachers are 16 while that of the Federal teachers is 44. The total mean score for the State teachers is 3.2 while that of Federal teachers is 8.8.

The t value is computed to be 15.15 and the value of t from the statistical table is 1.96 at .05 level of significance. The computed t value of 15.15 is clearly higher than the table value of 1.96 and this means that there is a significant difference in the two mean values under study. In order words there is a significant relationship between the two variables - job dissatisfaction and retention of Federal teachers. Hence the hypothesis that job dissatisfaction is related to the retention of Federal teachers in Plateau State is accepted. The data

have provided enough evidence to show that the number of Federal teachers that have resigned is by far greater than the number of State teachers, during the same period.

The first hypothesis tested in this chapter has shown that job satisfaction is higher for State than for the Federal teachers and hypothesis two has also demonstrated that job dissatisfaction among the Federal teachers is related to their retention in the service. From these two results we can conclude that the Federal teachers are resigning from their jobs because they are dissatisfied with the conditions of their jobs in Plateau State.

The retention of the Federal teachers in the teaching service in Plateau State is very important for the success of the U.P.E. Scheme. It is one thing to recruit teachers and another thing to retain them. Many of the Federal teachers have resigned from the service because of frustration, and result is that may U.P.E. classrooms are now being managed

by unqualified and incompetent teachers who are employed to fill the vacancies created by the resigning Federal teachers. Incompetent teachers are likely to do much harm not only to the young people in the classrooms but also to teaching service. State and Federal Governments should try to give to the Federal teachers what is due to them. The State Government should try to care for the Federal teachers deployed in their colleges by paying their salaries and allowances promptly and by recommending to the Federal Ministry of Education all Federal teachers who are due for promotion and confirmation of appointments. The State Government should give to the Federal teachers the recognition that is commensurate with the importance of their job in the U.P.E. Scheme.

HYPOTHESIS 3:

There is no difference in job performance of State and Federal teacher educators in Plateau State.

Rank and qualifications of teachers are related to teacher performance. In considering teacher performance it is important to examine the ranks of State and Federal teachers and the ranking is done according to qualification and experience in the job.

TABLE 4

RANKS OF STATE AND FEDERAL TEACHERS

This table shows the teachers responses about their ranks and qualifications.

RANK OF TEACHERS	STATE	%	FEDERAL	%	TOTAL	%
SENIOR EDUCATION OFFICER	1	3.5	0	0	1	3.5
EDUCATION OFFICER I	2	7.1	2	7.1	4	14.2
EDUCATION OFFICER II	9	32.4	25	89.49	34	121.8
ASSISTANT EDUC. OFFICER I	8	28.5	1	3.5	9	32.0
ASSISTANT " " II	8	25.5	0	0	8	28.5
TOTAL	28	100	28	100	56	200

From this table 4, the ranks of State and Federal teachers in the five colleges used for the study can be seen. The table

shows that 43% State teachers are of Education Officer's rank while 57% are Assistant Education Officers. 96% of Federal teachers are Education Officers while only 4% is Assistant Education Officer. The Assistant Education Officers form the intermediate level manpower in the colleges and this class of teachers consists of teachers with diploma in education, N.C.E. and equivalent qualifications. The teachers in the Education Officer's grade are regarded as top-level manpower in the teaching service and these teachers are usually University graduates. The table shows that Federal Teachers in these colleges are better qualified than the State Teachers.

In testing the hypothesis on job performance of State and Federal teachers, the over-all rating of the teachers themselves, the school administrators and the students are considered. These ratings are presented in the tables below.

TABLE 5

TEACHERS OVERALL RATING OF STATE AND FEDERAL TEACHERS

In this table both the State and Federal teachers were asked to rate all the 56 teachers used for this study. The table below shows the ratings given to the two groups of teachers.

STATE TEACHERS		FEDERAL TEACHERS	
TOTAL SCORE	MEAN	TOTAL SCORE	MEAN
13	2.6	26	5.2

Level of significance for t = .05.

Out of the 56 teachers, 13 of them said that State teachers are good teachers and have good performance while 26 said that Federal are good teachers. The mean score for the State teachers is 2.6 while the Federal has 5.2.

TABLE 6

SCHOOL ADMINISTRATORS' RATING OF TEACHER PERFORMANCE

The school administrators are Principals and Vice Principals of the teachers colleges used for this study. Their responses and rating of teacher performance are shown in table 6.

STATE TEACHERS		FEDERAL TEACHERS	
TOTAL SCORE	MEAN	TOTAL SCORE	MEAN
63.5	12.7	69	13.8

Level of significance for t = .05

The total score or rating given to State teachers by the Principals and Vice Principals is 63.5 while 69 points are given to Federal teachers by these school administrators. The mean score for the State teachers is 12.7 and that of the Federal teachers is 13.8.

TABLE 7

Thirty five form four students from each of the five teachers colleges are used to rate State and Federal teachers in their various subjects. In table 7 the total scores given to both groups of teachers are presented.

STUDENTS' RATING OF TEACHER PERFORMANCE

STATE TEACHERS		FEDERAL TEACHERS	
TOTAL SCORE	MEAN	TOTAL SCORE	MEAN
379	75.8	508	101.6

Level of significance for t = .05

The t test of significance was carried out on the teachers', administrators' and the students' ratings of teacher performance and this was done to compare the mean scores for the two groups of teachers.

The hypothesis that there is no differences in job performance of State and Federal teachers is rejected. The normal hypothesis that there may be a difference in

the performance of the two groups of teachers is upheld. From tables V, VI and VII, the mean scores for the Federal teachers are statistically higher than that of the State teachers and therefore the performance of Federal teachers is higher than that of the State teachers. This is supported by the fact that the values of computed t are all positive.

The finding that dissatisfied Federal teachers have higher job performance than the more satisfied State teachers is in agreement with the findings of the research work of Barnard (1965). He pointed out that dissatisfied workers are not necessarily less productive than satisfied workers. Rather he argued that provision of the various types of rewards and compensations such as monetary, social, emotional and psychological rewards for the workers will lead to workers identifying themselves with their work and hence will lead to higher productivity.

One of the problems that faces every school system is the evaluation of its teachers. Teachers are suspicious of merit rating and one reason is that the goals of many school systems are so vague that it is difficult to determine, whether or not a teacher has contributed to them. For example character development, development of intellectual curiosity or critical thinking are difficult achievements to measure.

Another problem in evaluating teacher performance is the fact that most school Principals are not specially trained to evaluate most of the professionals working with them. For example a Principal who was formerly an English teacher will have difficulty in determining whether or not a chemistry or a physics teacher is competent in his teaching. It is equally difficult for the supervisory staff of the Ministry to observe teacher performance and competencies as they may not be technically competent.

Because of the uncertainty and hazards in judging competence, seniority has become the almost universal official basis of evaluation. The seniority system has an air of fairness because of its uniformity of application and it promotes official recognition for loyalty to the system.

Other variables which can influence teacher performance include such situational factors which may be beyond the teachers control such as; the quality of the students admitted to the school. Admission policies and the admission exercise are the responsibility of the education department and in many cases the teacher is not consulted in matters of admission. The quota system of student admission is militating against raising the standard of admission in many States of Nigeria. Other factors which may not be under the teachers control include the type of curriculum used in the school, school facilities available

in the school and the culture of the community where the the school is existing. In many cases the teacher is not consulted when the school curriculum is drawn. The teacher can fail in his effort to achieve an objective in the school because the school management has failed to provide certain facility needed for the achievement of such goals.

SUMMARY

From the first hypothesis, it has been proved that the Federal teacher educators in Plateau State are dissatisfied with the conditions of their job while their State counterparts are not. It has also been shown in hypothesis two that job dissatisfaction on the part of Federal teacher educations is related to their leaving the teaching service in large numbers. Testing hypothesis three provided evidence in support of the fact that

Federal teacher educators perform better than their State counterparts. Table IV shows the ranking of both of teachers and from this it is evident that the Federal teachers are better qualified than their State counterparts.

From the results of this study the investigator feels that serious effort should be made by both the Federal and the State Governments to look into the problems facing the Federal teacher educators. Since the cost of living and social services are rising continuously, it is important that the Federal teachers should be given recognition which should be commensurate with their importance in the teaching service and this would help to retain them in the service. The resignation of Federal teachers from the teaching service is definitely affecting the success of the U.P.E. Scheme. Many unqualified teachers are now employed for the U.P.E. scheme, and many classrooms have no teachers, and many highly qualified Federal U.P.E

teacher educators have left the teaching service as a result of job dissatisfaction and the general standard of education in the country especially in the Primary and Secondary levels is going down.

Federal and State Governments should realise that the corner stone of any good educational system is its teachers! Beautiful buildings, well equipped libraries and laboratories, specialised services and all other things that will make the school very attractive will fade into nothingness if the learning experiences of the students are directed by incompetent and unqualified teachers.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS:

This study is designed to examine the problem of job satisfaction and performance of State and Federal teachers in Plateau State. The project is geared towards identifiying the problems that are facing teacher educators which affected their job satisfaction and performance.

It is a comparative study of job satisfaction and teacher performance among State and Federal teacher educators. The study is designed to answer questions such as: Are the Federal teacher educators satisfied with their jobs, and if they are not, what is causing the dissatisfaction? Have the State teacher educators better conditions of service than their Federal counterparts, and what are the effects of job satisfaction on teacher performance in the State. Are the Federal teachers more qualified than their State counterparts?

Job satisfaction among teacher educators is an important matter not only for the U.P.E. scheme but also for success of other teacher education programmes in the country. There is empirical support for the assumption that a happy worker is a better worker and this is the main principle behind attempts to improve the conditions of service of the teachers.

The related literature reviewed for this study, provided background information to the problem of job satisfaction and teacher performance. The literature reviewed discussed the status and social position of the teacher, the problems of raising professional standards for teachers and the fact that many decisions affecting the teacher and his students are made by people from other professions without consulting the teachers. Also within the teaching profession lack of political power and militant leadership have failed to advocate that final instructional decisions should be

made by the teachers.

Other factors affecting job satisfaction and teacher performance include, promotions, prompt confirmation of appointment and equitable distribution of rewards in the school. Promotion is one of the most sensitive issue in the compensation structure of any organisation, and it can cause low morale and job dissatisfaction among the workers. The school should have a formal way for distributing rewards to its teachers. High morale, adequate salary and provision of social and emotional rewards to the teachers are necessary for job satisfaction and better teacher performance.

Five teachers colleges in Plateau State were used for the study. These five colleges have the highest concentration of both State and Federal teacher educators, and the number of Federal teachers in these five colleges represents about half of the total number of Federal teachers in that State. A pretest was first carried out with one other teachers college in the State to validate

the instruments used for the study. In the study 28 State and 28 Federal teachers were used for the study, to test the factors that influence job satisfaction. A sample of 35 students was selected from each of the five teachers colleges to test teacher performance. Teachers and school administrators were also used to rate teacher performance. Three types of questionnaire were used for the study. The first type was given to the teachers, the second type was for the students and the third type was given to school administrators.

Raw scores were collected from the responses made by the teachers, students and school administrators. The raw scores were totalled up and the mean score were calculated. The statistical tests of significance were carried out to compare the mean scores of State and those of the Federal teachers.

All the data collected were presented, analysed and interpreted and were used to test the hypotheses. In the first hypothesis that job satisfaction is higher for State than for the Federal teachers, the State teachers have higher total mean score than the Federal teachers. The t test performed with the two sets of mean values was statistically significant and this test confirmed the hypothesis that job satisfaction is higher for State teachers than for the Federal teachers. The second hypothesis that job satisfaction is related to the retention of Federal teachers was also proved to be true by the t test of significance. The third hypothesis that there is no difference in job performance of State and Federal teachers was not accepted. The test of significance carried out on the mean values for State and Federal teachers have higher job performance than State teachers. This finding is in agreement with the result of studies carried out by

Barnard (1965) which showed that dissatisfied workers are not necessarily less productive than satisfied workers.

From the results of this study on job satisfaction and teacher performance Federal teachers serving in Plateau State have less job satisfaction because of poor conditions of service and lack of care by both State and Federal authorities and this state of affairs has contributed to the frustration and resignation of Federal teachers from the U.P.E. scheme. These Federal teachers are highly qualified and they have higher job performance than their State counterparts. Since the present situation is likely to affect the success of the U.P.E, Scheme, it is important that State and the Federal Governments should look into the job conditions of the Federal teachers in order to arrest the deteriating situation in the State.

the problems of teacher training and retention have acquired a new importance and urgency. For the past thirty years teaching has been used as a stepping stone to more lucrative jobs until recently the teacher had little or no security, no pension scheme little amenities, few prospects for promotion and less money.

Salary reflects the social valuation accorded to the teacher, and since the value of social services as well as costs of living rise continuously, it is important that the Federal teachers should be given rewards which are due to them and this would help to retain them in the service.

Federal and State Governments should work out a national and workable systematic scheme for promotion one that is clear, logical and fair. For this purpose, there should be well kept records of service and seniority lists, while allowance should be made for accelerated

promotion based on merit to encourage industry and display of special talents. Free movement from one rank of the profession to another, increases the attractiveness of the profes ion. If many teachers leave the profession, it is evident that conditions are unsatisfactory. There should be complete security of tenure, some measure of freedom to choose where to work and absence of religious or political tests will help the teachers to be satisfied with their job and to increase their productivity.

All the vital factors relating to high morale such as better conditions of service, social status, and recognition of work done which have definite implications for the school system should be studied carefully and sincerely by the Government and effort should be made to satisfy the hopes of the majority of Federal teachers. It is clear from the results of this study that the morale of the Federal teachers working in Plateau State has diminished. In order to revive this the Government should

provide a special grievance committee in which the Federal teachers are guaranted the opportunity to air their views constructively and without fear of victimization. This will give the government a first hand information about the problems that are facing the Federal teachers in the State. It is up to the Government to intensify effort in harmonizing salary and conditions of service including fringe benefits throughout the country. Substantive and attractive prospects for promotions should also be provided. These provisions are aimed at retaining the teachers in the service.

High morale on the part of the Federal teachers would involve a feeling of the teachers that the school and themselves are accomplishing something and at least some of their needs are being fulfilled through their services to the schools. Morale is important in any school setting especially when it is based on constructive

values and attributes. A worker who feels that his personal happiness is being considered only so that he will work harder can hardly be expected to become devoted to his job. The major problem is not whether workers are satisfied with their work conditions, but whether they can identify with their work. Corwin (1965:299) pointed out that when teachers feel that they are not contributing to the achievement of the major goals of their institution, they are likely to become alienated from their work and this is the case of Federal teachers in Plateau State.

It is evident that teachers work or contribute to the organization in return for rewards and inducements from the organization. School management should endevour to provide for their teachers such rewards that will satisfy the psychological, safety, economic, social, political and future needs of the teachers and unless

opportunities are provided for the satisfaction of the teachers, high level needs, they will be deprived and frustrated and this will be reflected in their behaviour. Provision of only pay rewards and neglect of other types of rewards may be ineffective and reliance on the threat of punishment when this situation prevails may have an adverse effect on job satisfaction and performance of the teachers. Etzioni (1964:12) argued "that money has only a limited value in satisfying the workers high level needs, although it can become the focus of interest if it is the only means available". When teachers are dissatisfied with their conditions of work, they start to explore alternatives and if the search fails, the aspiration level of the teacher is gradually revised downwards, and if he succeeds in finding an alternative, he will change his job.

It is a very important matter therefore that every school should have a formal structure for distribution of

rewards and sanctions in order to support compliance to the organisation's rules and regulations. To achieve this control function, Etzioni (1964:59) pointed out that "the organisation must distribute its rewards and sanctions according to performance". The dispensation of part of the rewards by the organisation without regards to performance can only lead to job dissatisfaction, low performance and weaken the organization's effectiveness.

The means of satisfying teachers needs such as wages, good working conditions and other benefits can be provided or with-held by the school management. Much of the teachers happiness and comfort depend on the leadership style of the school administrators, A democratic and non - authoritarian attitude on the part of the school administrators, supervisors and inspectors from the Ministry of Education will contribute to professional status as well as conditions for doing truely creative

work in the schools.

In an effort to deal with these problems, school systems have often ignored the basic issue, that of the responsibility of teachers and the students in achieving the school goals. The school administrators in many cases have only tried to make the teachers content with their present condition of service and they have always tried to exclude the nonconformists along with those unfortunate few with political and social backgrounds. The teachers unions have not helped either to lessen the teachers problems since they are not very effective.

The job satisfaction obtained by group members include rewards for task accomplishment, exercise of the need for self-expression and self-development, and the enjoyment of social interaction. Satisfaction is not simply the amount of rewards received, but depends upon the principle of distributive justice, or a person's comparism level. The common assumption that satisfaction and productivity

are direct function of the amount of reward received by the worker is not always true because rewards are seldom administered in direct proportion to the workers productivity. Monetary rewards which are always emphasized by management are less important to the worker than task rewards, prestige, control rights and social - emotional satisfaction.

RECOMMENDATIONS:

In the light of the findings of this study, the following recommendations are advanced.

A similar study of job satisfaction and teacher performance should be carried out in all the States of the Federation. The findings of such studies for the various States should be compared. The results of such studies will throw light into some problems facing the U.P.E. Scheme and the U.P.E. teacher educators in the different parts of the country.

Both State and Federal Governments should look into the problem of early payment of salaries and allowances to teachers. The Government should provide more money and more qualified administrative personnels to tackle this serious problem.

The confirmation of the appointment of Federal teachers is done by the Federal Ministry of Education, on the recommendation of the State Ministry and Principals of schools. The State Ministry should provide upto date record about Federal teachers which would help to confirm the appointment of all deserving Federal teachers. Confirmation of appointments should be carried out promptly.

Because promotion is a very sensitive issue in any establishment, it should be handled with great care by the management of schools. Promotions should be given to those who merit them, and it should be based on merit, and objective methods of appraising teacher performance.

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APPENDICES

APPENDIX A

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
Z A R I A

STUDENTS QUESTIONNAIRE ON JOB SATISFACTION AND PERFORMANCE OF TEACHER EDUCATORS

This questionnaire is designed to get the opinion of students on Teacher Performance.

Kindly read and answer the questions below as instructed.

Do not write your name on this questionnaire. All information will be treated in confidence.

1. The name of your college is .....

.....

2. Your Sex is : MALE..... FEMALE .....(Tick).

3. What is your Age: .....

4. What is your class: .....

5. You are studing the following subjects in your college. Mark:-

A = For teachers who always teach their subjects well

S = For teachers that sometimes teach their subjects well

N = For teachers that never teach their subjects well.

English Language ..... Geography.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith. Processes..... General Science.....

Health Education..... Agric. Science.....

Physical Education..... Home Economics.....

History..... Fine Art.....

Social Studies.....

6. A = Always organise Lessons well

S = Sometimes organise Lessons well

N = Never organise Lessons well

Score A, S, or N according to <u>how well</u> the Teachers organise their subjects.

English Language..... Geography.....

English Literature..... Social Studies.....

Education..... Religious Knowledge.....

Maths/Arith. Processes..... Integrated Science.....

Health Education..... General Science.....

Physical Education..... Agric.Science.....

History..... Home Economics.....

Fine Art.....

7. A = Always sympathetic and helpful to students

S = Sometimes sympathetic and helpful to students

N = Never sympathetic and helpful to students

Score A, S, or N according to how sympathetic and helpful the Teachers are to students:-

English Language..... Social Studies.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith Processes..... General Science.....

Health Education..... Agric. Science.....

Physical Education..... Fine Art.....

Geography.....

8. A = Always accepts students disagreement with this points.

S = Sometimes accepts students disagreement with his points.

N = Never accepts students disagreement with his points.

Score A, S. or N according to how the teachers accept students disagreement with their points.

English Language..... Social Science.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science,.....

Maths/Arith. Processes..... General Science.....

Health Education..... Agric. Science.....

Physical Education..... Home Economics.....

History..... Fine Art.....

Geography.....

9. A = Always fair to students

S = Sometimes fair to students.

N = Never fair to students.

Score A, S, or N according to how Teachers are fair to students, in your college.

English Language..... Social Science.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith. Processes..... General Science.....

Health Education..... Agric.Science.....

Physical Education..... Home Economics.....

History..... Fine Art.....

Geography.....

10. A = Always attends class.

S = Sometimes attends class.

N = Never attends class.

Score A, S, or N according to how the teachers miss classes.

English Language..... Social Science.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith. Processes..... General Science.....

Health Education..... Agric. Science.....

Physical Education,..... Home Economics.....

Geography..... History.....

Fine Art.....

11. A = Always gives Assignment and Return on time to students

S = Sometimes gives Assignment and Return on time.

N = Never gives Assignment.

Score A, S or N according to how often Teachers give assignments and return them.

English Language ..... Social Science.....

English literature..... Religious Knowledge.....

Education ..... Integrated Science.....

Maths/Arith. Processes.... General Science.....

Health Education..... Agric. Science.....

Physical Education..... Home Economics.....

History ..... Fine Art.....

Geography.....

12. A = Always provides Teaching Aids and Textbooks.

S = Sometimes provides Teaching Aids and Textbooks

N = Never provides Teaching Aids and Textbooks.

Score A, S or N according to how frequent the Teachers provide Teaching Aids and Textbooks.

English Language..... Social Science.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith. Processes.... General Science.....

Health Education..... Agric Science.....

Physical Education..... Home Economics.....

History..... Fine Art.....

Geography.....

13. Score the Teachers GOOD or FAIR or POOR according to their overall performance in their subjects.

English Language..... Social Science.....

English Literature..... Religious Knowledge.....

Education..... Integrated Science.....

Maths/Arith. Processes.... General Science.....

Health Education..... Agric. Science.....

Physical Education ..... Home Economics.....

History..... Fine Art.....

Geography.....

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DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
Z A R I A

TEACHERS QUESTIONNAIRE ON JOB SATISFACTION AND PERFORMANCE OF TEACHER EDUCATORS

This questionnaire is designed to get the opinions of Teachers on conditions of service.

Kindly read and answer the questions below as required.

Do not write your name on this questionnaire. All Information will be treated in confidence.

1. What is the name of your college: .....

   .....

2. Your sex is:.....MALE..... FEMALE.....

3. Your Age is:.....

4. Name your State or Country of Origin:.....

5. Are you a State or Federal Teacher Educator:.....

   .....

6. Name the TWO main subjects you teach in the college: ....

   .....

7. For how long have you taught in this college:.....

8. What is your present rank: .....

9. How many promotions or upgrading have you had since you started teaching in this college: .....

10. What posts do you hold in this college:.....

.....

.....

.....

11. Would you like to teach in your State of Origin if you are not from Plateau State:.....

Yes:.....

No:.....

12. Do you think that either State of Federal Teacher Educators gets their salaries earlier at the end of each month. If either group of Teachers does, which group is it:-

State Teachers:.....

Federal Teachers:.....

Neither group:.....

Both groups:.....

13. If either group of Teachers gets their yearly salary increment before the other, which group is it:-

State Teachers:.....

Federal Teachers: .....

Neither group: .....

14. If either group of Teacher Educators gets confirmation of appointment before the other, which group is it:-

State Teachers: .....

Federal Teachers:.....

Neither group: .....

Both group: .....

15. If either group of Teachers gets promotions faster than the other groups, which is it:-

State Teachers:.....

Federal Teachers: .....

Neither group: .....

Both group: .....

16. If either group of Teachers is given substantive Administrative posts, which is it:-

State Teachers: .....

Federal Teachers: .....

Neither group: .....

Both groups: .....

17. If either group of Teachers is granted Transfer more often by the Ministry, which group is it:-

State Teachers: .....

Federal Teachers: .....

Neither Group: .....

Both Groups: .....

18. If either group of Teachers resigns more frequently from the service, which is it:-

State Teachers: .....

Federal Teachers: .....

Neither Group: .....

Both Groups: .....

19. About how many State and Federal Teacher Educators have resigned from your college since 1976?

State Teachers: .....

Federal Teachers: .....

Neither State or Federal Teachers:.....

20. If either group is more committed to Teaching which group is it:-

State Teachers: .....

Federal Teachers: .....

Neither group: .....

Both groups: .....

21. If either group is better prepared and generally better qualified, which group is it:-

State Teachers: .....

Federal Teachers: .....

Neither group: .....

Both groups: .....

22. Judging from your recent Teachers Grade II results and the overall general job performance of State and Federal Teachers, rate the two groups of Teachers.

GOOD; FAIR or POOR

State Teachers: .....

Federal Teachers: .....

- - -oOo- - -

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
Z A R I A

ADMINISTRATORS QUESTIONNAIRE ON JOB SATISFACTION AND PERFORMANCE OF TEACHER EDUCATORS

This questionnaire/Interview Schedule is designed to get the opinions of Principals and Vice Principals on Teacher Performance. All Information will be treated in strict confidence.

1. Name of your college: .....
2. Sex: MALE:..... FEMALE:.....
3. Your State of Country is:.....
4. Are you a State of Federal Officer:.....
5. How long have you been in this College: .....
6. Your present Rank is: .....
7. Kindly rate the teachers of the following subjects:-

VG = Very Good Teacher

G = Good Teacher

F = Fair Teacher

N = Teacher that needs to improve.

English Language

English Literature

Education

Maths/Arith. Processes

Health Education

Physical Education

Social Studies

Fine Art.

History

Geography

Integrated Science

General Science

Agric. Science

Religious Knowledge

Home Economics

Ministry of Education,
Inspectorate Division,
P.M.B. 2001,
Jos.

19th April, 1978.

TO:

All Principals of Teachers' Colleges,
Plateau State.

PERMISSION TO COLLECT DATA FOR M.ED RESEARCH PROJECT: MR. A. N. EZENNE

Please allow the bearer, Mr. A. N. Ezenne to discuss with your Teachers and collect suitable materials for his research project in the field of "Job Satisfaction and Performance of Teacher Educator".

Also help to supervise the distribution and answering of his questionnaire by your students.

Please co-operate and offer any assistance that may be of help to him.

Signed:
(J. N. GAMDE)
for: Permanent Secretary,
Ministry of Education.

APPENDIX B

DATA AND TESTING FOR SIGNIFICANCE

More data are included in Appendix B for reference. The methods used for computing the mean scores and the t test are stated for reference.

1. $$\text{Mean} = \frac{\Sigma X}{N}$$

where X is the score and N is the number of scores.

2. $$t_c = \frac{M_1 - M_2}{\hat{\sigma}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(a) where M_1 and M_2 are the means of the two sets of scores.

(b) $\hat{\sigma}$ is the standard deviation from the mean.

(c) t_c is the value of the computed t

(d) n_1 and n_2 are the number of scores in each group.

(e) $n_1 + n_2 - 2$ is the degree of freedom.

(f) .05 is the level of significance.

Test for Significance and calculation of t value

Standard derviation $= \sqrt{\dfrac{(X_1 - M_1)^2 + (X_2 - M_2)^2}{n_1 + n_2 - 2}}$ (degree of freedom).

$$\hat{6} = \sqrt{\frac{1.20 + 3.20}{17 + 12 - 2}}$$

$$= \sqrt{\frac{4.4}{27}}$$

$$tc = \frac{M_1 - M_2}{\hat{6}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$tc = \frac{3.4 - 2.4}{\sqrt{\frac{4.4}{27}}\sqrt{\frac{1}{17} + \frac{1}{12}}}$$

$$tc = \frac{1}{\sqrt{\frac{4.4}{189} + \frac{4.4}{324}}}$$

$$tc = \frac{1}{\sqrt{\frac{83.6}{2268}}}$$

$$tc = \sqrt{\frac{2268}{83.6}}$$

$tc = 5.2$ This value can then be compared to the table value of t.

GROUP OF TEACHERS THAT GETS EARLY CONFIRMATION OF APPOINTMENT

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	7	77.7	2	22.2
B	3	75	1	25
C	2	66.6	1	33.3
D	3	75	1	25
E	2	66.6	1	33.3
TOTAL	17	360.9	6	138.8
MEAN	3.4	72.18	1.2	27.76

GROUP OF TEACHERS THAT GETS MORE RAPID PROMOTION

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	10	83.3	2	16.7
B	4	66.6	2	33.3
C	4	57.2	3	42.8
D	4	80	1	20
E	5	100	0	0
TOTAL	27	387.1	8	112.8
MEAN	5.4	77.42	1.6	22.56

GROUP OF TEACHERS THAT FREQUENTLY RESIGN FROM THE SERVICE

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	2	16.7	10	83.3
B	3	33.3	6	66.6
C	2	28.5	5	71.4
D	3	60	2	40
E	0	0	5	100
TOTAL	10	138.5	28	361.3
MEAN	2	27.74	5.6	72.26

NUMBER OF STATE AND FEDERAL TEACHERS THAT HAVE RESIGNED FROM SERVICE, FROM 1974 TO 1977

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	1	25	3	75
B	1	25	3	75
C	1	25	3	75
D	2	33.3	4	66.6
E	1	33.3	3	75
TOTAL	6	141.6	16	366.6
MEAN	1.2	28.00	3.2	72.00

THE GROUP THAT IS BETTER PREPARED THAN THE OTHER

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	3	42.8	4	57.2
B	2	33.3	4	66.6
C	2	40	3	60
D	1	20	4	80
E	1	25	3	75
TOTAL	9	161.0	18	338.8
MEAN	1.8	32.22	3.6	67.78

STUDENTS RATING OF OVER ALL PERFORMANCE OF STATE AND FEDERAL TEACHERS

COLLEGE	STATE TEACHERS			FEDERAL TEACHERS		
	TOTAL SCORE	TOTAL	%	TOTAL SCORE	TOTAL	%
A	98	339		125	452	
B	74	298		108	397	
C	77	242		96	271	
D	82	223		107	282.5	
E	48	160		72	239.4	
TOTAL	379	1262		508	1641.9	
MEAN	75.8	252.4		101.6	328.2	

TEACHERS' OVER ALL RATING OF STATE AND FEDERAL TEACHERS

COLLEGE	STATE TEACHERS		FEDERAL TEACHERS	
	SCORE	%	SCORE	%
A	3	30	7	70
B	2	33.3	4	66.6
C	2	40	3	60
D	3	30	7	70
E	3	37.5	5	62.5
TOTAL	13	170.8	26	329
MEAN	2.6	34.18	5.2	65.82

RATING OF STATE AND FEDERAL TEACHERS BY PRINCIPALS AND VICE PRINCIPALS

COLLEGE	STATE TEACHERS	FEDERAL TEACHERS	TOTAL
A	18	19	37
B	14.5	17	31.5
C	11	10.5	21.5
D	12	12.5	24.5
E	8	10	18
TOTAL	63.5	69	132.5
MEAN	12.7	13.8	26.5

THE DISTRIBUTION OF TEACHERS RESPONDENTS ACCORDING TO COLLEGES

COLLEGE	R E S P O N D E N T S		TOTAL
	STATE TEACHERS	FEDERAL TEACHERS	
A	7	7	14
B	7	7	14
C	5	5	10
D	5	5	10
E	4	4	8
TOTAL	28	28	56