

**IMPACT OF WORK FACTORS ON JOB SATISFACTION AMONG UPPER BASIC
SCHOOL TEACHERS IN MASHEGU LOCAL GOVERNMENT AREA OF NIGER
STATE, NIGERIA**

BY

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DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Prof. Bello. A Bello and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and its subsequent presentation by Emmanuel Hassan Audu(SPS/14/MED/00010) were carried out under my supervision.

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Abstract

This study examined “The Impact of Work Factors on Job Satisfaction among Upper Basic School Teachers in Mashegu Local Government Area of Niger State”. The main objectives were to determine the effect of Principals motivational strategies, school social environment, physical environment and students population explosion on teacher’s job satisfaction, four research questions with corresponding null hypotheses were formulated to guide the study. A descriptive research design is employed. The population comprised of the whole two thousand five hundred and eighty-seven (2587) teachers across Upper Basic School of the study area, the sample size is 318 by using research adviser (207 male and 111 female) randomly drawn across 5 selected school (GSS Adogo, Sohorami, Makera, Mashegu and Kulho). The questionnaire was a self-developed by the researcher and validated by a lecturer. Data were collected using questionnaire administration across selected sample, which was analyzed using chi-square goodness of fit (χ^2), frequencies and percentages. Findings indicate that there was a positive relationship between Principals motivational strategies and teacher’s job satisfaction, it further indicated that school social environment physical environment individually has impact on teacher’s job satisfaction, findings also revealed that students are over populated and it negatively affect teachers job satisfaction. Recommendations were made which included, the state government should support Upper Basic Schools in terms of adequate provision for training, regular payment of teachers’ salaries and allowances, more Upper Basic Schools should be established in Mashegu Local Government which would be enough to accommodate students population, the government should make necessary provision for infrastructure which will make the school social and physical environment more friendly and conducive for impacting knowledge and learning.

CHAPTER ONE:INTRODUCTION

1.1 Background to the Study

The influence of organizational work factors, which is mostly composed of several organizational, social and psychological elements, has been thoroughly examined in the past two decades. In a number of studies employees' motivation, job satisfaction, job involvement, job performance and health are influenced by psycho-social environment of work organization (Srivastava, 1994). Although many factors that affect the employees' performance, job commitment, job satisfaction, working social environment, physical environment, principal motivational strategies, students population explosion and motivation can be classified as such factors.

What prompted the conduct of this study in Mashegu Local Government Area is this ill perception of work factors. A number of Studies show commitment referred as psychological condition which describes the employees' relations with organization (Varol, 2013). Brill et al. (1992) ranked factors, which affect productivity according to their importance. In view of that, what are the work factors that promote teacher commitment in Mashegu Local Government Area as one of the recent created Local Government Areas of Niger State? Most schools in Mashegu are Government established which need immediate attention on all facets of education. The Government schools in Mashegu are Government Secondary School Adogo; Government Secondary School, Sohorami, Government Secondary School, Makeraand Government Secondary School, Kulho. Being a newly created Local Government Area it demands a lot of attention both the State and Federal Governments in terms of infrastructures, adequate man power and instructional materials. Classes are been merged

together which as a result classes are over crowded against the National Policy on Education (N.P.E) Standard 45:1 known as falling enrollment or roll.

Job satisfaction of teachers is a well-researched area in many parts of the world. This research is motivated by two important issues. Firstly, the deterioration of the quality of education which may be linked to the lack of job satisfaction of the teachers. Teachers in Mashegu Upper Basic School lack motivation which affects their performances. As a result some of them are leaving the profession, which needs to be investigated.

This study investigated the impact of work factors on teachers' job satisfaction. It is important to note that maintaining the provision of effective education at school requires a coordinated effort from all the bodies concerned. Among others, it demands the devotion of policy makers, administrators, teachers' associations, the parents, the students themselves, as well as members of the wider community. It requires the provision of effective facilities and spaces, and the training and assignment of qualified administrative and other support staff. However, while each of the mentioned groups has important contributions to make, providing effective learning environments in schools depends in particular on the skills, morale, knowledge and commitment of the teachers.

Teachers are the most important resources in schools. They are the key figures for any changes needed in schools. (Dauda, 2015). The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009:52). A high teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007:48).

The Upper Basic School mostly lack commitment on their part especially in Mashegu local government area of Niger State. The quality of the teachers, their commitment,

satisfaction and motivation are the determining factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead (Dauda, 2015)

Among other factors of work force such as the social environment has significant impact on teachers job satisfaction. Mashegu teachers need to understand the vitality of collegial atmosphere. The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998) maintains that teachers' job satisfaction is a predictor of teachers retention, a determinant of teachers commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and retaining social environment as well as quality individuals in the teaching profession (Turner, 2007:1).

In a study by Chang, Kim and Tickle (2010:6) it was found that the teachers' job satisfaction was the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004:118) argued that teacher social interaction among teachers reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them. According to Johnson (2007), motivated and satisfied teachers are the primary contributors to a positive academic environment, and therefore, this has a high premium, among others, for maintaining quality in the education system. Motivated teachers are more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive

legislation, and will result in feelings of satisfaction and fulfillment (Conboy& De Jesus, 2001). Seco (2002) also believes that for a number of years, teachers job satisfaction has been accepted as extremely important for the implementation of educational reform, for the sustainment of the teachers life-long learning, for the quality of the teaching-learning process, and for satisfaction with life in general. Further support for this conclusion is provided by Christodoulidis and Papaioannou (2007:359), who succinctly stated that “One should wonder whether education could be improved with demoralized and unsatisfied teachers”.

According to Mwamwenda in (Badenhorst, George & Louw, 2008:140), lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008:277). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. Hendriks, Scheerens and Van Amelsvoort (2000) argued that teachers are losing their confidence in the profession, and are suffering from diminished job satisfaction which, in turn, causes decreased commitment. This situation does not only affect the quality of teaching and learning, but even the adequacy of teacher supply, and the quality of education in the long run. Additionally, Mertler (2002:44) indicated the existence of satisfaction and motivation problems in the teaching profession. Evidence of low levels of job satisfaction and poorly motivated teachers is offered by Akyeampong and Bennell (2007).

It is easy to assume that the students of these teachers are not being taught properly, and are not receiving quality, or even acceptable education. Dealing with employees' job satisfaction has important implications for the employees themselves and their organizations. A satisfied teaching force leads to higher commitment and productivity because of fewer disruptions, such as absenteeism, the departure of 'good' employees, and incidences of destructive behavior (Robbins in Green, 2000:1). The presence of satisfied teachers also translates into lower medical and life insurance costs. According to Arnold and other researchers in (Perrachione, Petersen & Rosser, 2008:26), personal satisfaction, along with professional responsibility, is an important indicator of a person's psychological well-being as well as a predictor of work performance and commitment. In a study by Hongying (2008:11), teacher job satisfaction was found to affect teaching, the effectiveness of school administration, and the quality of the school. Thus, job satisfaction affects the teachers' work and psychological health.

The education system in Nigeria, at all levels, is challenged by lack of quality. The study showed that there has been a deterioration of quality in the education system as a result of the rapid rise in students' enrolments, among others. This state of affairs is indicated by the low students' achievements. Policy makers and other stakeholders also publicize the lack of quality in the education system. This is confirmed by the State itself. Thus, one of the main challenges facing Mashegu Local government of Niger State is to improve the efficiency and quality of the education system.

This leads to the question of what are the causes of poor quality of education. The lack of quality in the education system has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers,

and problems such as de-motivation, low teachers morale and the poor quality of the teachers' working environment; while many factors have been identified as contributing to the poor performance of education in Niger State. The problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans 2000). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education - higher attrition rates negatively affect the quality of education (Chang, et al., 2010:6).

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Mashegu Local Government Area is the little respect for and the reduced status of the teachers. In Nigeria, teaching was considered as one of the most prestigious professions three decades ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Nigeria. Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education. Evidence from interviews with teachers indicates that teachers perceive their status as being low. They also observe that their treatment by society, the parent community, and by all levels of the government sector is poor. Their poor status is the most often mentioned cause of de-motivation and low job satisfaction. Interviewee stated that "...being a teacher is not considered a respected job, whilst a bank officer, who is the result of the teachers' effort, is greatly respected". This lack of respect for teachers causes job dissatisfaction (Dauda, 2015).

1.2 Statement of the Problem

While many factors have been identified as contributing to the poor performance of education in Nigeria, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Akpan, 2007). In addition to the above, the teachers in developing countries, including Nigeria, have experienced poor management and leadership (Evans, 2001). National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (Ellickson, 2002). Despite the pivotal nature of the teachers' role, there is a tendency on the part of the policy-makers to bypass teachers in the decision-making, and to neglect their needs when considering new policy directions. Furthermore, often scant attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction.

Education leaders in general and education researchers in particular, have not given serious attention to the issue of job satisfaction in Nigeria. There is lack of empirical investigation into the issue. Understanding teacher satisfaction by means of an empirical study is crucial. Thus, the first step to guarantee better student achievement and quality education, to stabilize the teachers' employment in the teaching profession and to raise the teachers' morale, is to be better informed about teacher job satisfaction. This may enable managers to address the problems causing the lack of job satisfaction, and the resulting quality education.

In the light of what has been presented above it is clear that there are important links between the job satisfaction of teachers together with quality education, and students achievement. Thus, there is a need to generate accurate and trustworthy information about the job satisfaction of upper basic school teachers in Mashegu Local Government Area. One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Nigeria is the little respect for and the reduced status of the teachers. Teaching was considered as one of the most prestigious professions. Following the dramatic expansion of education in the country in recent years, specifically since the 1970s, teachers are no longer highly respected by virtue of their education. It is possible that many of the teachers are not capable of performing well. The forces, according to Bennell (2004), that result in the 'de-professionalization' of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living condition of teachers.

Education leaders in general and education researchers in particular, have not been given serious attention on the issue of job satisfaction. There is lack of empirical investigation into the issue. Understanding teacher satisfaction by means of an empirical study is crucial. Thus, the first step to guarantee better student achievement and quality education, to stabilize the teachers' employment in the teaching profession and to raise the teachers' job satisfaction and morale, is to be better informed about teacher job satisfaction. This may enable managers to address the problems causing the lack of job satisfaction and the resulting quality education.

This paucity of knowledge points to a serious gap in the literature on teacher job satisfaction. Specifically, there exists a need to gain more information on the job satisfaction of teachers in Upper Basic Schools in Mashegu Local Government Area of Niger State. It is for this reason that the study seeks to add on the ongoing discourse on job satisfaction by an in-depth investigation into job satisfaction of teachers in Upper Basic Schools in Mashegu Local Government Area.

1.3 Objectives of the Study

The objectives of the study are;

1. To determine the relationship between Principal motivational strategies and teachers job Satisfaction in Upper Basic Schools in Mashegu Local Government Area of Niger State.
2. To examine the impact of School social environment on teachers job satisfaction in Upper Basic Schools of Mashegu Local Government Area of Niger State.
3. To determine the impact of school physical environment on teachers job satisfaction in Upper Basic Schools in Mashegu Local Government Area of Niger State.
4. To examine the impact of students population explosion on teachers job satisfaction in Mashegu Local Government Area of Niger State.

1.4 Research Questions

The following questions were formulated to give focus to this study:

1. Is there any significant relationship between Principals motivational strategies and teachers job satisfaction in Upper Basic Schools in Mashegu Local Government Area of Niger State?
2. Does school Social environment have any impact on teachers' job Satisfaction Upper Basic Schools in Mashegu Local Government Area of Niger State.?
3. Does the school Physical environment have impact on teachers' job SatisfactionUpper Basic Schools in Mashegu Local Government Area of Niger State?
4. Does students Population explosion have any impact on teachers' job Satisfaction in Mashegu Local Government Area of Niger State?

1.5 Hypotheses

The following hypotheses were formulated by the researcher to guide the conduct of the study.

1. H₀₁: Principal's motivational strategies has no significant impact on job satisfaction
2. H₀₂: Teacher's social environment has no significant impact on job satisfaction
3. H₀₃: School physical environment has no significant impact on job satisfaction
4. H₀₄: Students Population Explosion has no Significant Impact on Job Satisfaction

1.6 Significance of the Study

The following have been identified as theSignificance of the study:

A need exists in Mashegu Local Government of Niger State to determine how work factor contribute to teachers job satisfaction. This will provide a valuable information to

Educators and policy makers the need to find out how work factors affect teachers existence in the workplace. It is significant to note that maintaining the provision of effective education at school requires a coordinated effort from all the bodies concerned. Among others, it demands the devotion of policy makers, administrators, teachers' associations, the parents, the students themselves, as well as members of the wider community. It requires the provision of effective facilities and spaces, (work factors) and the training and assignment of qualified administrative and other support staff.

However, while each of the mentioned groups has important contributions to make, providing effective learning environments in schools depends on the skills, morale, knowledge and commitment of the teachers. This study was important because it is expected to make significant contributions toward understanding how work factors affect their work life. It will also help Principals to recognise the vitality of management skills as a tool to improve teacher's job satisfaction, performance, productivity, quality and employee morale.

1.7 Scope and Delimitations of the Study

This study was delimited to some selected schools within Niger State. The study was delimited to responses from survey questionnaire administered to selected Upper Basic schools Principals and teachers within Niger State. The study is also delimited to written information from articles and reports on various schools within Niger State. It was delimited to the perceptions of currently employed teachers and principals at upper schools. It was delimited to the researcher's semi-structured questionnaire format, to the interpretations and answers provided by respondents, and to the extent by which the interviewing is

comprehensive. And, it is delimited to its descriptive nature, which concerns the discovery of generalities of perceptions as applied to job satisfaction.

1.8 Operational Definition of Terms

a) Work factors

Working conditions (salary, fringe benefits, administrative support, school management, leadership style and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher-principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience)

b) Job satisfaction

An individual's personal assessment of conditions prevalent in the job, thus evaluation occurs on the basis of factors, which they regard as important to them.

c) Upper basic school

New National Policy on Education describes senior secondary schools, which prepares students for tertiary education

d) Teachers

Individuals trained and certified to impart formal education on the students

CHAPTER TWO:REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the reviewed related literature to this study. The post and previous scholars ideas as they may have related bearing to the topic of this study. The arrangement of this chapter is in sub headings, Conceptual frame work, Theoreticalframework, Review of empirical studies and Summary of literature review and Uniqueness of the study.

2.2 Conceptual Framework

Work factors are those working conditions (salary, fringe benefits, administrative support, school management, leadership style and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher-principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience). It should be made clear that these variables are not mutually exclusive. There may be overlaps, but for the purpose of analysis they will be kept delineated. As suggested by Bolin (2007:49), the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. Ellickson (2002:343) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself and the personal characteristics of the individual.

The work itself: The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction. The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction.

According to authors, employees who have boring jobs tend to be less satisfied with their work(Ladebo, 2005). High-strained jobs result in ill health, such as emotional exhaustion or psycho-somatic health problems, whereas high-demand jobs give rise to high challenges and job satisfaction individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high value to the work itself, to feelings of self-determination, and to competence and personal development (De Jonge, Dollard, Dormann, Le Blanc &Houtman, 2000).

Regarding the impact of the work itself on the job satisfaction of teachers, Jyoti and Sharma (2006:354), in their study on the job satisfaction of school teachers, indicated that the teachers in the sample found their jobs interesting. Most of the secondary school teachers (about 76%) reported high levels of job satisfaction from the work dimension. In another study, Bolin (2007) found that the majority of the teacher participants manifested positive attitudes towards work fulfillment, which included a sense of achievement, fulfillment of ideal values, the exercise of abilities and the esteem from other people. These participants were highly satisfied with the intrinsic dimension of their work. Majority of the teacher participants in their research study were satisfied with teaching as a profession and with their jobs. Teaching is a profession that provides cognitive and intellectual personal rewards. It is

an intellectual profession and research shows that in general, the teachers are satisfied with the nature, significance and challenges of teaching (Fuming & Jiliang, 2007:91).

In a study by Perrachione, et al. (2008:8), the participants' responses revealed that the work itself (e.g., working with students) was one of the reasons for their being satisfied with teaching. "The pleasure derived from teaching young children enables teachers to continue, and to be committed to teaching as a profession" (Ladebo, 2005:366). In line with this, Garrett and Hean (2001:366), in their study on the sources of job satisfaction of secondary school teachers of science in Chile, indicated that working with students, an intrinsic part of teaching, was one of the most important and frequent sources of teachers satisfaction with their job, namely teaching. The teachers in the study reported that working with young people, the relationships formed with them and the students' positive characteristics in the classroom were among the reasons for them being happy with teaching as a profession.

In Mashegu the motivation and morale of teachers, found a strong and positive response from teacher participants regarding teaching as a profession. The teachers' most common reasons for viewing teaching as an enjoyable profession were seeing and helping students achieve, being able to improve their self-knowledge and creating productive citizens to help with the development of Mashegu. This aspect will be further investigated in this study with secondary school teachers in Mashegu Local Government.

Responsibility: In terms of the Two-factor Theory, responsibility is an intrinsic (satisfier) factor and when present, can lead workers to feel satisfied. In terms of Maslow's theory, responsibility is a higher-order need (an esteem or ego need), and is reflected by providing the employees with self-respect and esteem.

Teachers are professionals responsible for educating young citizens, for advancing culture, improving the economic viability and social well-being of the nation (Menlo &Poppleton, 1999). In the school situation, teachers are responsible for accomplishing the following tasks, among others, namely teaching, assessing and reporting students' results, participating in staff development/training/meetings, disciplining students, managing numerous activities and administration.

Responsibility:refers to the teacher's power to control all the aforementioned activities as well as others being charged with important responsibilities may give the teachers pleasure. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership and so forth (Boey, 2010). When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010).

Recognition: Recognition is a motivator, according to Maslow's hierarchy of needs that refers to esteem-needs). Recognition leads to motivation, and to job satisfaction. In educational institutions, students and teachers are the most important resources. The impact teachers have on students' achievements, quality education and educational reforms should be recognized by school administrators and by other teachers. As affirmed by Karsli and Iskender (2009:2253), teachers need the appreciation, approval and respect of school administrators. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional and important.

Teachers as professionals, in all cultures, need to be recognized for their accomplishments, and be appreciated by the parents, communities, governments and their colleagues. They are valued and recognized for their work accomplishments (Menlo &Poppleton, 1999:142). Regarding factors that influence the retention, turnover and attrition of K-12 music teachers in the United States, (Gardner, 2010) found the following, factors present in workplace (support and recognition from administrators, parental support, control over classroom instruction), *recognition* had the strongest positive impact on the teachers' career and job satisfaction. The researcher also found that the teachers' perceptions of the extent of support and recognition from their administrators exhibited the most prominent positive effect on retention.

In another study, Thompson, Thompson and Orr (2003:7) indicated the high premium teachers placed on recognition from others. They found that their overall job satisfaction was motivated by personal satisfaction or recognition from others. The 'others' included their peers, the parents and administrators. The influence of this factor in secondary school teachers in Mashegu Local Government Area will be investigated.

Advancement and promotion: In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school Principals, Departmental Heads, Supervisors, District officers, or to the next level, by achieving additional educational qualifications. As shown by Choi and Tang (2009:775), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts.

Teachers are more satisfied if their jobs provide opportunities for personal and professional advancement (Sargent &Hannum, 2005:181). Promotion is a means of

advancement. According to the Expectancy Theory, promotion is a visible reward that comes as a result of the employees' effort and performance. If the teachers are promoted to a level higher than their present position as a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status and respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction.

2.2.1 Concept of Work Factors

Work factors involved in creating job satisfaction were separated and distinct from factors that led to job dissatisfaction. According to (Herzberg, 1966) identified two work factors

- a) **Intrinsic factors** such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors *motivators, satisfiers* or *intrinsic factors*, and posited that they led to job satisfaction.
- b) **Extrinsic factors** were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors *hygiene, dis-satisfiers* or *maintenance factors*, and proposed that, if absent, it lead to job dissatisfaction (Herzberg, 1966).

2.2.2 School as Social Environment

In the school environment, the following types of interpersonal relationships can be identified, namely interpersonal relationships with the students, the teachers, the

principals/superiors, and with the parents. Therefore, social environment goes a long way affecting teachers job satisfaction.

2.2.2.1 Teacher-student Relationships

As postulated by Cerit (2009:616), schools are organizations where strong human relations are expected, which includes the teachers' relationships with the students. These relationships are highly significant for students, teachers, and for the effective running of the school in general.

Of all the relationships, the relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. It was found by Papanastasiou (2006) that the emotional relationships that teachers build with their students are central to how the teachers educate their students. A high quality of social integration between the students population and everybody in the school organization in general, and between students and teachers in particular, creates an atmosphere conducive to students benefiting from the teachers' instruction, and for successful teaching and learning to take place.

With regards to the role of student-teacher relationships in motivation and learning, Davis (2003) stated that students' relationships with teachers could either facilitate or hamper the motivation and learning of the students. Teacher-student relationships may have an impact on the students' social and cognitive outcomes during their pre-school years and this may continue to their social and intellectual development at primary school, and up to adolescence

Other studies confirmed the impact of student relationships on teacher job satisfaction. Clarke and Keating (in Wright & Custer, 1998:62) indicated that teacher-student interaction was the most satisfying aspect of the teachers' work. Perrachione, et al. (2008:7-

8) found that working with students is one of the top responses for teachers' satisfaction with the profession. "The positive characteristics students display in the classroom, and the opportunity to teach and develop young people and form relationships with them, were noted as contributing to the teachers' job satisfaction" (Garrett &Hean, 2001:366).

Research conducted in diverse cultures confirmed the influence of student-teacher relationships on job satisfaction. In a study it was found that both Arab and Jewish teachers identified relations with students as some of the most satisfying aspects of their job (Bogler, 2005:27). Bogler (2005:29) also indicated that both Arab and Jewish teachers viewed internal conditions of work (relations with students, colleagues and teachers) as contributing most to their job satisfaction. Similarly, Papnastasiou (2006), in a study examining the sources of teacher job satisfaction and dissatisfaction in Cyprus, indicated that the teacher participants emphasized the satisfaction derived from interactions with students, relationships with colleagues, and opportunities to help students grow as individuals, and to contribute to society. This issue may also be important in the lives of the Mashegu Local Government teachers who were involved in this investigation.

Improving the quality of education increasingly preoccupies the minds of policy makers and others. If the quality of education is the value to be added to the education system, this will be done mainly by positive teacher-learner interaction. The teachers' interaction with the learners is the axis on which educational quality turns. This is why the most effective teachers place great emphasis on the student-teacher relationships (Gay, in Bogler, 2001:666). (Carr, 2005) notes that effective teacher-student relationships cultivate engaging pedagogical conversations that "...hold the interest and imagination of young people" and serve to enhance the students' lives.

2.2.2.2 Teacher-Teacher/Colleague Relationships

According to Herzberg, et al. (1959), teacher-teacher relationships are hygiene or extrinsic factors that could influence the employees' job satisfaction. Collegiality in the form of support meetings, mentoring, and shared leadership in the workplace is a strong contributor to the job satisfaction of teachers (Weasmer & Woods, 2004:120). (Ting, 1997) indicates that cooperative and supportive relationships with colleagues are very important, and contribute to higher levels of employee job satisfaction. Weasmer and Woods (2004:120) confirm that collegiality aids teacher retention, and improves the school climate.

Collegiality, as an external/hygiene factor, does not involve any cost from anyone to make it function in an organization such as a school. However, in the presence of other unsatisfying hygiene factors such as poor salary, positive collegial relationships have the power to compensate for dissatisfaction. A study done by Jyoti and Sharma (2006:359) indicates that despite the poor payment provided to private school teachers, they are more satisfied with their work than government school teachers, due to the congenial school environment being provided to the private school teachers. Cooperation is an important aspect of positive collegial relationships. As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthy working environment than teachers working in isolation. Unquestionably, collaborative colleagues will establish harmonious cooperation (e.g., in teaching methods and student disciplinary problems) among the teachers, which is an important element in attaining effective school performance and educational objectives that could facilitate teacher satisfaction. This is because harmonious cooperation among colleagues is closely connected with the stable and qualitative improvement of the educational process (Saiti, 2007:30). This finding was confirmed by

Johnson (2006:7), that interdependent work among teachers can contribute to increase student achievement and teacher satisfaction. Factors that disrupt the harmonious cooperation among colleagues will have a negative influence on teacher job satisfaction and on the school climate.

2.2.2.3 Teacher-principal/Superior Relationships

The Principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community, as well as with the district offices (Johnson, 2006:15). The Principals are viewed as the instructional leaders of their schools (Edgerson&Kritsonis, 2006:3). They are seen as role-models by the teachers, the students, and the school community. Therefore, it is plausible to expect that teachers who look up to their Principals, will strive to adopt their conduct (Bogler, 2002:80).

Having all the above-mentioned responsibilities, including others, the principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. The Principals' provision of professional support practices during the early years of a teacher's career strongly influences the rate of teacher attrition (Baker, 2007:83).

Tekleselassie (2005:623) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their Principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that

teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school Principals (Edgerson&Kritsonis, 2006:4).

2.2.2.4 Teacher-parent Relationships

Teacher-parent relationships are deemed as very important for the teachers as well as for the parents, who are the primary caretakers of the beneficiaries of the education -- the children. Such benefits can be realized when the schools in general and the teachers in particular have strong partnerships with the parents. If the relationships are not strong, the teachers may not be effective in their work, and the parents may not benefit in respect of the education of their children.

In a study by Kloep and Tarifa (1994:170), perhaps at a time when teachers were more highly valued, it was found that since the teachers were respected by the community in which they lived, highly positive parent-teacher relationships existed. This situation enhanced the teachers' job satisfaction. However, many studies found that the teachers were not satisfied with their relationships with the parents. In a study examining the professional commitment and satisfaction among teachers in urban schools, Shann (1998:71) found that the teachers' satisfaction with parent-teacher relationships ranked the lowest of the given variables. Similarly, Jyoti and Sharma (2006:355) found that the teachers were dissatisfied because of the under-estimation of the value of the teaching profession by society in general, and by the parents in particular. This means that the status of the teaching profession, as it is valued by the parent community, will strongly affect, either positively or negatively, the parent-teacher relationships. Perie, et al. (1997:28) found that 46% of the secondary school teachers who participated in a study reported that they were the least satisfied with the parental support received. Those who received a great deal of support were more satisfied than those who did

not. In another study, Weiqi (2007), after surveying 230 secondary school teachers in China regarding the relationship between job satisfaction and its influence on teachers' attrition and work enthusiasm, found that the teachers were dissatisfied with the lack of parental cooperation, in addition to poor students quality and behaviors.

Most parents assume that they are not personally responsible for their children's academic failures. Papanastasiou and Zembylas (2006:239-242) in Cyprus, a developing nation, indicated in their review and findings, that the parents' failure for taking responsibility for the shortcomings of their children was among the many complaints made by numerous teachers. The researchers also found that the parents' undesirable school interventions, lack of respect and recognition for the status of the teachers, were some of the factors that aggravated the teachers' disappointment with their work. Thus, the parents' lack of respect for and recognition of the teachers, and their lack of involvement in school-related issues may increase the gap between the teachers and the parents. It may also cause the teachers to feel disappointed and dissatisfied with their profession. In Mashegu Local Government Area the parent-teacher relationships is not good. The parents are seldom interested in their children's class participation and success at school. This situation is more pronounced in the metropolitan areas of Minna the State capital where the class sizes are big (Tekleselassie, 2005:625). The teachers try to motivate their students to have their parents or caregivers to come to school, especially when the students are regularly absent from school or have disciplinary problems, but to no avail. The low status of the teaching profession in Niger State, may have caused the poor relationship between parents and teachers.

2.2.3 School Physical Environment (School Climate)

School environments vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate as most researchers agreed that it is a multidimensional construct that includes physical, social, and academic dimensions.

The Physical Dimension Includes:

- a) Appearance of the school building and its classrooms; School size and ratio of students to teachers in the classroom;
- b) Order and organization of classrooms in the school;
- c) Availability of resources; and
- d) Safety and comfort.

The Social Dimension Includes:

- a) Quality of interpersonal relationships between and among students, teachers, and staff;
- b) Equitable and fair treatment of students by teachers and staff;
- c) Degree of competition and social comparison between students; and
- d) Degree to which students, teachers, and staff contribute to decision-making at the school.

The Academic Dimension Includes:

- a) Quality of instruction;
- b) Teacher expectations for student achievement; and
- c) Monitoring student progress and promptly reporting results to students and parents.

2.2.3.1 Rating School Climate

How students, teachers, and staff feel about their school climate underlies individual attitudes, behaviors, and group norms. Schools that feel safe, for instance, foster high quality relationships among students and teachers while decreasing the probability of violence. However, it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. Rather, there is variability in individual perceptions of a school's climate, and researchers propose that it is the subjective perception of the environment that influences individual student outcomes. Thus, if a student feels that a teacher does not care about him or her, this perception will have impact on the student's behavior in the classroom. Moreover, individual characteristics may impact these perceptions so that students who are aggressive may perceive their school climate more negatively than those who are not.

Because of the importance of individual perceptions, schools often assess how students feel about their schools. A number of assessment instruments were made available for examining students' perceptions of school climate, including the Elementary and Middle School Climate Survey, the Quality of School Life Scale, and the Elementary School Environment Scale (Epstein & McPartland, 1976; Sinclair, 1970). Schools may use these

instruments as it is, but may also modify them to create their own. No instrument assesses every aspect of school climate. Nonetheless, findings from such surveys provide a glimpse into how students feel about certain dimensions of the school's climate and allow school personnel to take the initial steps to improving their quality.

2.2.4 Student Population Explosion (class size)

Similar findings about the effects of larger classes on students' achievement were reported in an interview of early childhood teachers from 54 classes (Renwick & McCauley, 1995). This study indicated that a policy that increased class size had direct negative impacts on children, teachers, and parents and also showed a negative impact on teachers' relationships with students and parents. The policy raised the overall class size (also called group size) but kept the adult ratio at 1:15; the teachers felt that this ratio was appropriate but reported that the overall effect of 45 children in one class with three teachers was negative. The teachers had less time to work with individual children and felt forced into supervisory roles; the types of activities they could offer were limited; relationships with parents grew more adverse; and little to no training or support was provided to help teachers adjust to the new policy.

Mosteller (1995) examined the effect of a statewide effort to reduce class size in the earliest grades on short-term and long-term pupil performance by children from all socio-economic backgrounds and types of communities. The results of the class-size reduction efforts were measured by evaluating students on two types of tests: state standardized and curriculum based. It was found that in the fourth and fifth grades, the children who had originally been in small classes scored higher on these tests than children who had spent Kindergarten, first, and second grade in regular sized classes. Teachers and Principals

surmised that the successes were largely due to the increased attention and support students could get from their teachers, which helped them learn to cooperate, pay attention, and carry out tasks. By reducing class sizes by almost 30%, teachers gained time to individually interact with students.

Similarly, one might also infer that teachers who encounter behavior problems in the classroom (leading to lower success rates for both students and teachers) dislike their jobs more. Papatheodorou and Ramasut (1993) examined student's behavior problems in pre-school classrooms; their sample included teachers in Greece in both rural and urban locations, as well as in both private and public schools. As the authors expected, their results showed differences in behavior based on region. However, class size emerged as an unexpected factor unrelated to their original research question: children in classes with more students exhibited more behavior problems. Liu and Meyer (2005) found that students discipline problems were the major reason for teachers' job dissatisfaction. These researchers used a multiple survey questionnaire divided into five major categories: students discipline problems, school climate, professional support, compensation, and working conditions. None of the questions related to class size; however, because it has been shown that children's discipline problems diminish when class size is reduced, it is reasonable to surmise that teachers may like their jobs more when they teach smaller classes in which their pupils experience fewer discipline problems. According to Liu and Mayer (2005), private school teachers generally encountered fewer student discipline problems and perceived their professional lives more favorably than public school teachers. Their study also inferred that teachers entering the workforce know that pay will be low, but do not expect to teach students who are unmotivated about learning.

2.2.5 Concept of Job Satisfaction

While job satisfaction is a complex and multi-faceted concept, which can mean different things to different people, and is affected by different sets of factors, we can determine to what extent people are satisfied or dissatisfied with their work, by ascertaining how they view their working conditions, interpersonal relationships, and their job content. Biographic variables (e.g., gender) may also play a role. There are a plethora of definitions of job satisfaction, some of which are contradictory in nature. Spector (1997) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which employees like their work. Schermerhorn (1993) defines job satisfaction as an affective or emotional response towards various aspects of an employee's work. The author emphasizes that likely causes of job satisfaction include status, supervision, co-worker relationships, job content, remuneration and extrinsic rewards, promotion and physical conditions of the work environment, as well as organizational structure. Similarly, McNamara (2002) points out that job satisfaction refers to an individual's feeling or state of mind giving heed to the nature of the individual's work. The author further explains that job satisfaction can be influenced by a diversity of job dimensions, inter alia, the quality of the employee's relationship with their supervisor, the status of the physical environment in which the individual works, degree of fulfillment in work.

In direct contrast, Rue and Byars (1992) refer to job satisfaction as an individual's mental state about the job. Robbins et al. (2005) add that an individual with high job satisfaction will display a positive attitude towards their job, and the individual who is dissatisfied will have a negative attitude about the job. This definition is expanded by

Greenberg and Baron (2000) who define job satisfaction as an individual's cognitive, affective and evaluative reactions toward their jobs. According to Coster (1992 cited in Sempene, Rieger&Roodt, 2002), the work itself could have an effect on the total quality of life of the employee. Schneider and Snyder (1975) cited in Sempene et al., (2002) conclude that job satisfaction is an individual's personal assessment of conditions prevalent in the job, thus evaluation occurs on the basis of factors, which they regard as important to them. According to Cherrington (1994), research on job satisfaction has identified two aspects to understanding the concept of job satisfaction, namely, the facet satisfaction and overall satisfaction. These two concepts are explained as follows:

a) Facet Satisfaction

b) Overall Satisfaction

(a) Facet Satisfaction: Facet satisfaction refers to the tendency for an employee to be more or less satisfied with various facets or aspects of the job (Johns, 1988). Cherrington (1994) refers to the various aspects or facets of the job as the individual's attitude about their pay, the work itself - whether it is challenging, stimulating and attractive, and the supervisors - whether they possess the softer managerial skills as well as being competent in their jobs.

(b) Overall Satisfaction: Overall satisfaction focuses on the general internal state of satisfaction or dissatisfaction within the individual. Positive experiences in terms of friendly colleagues, good remuneration, compassionate supervisors and attractive jobs create a positive internal state. Negative experiences emanating from low pay, less than stimulating jobs and criticism create a negative internal state. Therefore, the feeling of

overall satisfaction or dissatisfaction is a holistic feeling that is dependent on the intensity and frequency of positive and negative experiences (Cherrington, 1994).

Behavioral Responses to the Feelings of Dissatisfaction may include the following:

Apart from on quality, job satisfaction has a significant impact on the employees' health. As observed by Peltzer, Shisana, Van Wyk, Zuma and Zungu-Dirwayi (2009:255), in a study on job stress, job satisfaction and stress-related illness among educators, job stress and the lack of job satisfaction were associated with most stress-related illnesses. These illnesses included:

- (a) hypertension
- (b) Heart disease
- (c) Stomach ulcers,
- (d) Asthma,
- (e) Mental distress
- (f) Tobacco and alcohol misuse

This findings are corroborated by Au and Ho (2006:183) in their teaching satisfaction-scale study. They argue that teachers with low levels of job satisfaction experience debilitating emotions such as anxiety, worry, or even depression. In addition, teaching stress-levels correlated significantly and negatively with teaching satisfaction: teachers who were more satisfied experienced less stress, less psychological distress, and higher self-esteem (Au & Ho, 2006:175). Research by Davis and Wilson (2000:352), and Sen (2008:2) indicate that the greater the job satisfaction of teachers the lower their stress levels.

Thus, a higher self-esteem, good health, and lower stress levels are among the important indicators of satisfied teachers and teaching effectiveness. Teaching satisfaction and effectiveness again, are preconditions for quality teaching and education to take place.

The following are:

- (a)** Lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners
- (b)** Early exits from the profession
- (c)** Psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a
- (d)** Lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008:277). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.
- (e)** Increase or decrease in the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios.
- (f)** Complaining to management about the compensation package, or lodging a grievance (Amos, et al., 2008).
- (g)** An employee may try to find a new situation with a more favorable balance through absenteeism, request for a transfer, resigning from a job, or from the organization altogether (Mullins, 2005).

2.3 Theoretical Framework

In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction were be discussed. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory; Adam's Equity Theory and, finally, Locke's Value Theory.

2.3.1 Maslow's Hierarchy of Needs Theory

Abraham Maslow distinguished a theory of human needs based on a hierarchical model ranging from lower-order needs at the bottom to higher-order needs at the top. He suggested that human needs are arranged in a series of levels, in a hierarchy of importance. Based on this hierarchy, Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at the highest level.

The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find it difficult to respond to higher-order needs (Steyn, 2002:90). Once a lower-order need is satisfied it is no longer a motivator or satisfier (Mullins, 2005). It comes to an end to motivate employees' (e.g., Niger State Secondary School teachers') behavior, and they are satisfied or motivated by the need at the next level of the hierarchy. The above-mentioned needs levels can be explained as follows.

(1) Physiological or Basic Needs:The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005:480). Physiological needs also include the need for sleep, shelter, sex, an adequate salary,

satisfying working conditions, heat and lighting, clothes and exercise (Amos, et al., 2008:177; Mullins, 2005:480; Steyn, 2002:90). These basic needs can be fulfilled if the teachers are employed and are provided with a salary that enables them to cope with the rising living conditions (Steyn, 2002:90).

For Maslow, in order for a teacher to be concerned about the higher-order needs or to be self-actualized as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction will have the power to activate the needs at the next level.

(2) Safety or Security Needs: According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behavior. These needs include the need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Mullins, 2005).

In the work-place such as a school, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security health and safety (Bello,2015). This would also apply to Mashegu Local Government teachers.

(3) Love or Social Needs: Love or social needs include the need for giving and receiving love, the need of affection, a sense of belonging, social activities, and friendships (Mullins, 2005:480). In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools,

then this will result in fulfilling their social needs (Boey, 2010:26). When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective, and the teachers will have a propensity to produce good quality results, (Boey, 2010).

(4) Esteem or Ego Needs: Esteem or ego needs refer to both self-respect and the esteem of people. For example, teachers. The principle behind esteem-needs is that if someone feels loved and has a sense of belonging, then he or she starts to develop the need for esteem and self-respect. Self-respect involves the desire for and feelings of confidence, achievement, independence and freedom. To be held in high esteem by others involves having a good reputation or prestige, status, recognition, and being appreciated (Mullins, 2005). In the work-place these needs are reflected in the form of a merit pay-increase, peer/supervisory recognition, and in the form of being given responsibility and promotions. According to Steyn (2002), teachers who do not feel that their status and self-esteem needs are being met in their work, may become discouraged. She further states that the satisfaction of esteem or ego needs leads to self-confidence and a sense of pleasure. Boey (2010) also argues that when teachers are recognized for their first-rate job performances and are rewarded for what they have done, this will increase their self-confidence and also their self-esteem.

The development of esteem-needs will help the teachers to be effective in their day-to-day professional activities. If teachers are recognized for their accomplishments and are also respected by the 'self' and significant others, this will have a direct positive impact on their professional activities. Esteem-needs are higher-order needs. If these higher-order needs are

fulfilled, the teachers have the power to exercise control over these needs. This perception of control will give the teachers a sense of achievement at work, which in turn, will make it more likely for them to be effective in their professional activities.

(5) Self-actualization Needs: The self-actualization needs are at the top of the hierarchy, and refer to the need for development and the realization of one's full potential. Maslow Boey, (2010) wrote that these needs impel us to become all that we are capable of becoming. According to Boey (2010), the individual (e.g., the Mashegu Local Government teacher), who is not self-actualizing will be restless, frustrated and discontented. At this level the individual strives for truth, beauty, justice, individuality, meaningfulness, and perfection.

2.3.1.1 The Relevance and Criticism of Maslow's Theory

The needs or content theories postulate that a job can be a source of satisfaction if it can fulfill a number of the individual's important needs (Koustelios&Tsigilis, 2005:191). If they are not fulfilled, the individuals are more likely to become dissatisfied with their jobs, and thus de-motivated. One of the fundamental reasons for teachers to be engaged in their work is to satisfy their basic needs. For teachers to be effective in their daily activities, their needs must be met. The satisfaction of needs and the motivation to work are very essential in the lives of teachers (Ololube, 2006). While almost all teachers work hard in order to satisfy their needs which they constantly struggle to meet their various needs.

Akyeampong and Bennell (2007:4) argue that Maslow's theory is particularly relevant to teachers in Low Income Countries (LICs). These countries include Nigeria. According to them this is because, where there is economic downturns and financial woes, for teachers in LICs attaining and /or satisfying the basic biological needs such as food and shelter, could be

a serious challenge. They further argue that the non-fulfillment of these basic needs can seriously impair the realization of higher order needs without which effective teacher performance cannot be realized. Maslow's Hierarchy of Needs Theory has been appreciated and has been very influential, but it has not been verified by empirical research, and has been widely criticized. Criticism of the theory includes the following:

- (a)** The model fails to accommodate the role of culture (Aswathappa, 2005). The hierarchy of needs is not the same in all cultures and in all countries. In contrast to Akyeampong and Bennell's (2007) view as indicated above, Aswathappa (2005) believes that Maslow's theory may be more applicable to industrialized countries than to developing countries and LICs like Nigeria. In addition, there may be variations within countries and between individuals.
- (b)** There is no consensus regarding the relative accuracy of Maslow's categories in the absence of rigorous scientific investigation (Reid-Cunningham, 2008). At all levels, needs are present at a given time.
- (c)** Maslow's theory is difficult to test (Reid-Cunningham, 2008:56). The theory is difficult for managers to apply in practice, as there are individual and cultural differences even within organizations (Aswathappa, 2005).
- (d)** Some rewards (e.g., a higher salary) may satisfy more than one need (Mullins, 2005).

In spite of these criticisms, Aswathappa (2005) believes that the theory offers an account of interpersonal variations in human behavior. This is important for managers. Managers could consider the principle of interpersonal variations to manage human resources effectively, and to try and satisfy the particular needs of their employees. In addition, the theory deserves appreciation for its simplicity, commonness, humaneness, and intuitiveness.

2.3.2 Herzberg's Two-factor Theory

The Two-factor Theory was developed by Herzberg, Mausner, and Snyderman (1959), following an investigation into the sources of job satisfaction and dissatisfaction, and included 200 accountants and engineers from Pittsburgh, America. Applying the critical incident technique, the study's subjects were asked to tell their interviewers about the times that they felt exceptionally good or bad about their present jobs or any previous jobs. They were also requested to provide reasons and a description of the sequence of events that gave rise to that feeling. The participants' responses were tabulated and categorized. These responses were consistent across the study, and revealed that there were two sets of factors affecting motivation and work. This led to the Two-factor Theory of motivation and job satisfaction (Herzberg, et al., 1959).

The first set of factors, if present, caused happy feelings or positive attitudes. These factors, on the whole, were task-related. The other set of factors, if absent, caused feelings of unhappiness, bad attitudes or dissatisfaction. These factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded the execution of the job (Herzberg, et al., 1959).

Herzberg (1966) suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors *motivators*, *satisfiers* or *intrinsic factors*, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and

employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors *hygiene, dis-satisfiers* or *maintenance factors*, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy& Gomez-Mejia, 2003:60). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007:4) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person.

Hygiene factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security and salary (Amos, et al., 2008:181; Bogler, 2001:665 Ellsworth, et al., 2008:49). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

According to Herzberg (1966), extrinsic hygiene factors, which are external to what a person does, do not contribute to job satisfaction when present, but rather to job dissatisfaction when absent (Perrachione, et al., 2008:3). In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction. If, however, appropriate or positive hygiene factors are provided, the

employees will not be dissatisfied with their jobs, but neither will they be motivated and satisfied to perform at their full potential. Herzberg, et al.(1959) claim that the hygiene factors are necessary, but not sufficient conditions for the satisfaction of employees (Ololube, 2006).

With regards to teachers, a teacher who feels that his or her salary is not ample, will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005). However, the fulfillment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers will be greatly dissatisfied. However, if the air conditioner works throughout the school day, this will not increase the teachers' job satisfaction. Herzberg offered the following analogy to explain the nature of the hygiene factors of job dissatisfaction, namely water and air pollution controls. Although water and air pollution controls do not cure any diseases, they serve to prevent the outbreak of disease. In the same way, Herzberg, et al. (1959) believed that hygiene factors do not cause satisfaction, but can help to prevent dissatisfaction (Furnham,2005). Therefore, managers who try to eliminate factors that can create job dissatisfaction may bring about a more pleasant working environment, but not necessarily job satisfaction. As a result, Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short-lived, and merely help in removing

dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work.

In applying the above concepts to teaching, the following can be proposed. If the teachers' working conditions at the school are improved, or if the relationship between the teachers and the school principal in the school setting are enhanced, this will result in improved school performance, but will not necessarily enhance the job satisfaction of the teachers. Similarly, if motivator factors are present, they will bring about satisfaction, but their absence will not cause dissatisfaction, unless the hygiene factors are also inadequate. The theory proposes a dual continuum, the opposite of satisfaction being *no* satisfaction, and the opposite of dissatisfaction being *no* dissatisfaction (Amos 2008). It is possible for teachers to be satisfied with their work, while being dissatisfied with their conditions of work.

The theoretical framework for most research on job satisfaction (e.g., of teachers) can be traced to the pioneering work of Herzberg, et al. (Bogler, 2001:665 Ellsworth, et al., 2008:49). Herzberg's Theory is a useful theory of job satisfaction (Mullins, 2005:700), but has also been criticized.

Criticisms of Herzberg's Two-factor Theory

Herzberg's Two-factor Theory, as a theory of job satisfaction, remains influential in the area of organizational psychology (Dusseldorp, Manisera, & Van der Kooij, 2005:4; Mullins, 2005:700), has contributed very positively towards research. However, it is not free from criticism. The criticism of the theory includes the following:

- (a) The procedure that Herzberg used is limited by its methodology (Robbins, 2009:147 Mullins, 2005). Individuals are more likely to attribute satisfying incidents at work to their own efforts. When things are going well, individuals tend to take the credit for themselves, and blame failure on the external environment.
- (b) No attempt was made to measure the relationship between satisfaction and performance (Armstrong, 2006:263).
- (c) The reliability of Herzberg's methodology is open to question (Robbins, 2009:148).
- (d) Herzberg did not consider the effect of demographic variables on job satisfaction.

In spite of these criticisms, Herzberg's Theory continues to be influential, because it is easy to understand. Moreover, it seems to be based on real-life rather than academic abstractions, and also fits in well with the highly respected ideas of Maslow (1954) (Armstrong, 2006:262). According to Dusseldorp, et al. (2005:4), Herzberg's Theory is widely known, and is one of the most interesting theories on job satisfaction.

2.3.3 The Expectancy Theory

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006:259; Mullins, 2005:490; The Certified Accountant, 2008:49). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008:49). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the reward means to them, before they do the job.

Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs. According to the Expectancy Theory, effort arises from performance, motivation and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort will improve job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance and outcome) are high, we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance. There are other variables that prevent a great performance, such as an individual's personality, knowledge, skills, abilities and experience, or the supervisor's perceptions. Individuals who are under-qualified, or who lack skills and experience, will not be effective in their performance and simply by making a greater effort. For example,

Vroom's Expectancy Theory is referred to as the Valence or the Valence-Instrumentality-Expectancy (VIE) Theory. *Expectancy* is the degree of certainty

People have the choice of a particular alternative will that indeed lead to a desired outcome (Miner, 2005). Individuals choose a particular alternative act based on the maximization of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable (The Certified Accountant, 2008:48). Simply put, it is an action-outcome relationship (Vroom, 1964). This relationship is expressed in terms of probabilities. A value of zero indicates that the probability that an action will be followed by an outcome is null, which means that action and outcome are not related. A

value of one indicates that the probability that action will be followed by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay and the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003).

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes, (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance.

In the school setting, if a reward (intrinsic and/or extrinsic), is encouraging, the teachers will probably make more of an effort for improved performance. The opposite is also true.

Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, *excellent job performance*, attaining the second outcome, *reward* (Amos et al., 2008:188). *Instrumentality* is an individual's conviction that his/her performance will result in the desired outcomes.

The key principle of the Expectancy Theory is the understanding of an individual's goals and the relationship between effort and performance, performance reward and the individual's goal satisfaction. People are motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results (*excellent performance*), which is followed by a reward or outcome that is valued (*valence*), making the effort expended worthwhile.

The Expectancy Model is multiplicative. Motivation to perform a task is a multiplicative combination of valence, instrumentality and expectancy. Keeping other aspects constant, a higher expectancy will increase an individual's likelihood of effort. Similarly, a higher valence will increase the likelihood of an individual's effort. Above all, if these three variables are high, then motivation to perform a task will be high. On the other hand, if one or more of the variables is low, the individual will not be motivated to accomplish a task.

The most important implication of the Expectancy Theory is that it draws the attention to the effects of the perceptual processes on the teachers' working conditions. It indicates to teaching administrators and policy-makers that the link between the teachers' efforts, performance and outcomes should be given due attention. Moreover, education leaders should determine which outcomes teachers value (e.g., decent salaries), and link these outcomes to their work. If the reward (in the form of intrinsic and/or extrinsic factors), for the teachers is valued, they will make an effort to attain the educational objectives, and the national goals of their country.

According to the above, Mashegu Local Government teachers will not engage in motivated behavior unless (1) They value the expected rewards;

(2) They believe their efforts will lead to first-rate performance; and

(3) Their performance will result in the desired rewards (Griffin & Moorhead, 2010:101).

Criticisms of the Expectancy Theory

The Expectancy Theory is not free from criticism. These criticisms includes the following:

- (a) Utilizing the ideas in the Expectancy Theory directly has proved to be difficult (Miner,2005). The ideas are not easy to understand, or to apply (Mullins, 2005). Thus, the theory has much less value in practice than some of the other theories.
- (b) The Expectancy Theory is not concerned with individual and country or cultural differences. However, people in developed countries tend to be more goal-oriented than people in less developed countries. In addition, individuals in developed countries believe they can influence their successes (Griffin & Moorhead, 2010).
- (c) The Expectancy Theory assumes that individuals make conscious decisions at the start of their effort. But it has been proved that individuals make decisions *after* performing their activities and try to rationalize their decisions later on (Aswathappa, 2005:369).

In spite of the above-mentioned criticisms, the Theory has tremendous potential for contributing useful applications, as also stated by Miner (2005).

2.3.4 Locke's Value Theory

2.3.4.1 Goal-setting and commitment

This Theory was developed by Edwin Locke (1969). Locke's Value Theory, also called the Goal-setting Theory, suggests that employees' goals help to explain motivation, job satisfaction and performance. The Theory assumes that behavior is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010:142). According to Locke, when employees perceive that the goals they set for themselves or are set by the managers, are fulfilling and attainable, their commitment and productivity will increase. This could lead to job satisfaction (Badenhorst, et al., 2008:136).

Successful attainment of the intended goal creates a pleasurable emotional state (called job satisfaction) on the part of the individual. Exceeding the set goals increases satisfaction

(Latham & Locke, 2002:709). According to them (2002:710), the more goal-success an employee has attained, the higher his/her job satisfaction. Locke (1969:316) also indicated that job dissatisfaction is a function of the size of the perceived discrepancy between the intended and the actual performance (Miner, 2005:162). The non-fulfillment of a goal creates a non-pleasurable emotional state, called *job dissatisfaction*.

Different variables affect the attainment of goal-directed performance. These variables include effort, organizational support, individual abilities and personal traits(Griffin & Moorhead, 2010:143). In a study of goal-setting, Hansson, Hasanen, and Hellgren (2011:148), indicated that providing organizational support (through a supervisor), and letting employees participate in setting goals affected job satisfaction positively. Hansson, et al. (2011:139) also stated that rewarding employees for improved performance, giving feedback and recognizing their performance, getting support from their managers, and having low levels of goal-conflict and goal-stress have been found to be positively related to job satisfaction.

In a study by Latham and Locke (2002) it was found that goal-characteristics (difficulty and specificity) were related to affect, and determined the attainment of the intended goals. It was also found that specific difficult goals consistently led to higher performance, rather than to urging people to do their best. In addition, high but attainable goals (rather than easy goals) were motivating, because they motivated the individual to attain more in order to be more satisfied (Latham & Locke, 2006:265). If individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2006:265). This leads to job satisfaction.

The Goal-setting Theory has high internal and external validities (Latham & Locke, 2006:265). Locke's Value Theory has support from both researchers and managers (Griffin & Moorhead, 2010:142). It is an 'open' theory. New elements are added as new discoveries are made (Latham & Locke, 2006:265-266). However, there are also criticisms against the Theory. These criticisms are discussed in the next section.

Criticisms of Locke's Theory

The following are the criticisms which may be labeled against Locke's Value Theory.

- (a) It is difficult to implement the Theory in practice. The Goal-setting Theory is more a technique than a theory of motivation and/or of satisfaction.
- (b) The Goal-setting Theory can lead to undesirable competition among employees. This may lead to the neglect of quality, and the desired goal of the organization.
- (c) It can also lead to an over-emphasis of some aspects of performance, and the neglect of others (e.g., quantity over quality).

2.3.5. WorkFactors and Teachers Job Satisfaction

In the present study, work factors refer to salary, fringe benefits, administrative support, school management and leadership, as well as workload. Understanding the effect of working conditions on the teachers' day-to-day professional activities will have the power to provide precise, explicit and measurable goals to work (Chang, et al., 2010:1). In addition, as countries (such as Nigeria) experience educational reforms may influence the teachers' satisfaction. It is imperative to explore the views of the teachers on their working conditions and the impact of these conditions on their job satisfaction.

The teachers' job satisfaction has implications for the quality of education they provide. This information could assist education on administrators, programme implementers and to make evidence-based decisions about how best to design the school working environment and maximize positive outcomes for children, teachers and relevant others.

Some working conditions will have a positive effect on the teachers' contentment, whereas others will have a negative effect. Some studies, for example one by Chang, et al. (2010:2), revealed that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition. Ladebo (2005) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favorable teacher perceptions of their working conditions are related to higher job satisfaction (Perie, et al., 1997). Thus, working conditions, such as salary, fringe benefits school management and leadership, administrative support, and workload could have impact on the job satisfaction of teachers either positively or negatively.

The above-mentioned factors influence the teachers' performance. Inadequate working conditions will seriously undermine the efforts expended to have quality education at all levels of the education system, by policy makers, teachers, and significant others. If teacher performance, quality of education, and student achievement in schools are to be improved, it is essential to give considerable attention to the kind of school-work environment that enhances the teachers' sense of professionalism, and increase their job satisfaction and morale.

The working conditions, namely salary, fringe benefits, administrative support, school leadership and workload will now be discussed.

Salary: According to Herzberg et al. (1959), salary was viewed as a maintenance or external factor that influences job satisfaction. A considerable number of research reports have reported that the teachers' job satisfaction was related positively to the teachers' salaries (Gates & Mtika, 2011:430-431; Ingersoll & Smith, 2003; Liu & Meyer, 2005; Perie, et al., 1997; Shann, 1998). According to these studies, an increase in salary was followed by a considerable raise in the teachers' job satisfaction. In their study of administrative support and its mediating effect on U.S public school teachers, Chang, et al. (2010) also demonstrated that the teachers' satisfaction with their salaries was a significant predictor of their job satisfaction. An increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. Similarly, Nielsen and Smyth (2008:1932) found that, among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction.

In accordance with the above, other studies show that the provision of low salaries can seriously impair the teachers' job satisfaction. In their study on the job satisfaction among school teachers in India, Jyoti and Sharma (2006:355) indicated that (more than 90%) of the teacher participants' level of satisfaction with their pay was below average, and most of them believed that they were not earning what they deserved. Thus, teachers had to turn to providing additional private tuition to meet their financial needs. The negative impact on their job satisfaction is explained by the Expectancy Theory that states that individuals are dissatisfied if the outcomes are low in comparison to their perceived efforts. This may also be applicable to the present study of Mashegu local government teachers.

In another study on the job satisfaction indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Garrett and Sesanga (2005) postulated that they were forced to take other jobs because of their inadequate salaries, thereby limiting their allegiance to their employers, and reducing their commitment to their organization. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti& Sharma, 2006). This is in line with Maslow's Theory.

Fringe benefits: According to Herzberg, et al. (1959), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits are considered an important component of worker compensation (Artz, 2010:626). In spite of this, the impact of fringe benefits on job satisfaction is a less frequently examined factor.

Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation, and are also cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as teachers. Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less-taxed

fringe benefits can be substituted for salaries, and have the potential to increase the job satisfaction of workers, such as teachers.

With regards to the benefits associated with the teaching profession in Nigeria, it is observed that teachers do not have many opportunities to generate an additional income. Moreover, in contrast to teachers in other countries, teachers in Nigeria have very few opportunities for private tuition, or for other services that teachers may be able to provide. Benefits that may influence the job satisfaction of teachers include the following, namely maternity leave for about three months (one month before delivery and two months thereafter); sick leave with payment for a maximum of three months but with a doctor's certificate provided; vacation (a very common benefit for all government employees); and pension after retirement at the age of 60 years, based on the employee's salary scale and years' teaching experience (a benefit for all government employees).

The above-mentioned fringe benefits are important for the teachers' motivation, morale and satisfaction. However, the non-inclusion of other important benefits for Niger state teachers, such as housing and transport allowances, health and accident insurance and medical care, may cause dissatisfaction and de-motivation. These feelings were observed where teachers expressed their dissatisfaction with the lack of such basic benefits. This was also pointed out. The views of the secondary school teachers in Minna state capital of Niger State on this issue will also be determined in the study.

Administrative support: According to Herzberg, et al. (1959), administrative support is viewed as a hygiene or extrinsic factor that could influence employees' job satisfaction. Administrative support is considered to be one of the working conditions which could have a profound effect on the job satisfaction of teachers. In their study of administrative support

and its mediating effect on US public school teachers, Chang, et al. (2010:5-6) demonstrated that administrative support was found to be the most significant and a strong predictor of the teachers' job satisfaction, more so than other variables (teaching experience, student behavior, and teachers' salaries), which were included in the study. They also found that administrative support had much power, directly and indirectly (through job satisfaction), to predict the teachers' intent to stay in the profession.

In line with the above-mentioned study, a study conducted by Choi and Tang (2009) in an international context indicated the potential benefit of administrative support to reduce teacher attrition. Efficient administrative support such as the provision of adequate facilities and equipment and supporting teachers when there is a conflict between the teachers and the students reinforces teachers' commitment and morale.

Corroborating the importance of administrative support, Gardner (2010), in his study on factors that influence the retention, turnover, and attrition of K-12 music teachers in the USA, found that music teachers' perceptions of the level of administrative support exhibited the strongest positive influence on teacher satisfaction and commitment. In another study, by Johnson (2006), regarding supportive workplace conditions, it was shown that supportive workplace conditions enhanced teacher quality, improved teacher retention, and enabled the teachers to carry out their tasks effectively which lead to quality teaching.

Inadequate administrative support for teachers could result in teachers dissatisfaction, de-motivation, decreased commitment and attrition. As indicated by Baker (2007), inadequate administrative support was one of the primary reasons for teachers leaving the profession early in their careers. Accordingly, Choi and Tang (2009) found that teachers' decreased commitment was related to their perception of the lack of administrative support at

their schools. The teachers' decisions to remain in the teaching profession were very closely related to their perceptions of administrative support (Baker, 2007:83). If teachers perceive their administrators as supportive and cooperative, their job satisfaction, the quality of the instruction they provide, and their intent to stay on in the profession come into play.

A study conducted by Ingersoll and Smith (2003) indicated that teachers who were dissatisfied with their jobs often identified a lack of administrative support (34.9%) as a primary cause. This finding was supported by Wright and Custer (1998), namely that administrative support was the least satisfying aspect of their work for the teachers in their sample.

According to Lehman and Stockard (2004), administrators seem to influence the teachers' job satisfaction indirectly. They argue that by promoting a safe and orderly school, by assigning teachers to positions for which they are qualified, by providing teachers with a sense of control and influence over their work, and by providing a context in which teachers can feel supported by their colleagues and the students' parents, and where they can be more efficacious in their teaching, school administrators positively influenced teachers' job satisfaction.

In Mashegu, Local Government poor school management is ranked as the most demotivating issue in the teaching profession. Teachers indicate that the authoritarian management style employed by school principals who have not received any management training has a profound impact on teachers motivation and school effectiveness and, therefore, on the quality of education. As explained, poor teacher management leads to the rural-urban disparities, disparities in class size, high levels of teacher attrition and turnover, low teacher motivation and morale, has a negative economic and quality impact, leads to a

lack of job satisfaction, and to teacher absenteeism. These symptoms are well explained in the theory by Herzberg, et al. (1959). In this study the influence of leadership on the job satisfaction of Upper Basic School teachers in Mashegu Local Government Area of Niger State has been investigated.

2.4 Review of Empirical Studies

Work factors on teacher's job satisfaction among teachers has been widely studied and literatures on these issues are quite large. This research has examined some empirical studies carried out by some researchers and presented here.

Ogbu (2014) carried out a study on principals' motivational strategies and job satisfaction of secondary school teachers in Benue State. Descriptive survey design was adopted in the study. A total of 235 out of 2282 teachers were selected using stratified random sampling technique. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. It was found that teamwork and teacher involvement are motivational strategies that give teachers job satisfaction in secondary schools in Benue state and that there was no significant difference between the opinions of first graduate and postgraduate teachers on the motivating factors.

Ndiwane (2000) conducted a study on the effect of community support to job satisfaction in Cameroon. A convenient sample of teachers was used. The job description index (JDI) questionnaire and job in general (JIG) scales were used to measure job satisfaction. Inferential statistics were used to test the effects of community, co-worker and organizational support with components of job satisfaction sub-scales. The study though

conducted outside Nigeria where the present study was focused is relevant for addressing job satisfaction but with community, co-worker and organizational support as a key climatic factor. This is important to this study as support from principals can lead to teacher motivation.

Begret, Ellefsen and Severinsson (2005), examined teachers satisfaction with their psychosocial work environment, their moral sensitivity and differences in outcomes of teaching in relation to their wellbeing in Sweden. A sample size of seventy one teachers was selected from five schools. Data collection was by means of questionnaire and analyzed by descriptive and inferential statistics. The results show that teacher's satisfaction with their psychosocial work environment was reflected in six factors, job stress and anxiety, relationship with colleagues, collaboration and good communication, job motivation, working demands and professional development. This finding is very crucial for this study as some of these six elements are reflected in this study.

Healy and Mc Kay (2000) also conducted a study on teaching stress: the effect of coping strategies and job satisfaction in Australia. One hundred and twenty nine Australian teachers were used to complete standardized questionnaire including the teaching stress scale and ways of coping. The coping Humour job satisfaction scale of the teachers stress index and the shortened version of mood profile states were used. The standard version of the profile mood states, logistic multiple regressions were used in data analysis. The result revealed a significant positive relationship between teaching stress and mood disturbance and a significant negative relationship between teaching and job satisfaction. The use of avoidance coping and the perception of work over load were found to be significant predictors of mood disturbance. No evidence was found to indicate that the use of humour

had a moderating effect on the stress-mood relationship, but there was support for the influence of job satisfaction which is related to the present study by addressing job satisfaction.

Ogonda, Orwa, Wambua & Jedida (2015) carried out a study to analyze work motivation and teacher job satisfaction in public secondary schools in Rarieda sub-county, Kenya. A descriptive research design was employed during the study, with a sample of 205 teachers from a population of 440 being used. Primary data collection was utilized. From the analysis, the study concluded that motivation factors such as remuneration, working conditions, recognition and training influence teacher job satisfaction.

Keren (2005) carried out an international study on combination of factors that affect teachers satisfaction and retention were examined. A questionnaire was administered to 450 randomly selected first, second and third year teachers. A survey and demographic items were used. The researcher used two instruments, descriptive discriminate analyses to study and explain group separation when using continues variables and predictive discriminate analyses was used as predictor variables. Data were analysed using software package for social sciences. The findings show that the strongest relationship between a teacher's satisfaction level and choosing to leave or stay in the profession is emotional factor. This area includes stress, motivation, self-confidence and commitment. Efforts to retain teachers should include interventions that are specific to the domain emotional factors stayers feel there was more emotional support than leavers and this trend should continue.

Haenn (2002) examined the effects of class size reduction on young children in three schools in an urban South Eastern city that had reduced class sizes, compared to two schools whose class size was the state average (26). Children in the smaller classes showed the

largest and most consistent test gains of all K.G-3 students in their schools. Despite its small sample, this study is important because it can be inferred that teachers who teach successful children (i.e., in smaller classes) may feel more successful themselves and therefore could regard their jobs more positively.

2.5 Summary and Uniqueness of the Study

Theories on job satisfaction have shown that people work behavior in organization is directed by desire to satisfy their needs. Therefore, they seek to find their work to be satisfactory in order to make them remain on the job. Incentive or induction is given by the management to make people perform to their expectation. The personnel management should direct their policies in such away as to increase the enthusiasm of works towards greater efficiency, productivity, sense of belonging and above all, harmony in the work place. As shown by the motivational theories of Maslow, Herzberg, not every worker can be satisfied by salaries, promotion, recognition, compensation policies, etc the work factors and the environment should be made pleasant and interesting enough to enhance job satisfaction.

The review of literature observed the significant of other variables of job satisfaction which includes in-service training and seminar, financial and remuneration benefits, staff recognition in their work place and leadership style as major promoters of job satisfaction in education industry. It brings out courage and enhances teacher's high productivity. The desire to perform competently is a basis and persuasive motive in human beings and one of the ways to determine the services of an organization is through its end product. Like teachers, they should be given all their welfare packages as means of good condition of

service comparable to other sectors of the national economy. This would certainly reflect on the student's academic achievement.

The review of literature also observed the concept of instructional materials that will promote and facilitate the education of students for effective teaching through the three dimensions, behaviorism, cognitive and constructivism which are arranged in a hierarchy of complexity stimulus recognition, response generation, concept formation, rule application, and problem solving. The use of variety of instructional materials will increase the probability that students would learn more and retain what has been taught and bring out their learning skills. The review also observed on the prevailing working conditions of teachers which includes the purported poor and inadequate remuneration to maintain a moderate standard of living, coupled with the poor pay scheme is the cry for the delay in teacher's entitlement like fringe benefits.

Many researchers have indicated their concern about human survival which depends on the amount of inducement that will make them perform better. Based on the reviewed literature, in-service training, remuneration and financial benefits, recognition and leadership style are all components of job satisfaction which if administered in education industry, will produce highly motivated, conscious staff that are willing to serve and to bring out good students' academic achievement. It is necessary also to note that school management understand these policies when developing incentives. It is necessary also to note that there are other determinates that are very important and need to be investigated like security, accommodation, salaries and attention so as to improve the quality of working-life of teachers

This chapter presented the results of studies conducted by researchers on the issue of job satisfaction. It pinpointed and explained aspects of the teachers' work that could lead to satisfaction or dissatisfaction. These factors included working conditions, interpersonal relationships, physical environment, students population explosion variables related to the intrinsic characteristics of the job, and demographic variables such as educational qualification. This study took an insight to an investigation that the interaction of variables such as job characteristics, the nature of the work, organizational characteristics, the infrastructure of the organization, leadership, promotion criteria, and facilities, and individual characteristics, sex, age, and education influence job satisfaction. Job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to evaluate the situational characteristics pay, working conditions and promotional opportunities before accepting a job. On the other hand, the situational occurrences come into play after the individuals have accepted the job. The situational occurrences can be positive or negative.

The study also gave examples of positive situational occurrences which include making positive remarks for work done well, respecting employees, providing lunch breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed, individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

The uniqueness of this study portrayed how good working condition makes teachers happy with their job. Which in line promote productivity and Staff morale. Teaching is the most difficult profession in the globe, therefore is highly paramount for the educational decision makers to take drastically measure on teachers warfare. The study revealed that the absence of good working condition lead to job dissatisfaction among upper basic schools not only in MasheguLocal Government only , but also to any formal organization dealing with human resources.The study has also provided an impetus on the vitality of motivation and a clarion call for the elevation of teacher's statue through attractive salaries, fringe benefits as studies have showed how motivational instrument promote retention and love of the profession.One of the vital uniqueness of this study is that the researcher was able to link each variables related to the study with each theory about job satisfaction which is entirely non evident to all related literature ever written on impact of work factors on teachers job satisfaction.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter examined the methodological approaches employed to answer the research questions and the associated justification based on the applicable paradigms. The study is typically descriptive in nature, data collection and data gathering are discussed. The variables in this study as research design, population, research instrument, validity and reliability of the instrument are discussed. Other areas include method of data collection and data analysis.

3.2 Research Design

The design of study is a descriptive survey design. A descriptive design is used to describe characteristics of a population or phenomenon being studied. The design is employed to explain the impact of work factors on job satisfaction among upper basic schools teachers in Mashegu Local Government Area of Niger State. The design of the study is suitable to describe the impact of exploring variables and establishing relationship among variables under study. Chi square was used to determine the relationships.

3.3 Population and Sample

3.3.1 Population of the Study

Population can be defined as the unit of analysis of the entity under study which is being described or analyzed (Babbie, 2010). The population of this study are all the teachers in Upper Basic schools in Mashegu Local Government Area of Niger State. 2587 teachers are in Mashegu Local Government of Niger State Nigeria constitutes the population of the study.

A sample size of 318 teachers was drawn from the population for effective assessment through random sampling techniques.

3.3.2 Sample Size

This implies small portion that represents a cross section of the population used in the research for the collection of data. Research advisor (2006) table of determining sample size from a given population is used to extract 318 out of 2587 teachers of the ten Upper Basic Schools. The sample size of 318 was drawn from the population for effective assessment through random sampling technique.

3.3.3 Sampling Technique

A simple random sampling technique was used in this study. Sampling technique is superior to the systematic sampling method due to its use of extra method of representation. The technique identify some characteristics as a basis for further random sampling of the population. The random sampling technique was determined by using the operational formula viz.

$$\frac{TN}{TP} \times SS = \text{School population}$$

TN= Total population in school.

TP= Total population of students.

SS= Sample size of the study.

3.4 Data Collection Instruments

The instrument used in this study is self-developed questionnaire named impact of work factor on job satisfaction among teachers. The questionnaire consists of 32 items. The questionnaire is structured into two sections. The first section is on teachers' feelings about their job on work factors in the schools.

The questionnaire was structured on a closed-ended format on a four-point Likert rating scale ranging from strongly agree, agree, disagree, and strongly disagree. Which is further graded as 5,4,3,2,1 respectively. The researcher visited the randomly selected schools for the purpose of administering the instrument and interact with teachers with a letter seeking the permission of the school management to facilitate the administration of and retrieval of the questionnaire from the sampled schools. The researcher explained to the respondents the purpose of the research; that it is purely to be used for academic purposes only.

3.4.1 Scoring Procedure

The researcher visited the sampled schools with a letter of instruction (to whom it may concern) to the Principals of the schools from the Department of Education, Bayero University Kano. The content of the letter solicits for permission to administer the instrument in the schools. The researcher carefully guided respondents on how to respond to the questionnaire by making proper clarification on each item. The researcher thereafter administered the questionnaire with the help of two research assistants in the administration of the questionnaire. This encouraged a free and high response rate. The participants were given a brief explanation on the purpose of the study and assured of their anonymity and that of the school authorities.

3.5 Validation of the Instrument

3.5.1 Validity of the Instrument

The instrument for this study was validated by three experts in Test and Measurement of the Department of Education, Bayero University, Kano. Their opinions were sought to review the terms of their relevance, coverage, content and clarity. The suggestions were converted into final instrument for use in the study.

3.5.2 Reliability of the Instrument

The reliability of the instrument was conducted and ensured through a pilot study using Cronbach's alpha model of measuring reliability. One of the schools was used as a pilot study, outside those used for the main study within the zone. A random sample of 45 students in the school were used. The researcher employed the help of two research assistants from each school in administering the questionnaire which the researcher administered on the teachers.

3.6. Procedure of Data Collection

The researcher visited the randomly selected schools for the purpose of administering the instrument and interacted with the teachers. A letter seeking the permission of the school management to permit and facilitate the administration of and retrieval of the questionnaire from the sampled schools was issued out. The researcher explained to the respondents the purpose of the research which was purely for academic purpose only.

3.7. Procedures for Data Analysis

The data collected were assembled and later reduced to SPSS statistical analysis using chi square (X^2) analysis to determine the relationship among the variable. The descriptive statistics of mean and standard deviation was used to describe the data from the respondents as well as to answer the research questions. The data was analyzed and tested at 0.05 alpha level of significance.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents an analysis and a discussion of the results in order to answer the research questions and hypothesis. The results were based on the data that were collected using questionnaire. In the first section of this chapter the biographical data of the sample, the teachers was provided. The next section presents the results of the quantitative phase. In this section the results from the quantitative analysis were presented in tables, and discussed accordingly. Finally, all the findings have been interpreted.

4.2 Data Presentation.

Table 4.1 Demographic Information of Respondents

S/N	Variables	Frequency		Percentage (%)	
		Male	Female	Male	Female
1	Name of School				
	Government Secondary school, Adogo	26	21	12.56	18.92
	Government Day Sec school, Sohorami	43	15	20.77	13.51
	Government Sec School, Makera	38	27	18.36	24.32
	Government Sec School, Mashegu	45	23	21.74	20.72
	Government Sec School, Kulho	55	25	26.57	22.52
	Total	207	111	100%	100%
2	Age Distribution of Respondents				
	Less than 40 years	91	83	43.96	74.77
	41 years and above	116	28	56.04	25.23
	Total	207	111	100%	100%
3	Qualification of Respondents				
	SSCE	—	13	0.00	11.71
	NCE/OND	82	72	39.61	64.86
	B.Ed or Equivalent	121	26	58.45	23.42
	Others	4	—	1.93	0.00
	Total	207	111	100%	100%

The Table above represents demographic data of respondents which was collected across 5 randomly selected secondary schools students in Mashegu Local Government Area of Niger State. A total of 2587 teachers was the population of the study where a sample of

318 were chosen as respondents whom the questionnaire was administered to, out of which 207 are males while 111 are females.

The findings show that majority of responses came from government secondary school Kulho where 55 males and 25 female teachers were selected with percentage of 26.57% and 22.52%. alongside government secondary school, Mashegu with 45 males and 23 female teachers with 21.74% and 20.72%. It also shows that majority of male teachers are above 40 years as proved by percentage of 56.04% while those less than 40 years was dominated by female teachers with 74.77%. This can be attributed to the fact that men spend more years at work than women due to some factors such as family responsibilities. It further shows that majority of female teachers are NCE/OND holders with percentage of 64.86%, while male teachers are B.Ed Holders proved by percentage rate of 58.45%. We can conclude at the end that the teachers (both sex) possess the needed background requirement on average to educate and impart knowledge to the students.

4.3: Analysis of Results

4.3.1 Impact of Principal's Motivational Strategies on Job Satisfaction

Hypothesis

H_0 : Principal's motivational strategies has no significant impact on job satisfaction

Decision Rule:

Reject if H_0 P-value is less than $\alpha = 0.05$ (i.e $P \leq 0.05$)

Or Reject H_0 if $x^2_{cal} > x^2_{tab}$ at $\alpha = 0.05$

Table 4.2: Frequency Table of Principal's Motivational Strategies

Responses	Observed N	Expected N	Residual
Strongly Agree	33	318.0	-285.0
Agree	152	318.0	-166.0
Un Decided	1331	318.0	1013.0
Strongly Disagree	52	318.0	-266.0
Disagree	22	318.0	-296.0
Total	1590		

Source: Researcher's Computation Using SPSS, 2018

The Table above provides the necessary frequencies in terms of the observed frequency (observed N) for each option in the questionnaire administered as well as its respective expected frequencies (expected N), which are the frequencies expected if the null hypothesis is true. The difference between the observed and expected frequencies is provided in the residual column. However, the total number of strongly agreed are 33, agree are 152, undecided is 1331, but that of strongly disagree and disagree is 52 and 22. This difference occurs due to variability of diverse responses.

Table 4.3: Chi square test statistics result

Impact of principal's motivational strategies on job satisfaction	
Chi-Square	4067.050 ^a
Df	4
Asymp. Sig.	.000

Source: Researcher's Computation Using SPSS, 2018

From the Test Statistics Table above, the result provides the actual outcome of the chi-square goodness of fit. It indicates that the test statistics is statistically significant since $\chi^2(4) = 4067.050$ and the P-value = 0.000 is less than 0.05. Therefore, we can reject the null hypothesis and conclude that there is a statistically significant impact in the role of Principals' motivational strategies such as remuneration, financial benefit, in service training and some welfare package on the nature of teachers' job satisfaction.

This is consistent to the work of Karen (2005) who studied a combination of factors that affect teachers' satisfaction and found out that it was statistically significant at $\chi^2(2) = 2041.523$ and P-value = 0.0312. It also conforms to the work of Mustapha (2011) who examined the relationship between teachers' motivation and their job satisfaction. The chi-square test was proved to be statistically significant at $\chi^2(2) = 1854.022$ and P-value = 0.018

4.3.2 Impact of Social Environment on Job Satisfaction

Hypothesis

H₀: teacher's social environment has no significant impact on job satisfaction

Decision Rule:

Reject if H₀ P-value is less than $\alpha = 0.05$ (i.e $P \leq 0.05$)

Or

Reject H₀ if $\chi^2_{cal} > \chi^2_{tab}$ at $\alpha = 0.05$

Table 4.4: Frequency Table of Teachers' Social Environment

Responses	Observed N	Expected N	Residual
Strongly Agree	929	318.0	611.0
Agree	72	318.0	-246.0
Un Decided	140	318.0	-178.0
Strongly Disagree	410	318.0	92.0
Disagree	39	318.0	-279.0
Total	1590		

Source: Researcher's Computation Using SPSS, 2018

The Table above provides the necessary frequencies in terms of the observed frequency (observed N) for each option in the questionnaire administered as well as its respective expected frequencies (expected N), which are the frequencies expected if the null hypothesis is true. The difference between the observed and expected frequencies is provided in the residual column. However, the total number of strongly agreed are 929, agree are 72, undecided is 140, but that of strongly disagree and disagree is 410 and 39. This difference occurs due to variability of diverse responses.

Table 4.5: Chi Square Test Statistics Result

Impact Of Social Environment On Job Satisfaction	
Chi-Square	1735.302 ^a
Df	4
Asymp. Sig.	.000

Source: Researcher's Computation Using SPSS, 2018

From the Test Statistics Table above, the result provides the actual outcome of the chi-square goodness of fit. It indicates that the test statistics is statistically significant since $\chi^2(4) = 1735.302$ and the P-value = 0.000 is less than 0.05. Therefore, we can reject the null hypothesis and conclude that there is a statistically significant impact of social environment on teachers' job satisfaction, this in other words means that, the people around teachers such comprises of co-workers, students and other staffs jointly affect the nature of teachers' individual satisfaction.

This is consistent to the work of Susan and John (2011) whom jointly studied the effect of teachers' working condition on their professional satisfaction and found out that it was statistically significant at $\chi^2(2) = 401.523$ and P-value = 0.0245. It also conforms to the work of Karen (2005) who carried out an international study on the combination of factors that affect teachers satisfaction. The chi-square test was proved to be statistically significant at $\chi^2(4) = 1674.022$ and P-value = 0.048

4.3.3 Impact of School Physical Environment on Job Satisfaction

Hypothesis:

H₀: school physical environment has no significant impact on job satisfaction

Decision Rule:

Reject if H₀ P-value is less than $\alpha = 0.05$ (i.e $P \leq 0.05$)

Or

Reject H₀ if $\chi^2_{cal} > \chi^2_{tab}$ at $\alpha = 0.05$

Table 4.6: Frequency Table of School Physical Environment

Responses	Observed N	Expected N	Residual
Strongly Agree	69	318.0	-249.0
Agree	199	318.0	-119.0
Un Decided	519	318.0	201.0
Strongly Disagree	770	318.0	452.0
Disagree	33	318.0	-285.0
Total	1590		

Source: Researcher's Computation Using SPSS, 2018

The Table above provides the necessary frequencies in terms of the observed frequency (observed N) for each option in the questionnaire administered as well as its respective expected frequencies (expected N). However, the total number of strongly agreed are 69, agree are 199, undecided is 519, but that of strongly disagree and disagree is 770 and 33. This difference occurs due to variability of diverse responses.

Table 4.7: Chi Square Test Statistics Result

Impact of School Physical Environment on Job Satisfaction	
Chi-Square	1264.440 ^a
Df	4
Asymp. Sig.	.000

Source: Researcher's Computation Using SPSS, 2018

From the Test Statistics Table above, the result provides the actual outcome of the Chi-square goodness of fit. It indicates that the test statistics is statistically significant since $\chi^2(4) = 1264.440$ and the P-value = 0.000 is less than 0.05. Therefore, we can reject the null hypothesis and conclude that there is a statistically significant impact of school physical environment on teacher's job satisfaction, this in other words means that, physical environment within the school in form of furniture and fittings, ceiling fan, refrigerators, school dispensary, laboratories, classrooms, library and so on affect the nature of teachers individual satisfaction.

This is consistent to the work of Karen (2005) who carried out an international study on the combination of factors that affect teachers satisfaction. The chi-square test was proved to be statistically significant at $\chi^2(4) = 1674.022$ and P-value = 0.048.

4.3.4 Impact of Students Population Explosion on Job Satisfaction

Hypothesis

H_0 : Students Population Explosion has no Significant Impact on Job Satisfaction

Decision Rule:

Reject if H_0 P-value is less than $\alpha = 0.05$ (i.e $P \leq 0.05$)

Or

Reject H_0 if $\chi^2_{cal} > \chi^2_{tab}$ at $\alpha = 0.05$

Table 4.8: Frequency Table of Students Population Explosion

Responses	Observed N	Expected N	Residual
Strongly Agree	1210	318.0	892.0
Agree	288	318.0	-30.0
Un Decided	44	318.0	-274.0
Strongly Disagree	18	318.0	-300.0
Disagree	30	318.0	-288.0
Total	1590		

Source: Researcher's Computation Using SPSS, 2018

The Table above provides the necessary frequencies in terms of the observed frequency (observed N) for each option in the questionnaire administered as well as its respective expected frequencies (expected N), which are the frequencies expected if the null hypothesis is true. The difference between the observed and expected frequencies is provided in the residual column. However, the total number of strongly agreed are 1210, agree are 288, undecided is 44, but that of strongly disagree and disagree is 18 and 30. This difference occurs due to variability of diverse responses.

Table 4.9: Chi Square Test Statistics Result

Impact of Student Population Explosion on Job Satisfaction	
Chi-Square	3284.855 ^a
Df	4
Asymp. Sig.	.000

Source: Researcher's Computation Using SPSS, 2018

From the Test Statistics Table above, the result provides the actual outcome of the chi-square goodness of fit. It indicates that the test statistics is statistically significant since $\chi^2(4) = 3284.855$ and the P-value = 0.000 is less than 0.05. Therefore, we can reject the null hypothesis and conclude that there is a statistically significant of student population explosion on teachers' job satisfaction; this in other words means that, the more population of student, the lesser teachers' satisfaction with their job.

4.4 Summary of Findings

This chapter presented the research results. The results were discussed in terms of the stated research questions and hypotheses.

1. The study shows that there is significant relationship between Principal motivational strategies and teachers job satisfaction. This relationship was found to be positive which implies greater motivation alongside greater job satisfaction and vice versa.
2. Social environment has a direct impact on teacher's job satisfaction. The nature of the effect was found to be positive as teachers are generally satisfied with their interpersonal relationships with colleagues, students and parents.
3. The nature of physical environment within the school is also found to have a negative impact on teachers' job satisfaction. This is because of the unavailability of instructional materials, modern teaching aid and other infrastructure.
4. The study also found students to be overpopulated. This has high degree of negative effect on teachers' Job satisfaction, capability to impart knowledge

4.5 Discussions

The results of the present study indicate that the secondary school teachers who participated in the study were generally satisfied with some of their interpersonal relationships. They reported deriving most satisfaction from their interpersonal relationships with their colleagues and other staff members. The majority of the teacher respondents mentioned collegial relationships as a strong satisfactory aspect of their teaching job. The job satisfaction of the secondary school teachers in Mashegu Local Government Area of Niger State was intimately connected to the joy gained from working with their colleagues. The above is in confirmation of Ting's observation (1997) many years ago that cooperative and supportive colleagues contribute to higher levels of job satisfaction. A good interpersonal relationship with other teachers is one of the preconditions of being positive about the job of teaching. The finding that the teachers in the present study are satisfied with their relationships with their colleagues is also consistent with the conclusions in other studies done by Bogler (2005) reported that the teachers in their survey viewed their relations with colleagues as the most satisfying aspect of their job.

The data clearly showed that the majority of the teachers were not satisfied with their remuneration packages. Of all the factors that were investigated in this study, salary and fringe allow ones benefits had the lowest mean satisfaction rating. Salary, in-service, and advancement and promotion were reported by the teachers as the major sources of their job dissatisfaction. Their dissatisfaction with their poor salaries and in-service packages was influenced by the inflation rate. In addition, no other fringe benefits, such as car loan, health insurances and medical care are provided. Moreover, promotion opportunities are limited and, according to the teachers, not free from bias. All these and other unfavorable conditions

have a strong negative impact on the job satisfaction of the teachers. Low and insufficient salaries and benefits remained a major dissatisfying issue, regardless of the introduction of a new career structure. This dissatisfaction impacted on quality teaching.

Thus, this study confirms the teachers' dissatisfaction with their salaries that was found in studies documented that more than 52 of the teacher respondents in their survey were not satisfied with their salaries. In addition, it showed poor and inadequate salaries and salary inequalities between teachers and non-teachers as the most stressful (dissatisfying) aspect of the teachers' work. In this study, 52 of the teacher respondents were dissatisfied with their salaries. The teachers reported that the salaries they received did not compare well with the qualifications they had, with other professions, with their efforts and experiences, did not cover all their basic needs, and did not enhance their commitment to teaching.

The education policy stated that steps would be taken to motivate teachers. However, the result of this study showed that teachers, in addition to their welfare packages, they lacked other important benefits, despite the fact that housing and transport services were, according to them, becoming more and more costly. Thus, the teachers often took on other jobs and were less committed to their teaching.

With respect to school social environment the results of the present study indicates that the secondary school teachers who participated in the study were generally satisfied with some of their interpersonal relationships. They reported deriving most satisfaction from their interpersonal relationships with their colleagues and other staff members. The majority of the teacher respondents mentioned collegial relationships as a strong satisfactory aspect of their teaching job. The job satisfaction of the secondary school teachers in Mashegu Local Government Area of Niger State was intimately connected to the joy gained from working

with their colleagues. The above is in confirmation of Ting's observation (1997) many years ago that cooperative and supportive colleagues contribute to higher levels of job satisfaction. A good interpersonal relationship with other teachers is one of the preconditions of being positive about the job of teaching. The finding that the teachers in the present study are satisfied with their relationships with their colleagues is also consistent with the conclusions in other studies done. Bogler (2005:27) reported that the teachers in her survey viewed their relations with colleagues as the most satisfying aspect of their job.

In respect of the school physical environment which were viewed and perceived negatively and as most dissatisfying, included poor class room, leading to decreased teacher commitment; the lack of the availability of instructional materials; inefficient teaching aids with regard to inadequate provision of recreational centers; unfair furnished and unequipped laboratories. However, it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. Rather, there is variability in individual perceptions of a school's climate, and researchers propose that it is the subjective perception of the environment that influences individual student outcomes. Thus, if a student feels that a teacher does not care about him or her, this perception will have impact on the students' behavior in the classroom. Moreover, individual characteristics may impact these perceptions so that students who are aggressive may perceive their school climate more negatively than those who are not.

In line with the above-mentioned results, Baker (2007:83) reported that the teacher respondents in his study on school physical environment is inadequate. This was one of the primary reasons for the teachers leaving the profession. In their study of teacher commitment trends in Hong Kong, Choi and Tang (2009) found that the teacher respondents appeared

uncommitted to their job, as was found in this study, due to their perceived lack of well-equipped school learning environment.

The population explosion in school leads to many mad blocks to increasing teachers' job satisfaction, this is because teachers cannot relate with individual student to know his area of strength and weakness. From the study it indicated that teachers are dissatisfied with teaching profession due to overcrowding in the classroom. Similarly, one might also infer that teachers who encounter behavior problems in the classroom (leading to lower success rates for both students and teachers) dislike their jobs more. However, class size emerged as an unexpected factor unrelated to their original research question: children in classes with more students exhibited more behavior problems. Liu and Meyer (2005) found that student discipline problems were the major reason for teachers' job dissatisfaction. These researchers used a multiple survey questionnaire divided into five major categories: student discipline problems, school climate, professional support, compensation, and working conditions. None of the questions related to class size; however, because it has been shown that children's discipline problems diminish when class size is reduced, it is reasonable to surmise that teachers may like their jobs more when they teach smaller classes in which their pupils experience fewer discipline problems. According to Liu and Mayer, private school teachers generally encountered fewer students discipline problems and perceived their professional lives more favorably than public school teachers. Their study also inferred that teachers entering the workforce know that pay will be low, but do not expect to teach students who are unmotivated about learning.

CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study is to examine the impact of work factors on teachers job satisfaction among Upper Basic School teachers in Mashegu Local Government Area of Niger State. The study was designed to gain insight into the Principal motivational strategies, work factors, salary and benefits, management, work characteristics.

5.2 Summary

Chapter Two is review of related literature to this study. The post and previous scholars' ideas as they may have related bearing to the topic of this study. The arrangement of this chapter is in sub-headings theatrical frame work, review of empirical studies and summary of literature review and uniqueness of the study.

The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focused on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction were discussed. According to Amos, Pearson, Ristaw, and Ristaw (2008), the needs or content theories focused on the individual factors within each person that initiate, guide, sustain, or stop behavior. Needs theorists attempted to stipulate particular needs that must be satisfied, or the values that must be attained, for an individual to be satisfied with his or her job.

The process theory (Adams, 1965; Vroom, 1964) explained the processes of how behavior is initiated, directed, sustained and stopped. The process theory emphasizes the

mental thought processes in determining worker motivation and satisfaction Ololube, (2006). They are concerned with the individuals' perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theory attempts to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argued that overall job satisfaction is determined by the interaction between expectancies, values and needs.

The third theoretical framework of job satisfaction, the situational models, Glisson (1988), assumed that the interaction of variables such as job characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy & Miskel, 1996). According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to evaluate the situational *characteristics* (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational *occurrences* come into play after the individuals have accepted the job. The situational occurrences can be positive or negative. Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing lunch breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different

levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

Chapter three is the methodology of the study, it shows the design of study that help in generating data. Which is a descriptive survey research. And a descriptive research is used to describe characteristics of a population or phenomenon being studied. The design was employed to explain the impact of work factors on job satisfaction among Upper Basic School teachers in Mashegu Local Government Area of Niger State. The design also provided the population of the study. The population is 2587 of teachers in Mashegu Local Government. With sample size 318 drawn from the population.

A simple random sampling technique was used in this study. Sampling technique is superior to the systematic sampling method due to its use of extra method of representativeness. The technique identified some characteristics as basis for further random sampling of the population. The random sampling technique was determined by using the operational formula.

The instrument for collecting data is questionnaire named impact of work factor on job satisfaction among teachers. The questionnaire consists of 31 items. The questionnaire was structured into two sections. The first section was on teachers feelings about impact of remuneration and financial package on job satisfaction. The second impact of school social environment, impact of school physical environment and impact of school population explosion respectively. The questionnaire also focused on the respondents on the opinion of teachers' job satisfaction.

The questionnaire was structured on a closed ended format on a four pointlikert rating, scale ranging from strongly agree, agree, disagree, and strongly disagree. These are further graded as 5,4,3,2,1 respectively. The researcher visited the randomly selected schools for the purpose of administering the instrument and interacted with the teachers. A letter was written officially and taken personally to the Principals of the sampled schools. The letter sought the permission of the school management to permit and facilitate the administration of and retrieval of the questionnaire from the sampled school. The data collected was assembled and collated, later reduced to SPSS statistical analysis using simple percentage analysis to determine the relationship among the variable. The descriptive statistics of mean and standard deviation was used to describe data from the respondents as well as to answer the research questions.

5.3 Conclusion

The results related to the teachers' satisfaction with their salaries showed that 99.3% of the teachers who participated in this study were dissatisfied with their salaries. Their views indicated the belief that their salaries did not cover all their basic needs. The teachers indicated that the salaries they received did not constitute a wage commensurate with the cost of living, and that they were unable to cover all their basic needs up to the end of every month. The most dissatisfying aspects of their remuneration related to the fact that they believed their salaries did not compare well with the qualifications they had, with the salaries paid by other similar professions, with their efforts, and with their years' of experience.

The teachers in this study also appeared to have very strong negative views of Principal's motivational strategies. More than 90% of the teacher participants were very

dissatisfied with the welfare packages they were provided with. The teachers showed that they were dissatisfied with the amount, the system and the type of allowances given.

With respect to advancement and promotion, the secondary school teachers indicated their dissatisfaction with the opportunities for promotion, professional advancement, and fair evaluation by their managers. As indicated in the literature section of this study, salary and benefits are extrinsic factors associated with the environment. The fulfillment of these factors is a requirement for the intrinsic aspects of the work factors to prevail. This study showed that the absence of satisfactory salary and benefits were negatively affecting the teachers' satisfaction with their job. The 2011 salary increment and the introduction of a new career ladder in 2012 did not seem to satisfy and motivate the teachers. Therefore, teachers were dissatisfied with the extrinsic aspects of their work.

The study revealed that the other fundamental reason, in addition to salary and benefits, for the low job satisfaction of teachers in secondary schools in Mashegu Local Government was the inability of the school management and administration to effectively address the teachers' demands for supportive and fair Principals motivational styles. The teachers expressed dissatisfaction with the administrative support practices prevailing in the schools, which related to the availability of instructional materials, student disciplinary problems, the evaluation of the teachers' work, and school security and student population explosion. Among the interviewed teachers, poor administrative support was considered to be the second most dissatisfying issue, in addition to salary and benefits.

School leadership practices, poor school policies, unfair decisions, the non-transformational style of the principal motivational strategies, and the unfair treatment of teachers were found to be the most dissatisfying issues. The teachers reported that they were

highly dissatisfied with non-participatory decision-making by non-supportive and incompetent school principals. Moreover, the teachers believed that they did not receive recognition for their work from their students, immediate supervisors, and education leaders. Similarly, the teachers indicated that they were dissatisfied with the lack of the public's regard for teachers, and observed a lack of respect from the education leaders. Therefore, it implies that it is not only the intrinsic and extrinsic aspects of the work aspects, as revealed by Herzberg and his colleagues, that dissatisfied the teachers, but also variables relating to the wider society.

With respect to work characteristics, the teachers found the intrinsic tasks associated with teaching a satisfying aspect of their work. The data showed that the teachers were happy with the responsibilities associated with teaching *per se*. The teachers' greatest satisfaction was related to the emotional rewards of teaching. These rewards related to the opportunity to use their skills at school, their view that their teaching developed the children, the love they had for teaching, their capacity to influence the achievement and success of their students, and their contribution to the development of their country . As regards their workload, the teachers expressed their satisfaction with the workload they had at their schools.

However, the teachers were dissatisfied with the intellectual rewards relating to thinking about teaching and with the opportunity teaching had for personal development. The teachers were also dissatisfied with the amount of freedom they had in decision-making. Thus, in this study, the hygiene factors played a powerful role causing the job dissatisfaction of teachers in Secondary Schools in Mashegu Local Government Area of Niger State.

The results in relation to school social environment showed that the teachers were generally satisfied with this component of their work. The study identified the interpersonal

relationships with colleagues and/or staff members as the most satisfying. More than two-thirds of the participant teachers reported satisfaction with the respect they got from their colleagues, with the relationships among the staff members, and with the behavior of their colleagues. This was confirmed by the qualitative data.

With regard to the teacher-Principal relationships, the teachers indicated in both the quantitative and the qualitative phases that they were dissatisfied with the support they received from the School Principals. The majority of the teachers interviewed reported teacher-Principal relationships as a strong negative influence on their job satisfaction.

With respect to teacher-student relationships, data clearly showed that the teachers were dissatisfied with the behavior, discipline, and motivation of the students. However, the teachers reported satisfaction with the relatively positive relationships with the students, with their handling of students discipline, and with the feedback they got from their students. Regarding the teacher-parent relationships, the data clearly showed that the teachers were very disappointed with the parents' lack of involvement in their children's learning.

What is most significant in this study is that interpersonal relationships were viewed as a satisfying aspect of the teachers' work. According to Herzberg et al. (1959), hygiene factors such as interpersonal relationships are among the preconditions for intrinsic satisfaction to prevail, although the presence of hygiene factors will facilitate job satisfaction. This study, however, found that extrinsic factors such as interpersonal relationships, were the most important source of satisfaction for teachers' in Secondary School in Mashegu Local Government.

The school physical environment which were viewed and perceived negatively and as most dissatisfying, included poor class rooms, leading to decreased teacher commitment; the

lack of the availability of instructional materials; inefficient teaching aids with regard to inadequate provision of recreational centers; unfair furnished and unequipped laboratories. However, it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. Rather, there is variability in individual perceptions of a school's climate, and researchers propose that it is the subjective perception of the environment that influences individual student outcomes. Thus, if a student feels that a teacher does not care about him or her This perception will impact the student's behavior in the classroom. Moreover, individual characteristics may impact these perceptions so that students who are aggressive may perceive their school climate more negatively than those who are not.

In line with the above-mentioned results, Baker (2007:83) reported that the teacher respondents in his study on school physical environment as inadequate, and this was one of the primary reasons for the teachers leaving the profession. In their study of teacher commitment trends in Hong Kong, Choi and Tang (2009) found that the teacher respondents appeared uncommitted to their job, as was found in this study, due to their perceived lack of well-equipped school learning environment.

Overcrowding in school leads to teachers' job dissatisfaction, teachers cannot relate with individual students to know their areas of strengths and weaknesses. From the study it indicated that teachers are dissatisfied with teaching profession due to overcrowding in the classroom. Similarly, one might also infer that teachers who encounter behavior problems in the classroom (leading to lower success rates for both students and teachers) dislike their jobs more. However, class size emerged as an unexpected factor unrelated to their original research question: children in classes with more students exhibited more behavior problems.

Liu and Meyer (2005) found that student discipline problems were the major reason for teachers' job dissatisfaction. It is reasonable to surmise that teachers may like their jobs more when they teach smaller classes in which their pupils experience fewer discipline problems. According to Liu and Mayer, private school teachers generally encountered fewer student discipline problems and perceived their professional lives more favorably than public school teachers. Their study also inferred that teachers entering the workforce know that pay will be low, but do not expect to teach students who are unmotivated about learning.

5.4 Recommendations

5.4.1 Recommendations From the Study

Based on the conclusions of this study, the recommendations for improving the job satisfaction of Upper Basic Secondary School teachers in Mashegu Local Government Area of Niger State and therefore possibly in Nigeria, are as follows:

The State Government should support Upper Basic Schools in terms of adequate provision for training, regular payment of teachers' salaries and allowances.

More Upper Basic Schools should be established in Mashegu Local Government which is enough to accommodate students' population.

The Government should make necessary provision for infrastructures which will make the school social and physical environment friendlier and conducive for impacting knowledge and learning.

5.4.2 Recommendations for Further Studies

The findings of this study clearly indicate the importance of continued research on teacher job satisfaction. Based on the findings, the following recommendations are made:

The State Government should support Upper Basic Schools in terms of adequate provision for training, regular payment of teachers' salaries and allowances.

More Upper Basic School should be established in Mashegu Local Government which is enough to accommodate students' population.

The Government should make necessary provision for infrastructures which will make the school social and physical environment friendlier and conducive for impacting knowledge and learning.

The findings of this study clearly indicate the importance of continued research on teacher job satisfaction. Based on the findings, the following recommendations are made:

1. This study provides information about the influencing factors of job satisfaction of teachers in Secondary Schools in Mashegu. To the researcher's knowledge no research has been conducted in other parts of the country using the same methodology. Therefore, it is recommended that this study be repeated in other parts of the country.
2. This study focused on secondary school teachers. Similar studies could be done with primary school teachers in Nigeria.
3. This study showed the views of Secondary School teachers in Mashegu Local Government regarding the work factors influencing their job satisfaction. Future research should include the views and understanding of school Principals, education leaders at the state and/or Ministry levels regarding the motivation,

satisfaction, and status of teachers both at the secondary and elementary school levels, and the relationship of the job satisfaction of teachers and the quality of education. Research is needed to examine how interpersonal relationships between the teachers, the parents and principals could be improved.

4. Future research should also focus on how school population could be improved.

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APPENDIX I

QUESTIONNAIRE

IMPACT OF WORK FACTOR ON JOB SATISFACTION AMONG TEACHERS QUESTIONNAIRE

Bayero University, Kano.
School of Postgraduate Studies.
Department of Education.

Dear Sir/Madam

I am a postgraduate student in school of postgraduate studies Department of administration and planning conducting an empirical study on impact of work factor on job satisfaction among upper basic school in Mashegu Local Government Area of Niger State. Nigeria. The findings of this research will help to improve Teachers welfare. All information provided will be treated in optimum confidence.

Do please cooperate by providing your honest responses to the questionnaire listed below.

Thank you.

INSTRUCTION

This questionnaire is concerned with the impact of work factors on job satisfaction among upper basic school in Mashegu Local Government area of Niger state. In other words, it is aimed at seeking information from teachers about their feelings on the job. You may note that all Information provided will be strictly used for the purpose of this research.

Key to abbreviation.

SA: strongly agree

A: Agree

D: Disagree

SD: Strongly Disagree

You are required to please respond to all items in a way that best describes your feelings about the job.

Tick () only for each item under the columns provided by the right hand side.

SECTION (A) DEMOGRAPHIC INFORMATION

- I. Name: of school.....
- II. Age of respondents
- III. Gender: a. male () b. female ()
- IV. Highest academic qualification.....

SECTION B

IMPACT OF REMUNERATION AND FINANCIAL BENEFITS ON JOB SATISFACTION

S/N		SA	A	UD	SDA	DA
1	Teachers' salaries and allowance are paid regularly without delay					
2	Teachers get their annual increment at appropriate time					
3	Teacher are always recognize for their activeness					
4	Teachers are satisfied with prompt payment of pension, gratuities after retirement.					
5	Incentive package and inducement are given to teachers, (cars and housing loans)					

IMPACT OF IN-SERVICE TRAINING ON JOB SATISFACTION

S/N		SA	A	UD	SDA	DA
1	Opportunities are given to teachers to attend seminars ,conferences and workshops					
2	Book, project and course allowance are paid promptly to teachers on a training programs					
3	Teachers are privilege to attain academic and professional training					
4	Adequate provision are made for management and administrative training of teachers					

IMPACT OF STAFF WELFARE PACKAGE ON JOB SATISFACTION

S/N		SA	A	UD	SDA	DA
1	Staffrooms are adequately furnished and have ceiling fans and refrigerators					
2	Teachers enjoy and member of other families are afforded medical care					
3	Teachers enjoy basic comfort in their houses provided by the institution					
4	School dispensary is adequately stocked with drugs					
5	Teachers work in an environment that is conducive and safe					
6	Teachers are given incentives to stimulate them to increase productivity					
7	teachers are given adequate freedom to use their initiative at work.					

IMPACT OF SOCIAL ENVIRONMENT ON JOB SATISFACTION

S/N		SA	A	UD	SDA	DA
1	Teachers are adequately given the freedom relate student					
2	Teachers are adequately consulted on school issues (games/sports)					
3	Teachers do not engage in personal discussion with one another in school					
4	Teacher only relate with student only in the classroom teaching and learning					
5	The school do not observes parent teacher association (PTA)					

IMPACT OF SCHOOL PHYSICAL ENVIRONMENT ON JOB SATISFACTION

S/N		SA	A	UD	SDA	DA
1	Staff room are adequately furnished and have ceiling fans and refrigerators					
2	School dispensary is adequately stocked with drugs					
3	There well equipped laboratories in my school					
4	The classroom within the school are adequately furnished					
5	The school library adequately stocked with relevant textbooks					

IMPACT OF STUDENT POPULATION EXPLOSION ON JOB SATISFACTON

S/N		SA	A	UD	SDA	DA
1	. teachers had less time to work with individual children					
2	The types of activities they could offer were limited due to the overwhelming feeling experienced by the children due to a larger number of classmates;					
3	They had less time to develop meaningful relationships with families;					
4	They received little training and/or support for larger class sizes.					
5	They were more supervisory than educative					