

**THE RELATIONSHIP BETWEEN MOTIVATION AND JOB SATISFACTION AMONG
PRIMARY SCHOOLS TEACHERS IN KOGI STATE, NIGERIA.**

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ABSTRACT

This study examined the relationship between motivation and job satisfaction among primary schools teachers in Kogi State. The study adopted the research survey design, where a sample size of 50 respondents, (teachers) were randomly selected to participate in the study. Results from the data analysis revealed that there is an improper management of the entire school system and lack of material incentive like salary. The study also revealed lack of a clear system of motivation that really measures the teacher's performance. This study concluded with a set of recommendation that the Government through the educational officials should consider in order to achieve a high performance among the teachers and to also ensure that they have well qualified teachers. There is also a need for in-service courses for teachers in order to update their skills, and most importantly, teachers' salaries should be paid regularly and should be increased to match those of other people in other professions with similar qualifications.

Key words: job satisfaction, motivation for work, teacher

Introduction

Teachers are a central force in the educational system of any nation. As a group, teachers influence the school's character and tone such that their attitude to work affects the mood of both the administration and students in general. It is in the light of the important position that teachers occupy in the school's system that, teachers should be selected carefully based on their ability, attitude and character, because as molders, the teachers characters and abilities to transform pupils could be at stake. Apart from the adequate training that should be given to teachers, they should be maintained by means of good condition of service comparable to those of their counterparts in other public offices in the bureaucratic set-up of the state. There is a direct correlation relationship between the application of material and moral incentives and job satisfaction for the work environment (Awadallah, 2011)

The teaching job like most other profession requires skills, interest, and ability to perform. It is in line with these requirements that people must be induced to accept and remain within the system and stop the current practice where the profession has been neglected and used as a stepping stone to other professions or easy way of getting employment especially by the "so called elites" of the society who are less concerned about knowledge of the poor pupils. Because of lack of employment in Kogi state, the highly placed civil servants used this opportunity to replace their sons and daughters in case of retirements or deaths. This is one of the reasons for the failure in educational sector, because physical attendance alone cannot bring about desired result which education is hoped to achieve.

In Kogi State, (though the scope of study is Lokoja township), the bulk of the teaching staff in the primary schools are not qualified to teach, probably as a result of problem associated with planning, recruitment, replacement and development of teaching staff. Observations have shown that, applicants are mostly products of secondary schools. Currently in Kogi State, there is no Teachers Training College, while in the

New Basic Educational Policy the Federal Government orders that “henceforth from the year 2000 upwards, there could be a ban on anybody/State that still maintains grade II certificate; they will no longer be accepted in the primary school and that the least qualification to teach in the primary school in Nigeria is Certificate in Education (NCE)”.

Another example is that, people with certificates that are not relevant to teaching are now teaching because there is a general ban on employment in the State, and the only means of getting a job is teaching in primary schools. It was also noted that the teacher that is prepared to do his job well gets greater satisfaction from doing his/her job because he/she feels that his/her abilities are fully used. There is no doubt that the problems of teachers to enhance his/her motivation and satisfaction include-those of sustaining the interests of the teacher on his job

Consequently, another problem is that most teachers recruited are wrongly assigned to teach subjects they have little or no knowledge about and this could lead to problems of adjustment. This indeed is a serious problem, because even when the interest of the teacher is matched with the task performed, some of the teaching tasks are less interesting than others. In teaching or classroom situation, we have what is called teaching methods; they are in different categories, depending on the teacher’s exposure to situations he/she may find him/herself. You have to arouse the interest, motivate the pupil and control the class for effective teachings and for learning to occur.

The basic assumption here is that most people who applied for teaching positions in the Kogi State Universal Basic Education or Local Education Authority whether qualified or not are recruited to teach in the primary schools. This indeed compounds the problems of teachers ‘satisfactions with their job. According to Nwana (1981), the satisfaction that employees derived from their jobs is largely dependent on the extent to which that job and everything associated with their needs, expectations add values to the system. There is no doubt that the primary schools in Lokoja need sufficient, qualified dedicated manpower that has the skills to competently carry out its basic tasks of teaching. Willingness on the part of the teachers to perform their organizational assignment, as an employee is therefore very important.

It is a known fact that some benefits of teachers in Kogi state have somehow been denied. Example of such benefits are ; leave grants for some years, promotions, and housing rent, or necessary deductions and all these mentioned form the bulk of motivational factors to teachers to enhance their productivity, towards their job, without which negative attitude can be anticipated from the teachers. Al-Harthy (1999), divided incentives in terms of its nature and value into; material incentives and moral incentives.

On the side of the Local Education Authority (L.E.A.) they were made to understand that for some time, Kogi State Government had placed a total ban on employment, this employment saga affected every part of the State, Lokoja been the state capital decided to reduce the bulk of youth from wandering, giving them employment to teach in the primary schools, this amounted to employing of any person either qualified or not. Some have even gone to the extent of bringing fake NCE certificate to be employed. And those employments have not gotten government approval therefore do not have financial backing from the government. The Secretary on his own calculation decided to use the monthly leave grants to pay the illegally employed, thereby denying the correct and qualified teachers those benefits mentioned above.

Research Problem

The problem of the study is to find out the attitudes of teachers towards their work and the direct impact on the level of the pupils. In Lokoja, most of the teachers in primary schools are looking for other job opportunities that hold better attraction for satisfaction of their needs because of poor conditions of service. The job (teaching) is no longer satisfying their needs adequately. This is also supported by the Annual Reports of the Local Education Authority that most graduate teachers are leaving the teaching sector to find better jobs after obtaining their degrees. Gone are the days when teachers are regarded important in the society, the State teachers become disenchanted with the profession. This has led to a

decline in productivity or eventual exit from the service. Dissatisfaction with job conditions, lack of motivation could also lead to low productivity and lack of interest in the teaching profession among the primary school teachers.

It is against this background that this study is to determine to what extent the payment of wages and benefits will bring motivation among primary school teachers in Kogi State and the relationship with job satisfaction.

Objectives of the Study

The main objectives of the study are to:

1. Examine the relationship between job motivation and job satisfaction in teaching.
2. Determine the difference in job satisfaction between male and female teachers.
3. Determine the major factors of teachers' job satisfaction and motivation and vice versa.
4. And also determine the major likely cause(s) of dissatisfaction in the teaching profession if any.

Research Questions

1. Is there job satisfaction among teachers in primary schools in Lokoja?
2. What is the degree of motivation among the teachers in primary schools in Lokoja ?
3. Is there any relationship between job satisfaction and gender?
4. Are there methods that can improve the above-mentioned questions?

Literature Review and Theoretical Framework

Introduction

This study examined motivation and its relationship with job satisfaction, because a motivated employee may try to put his/her best performance in the place of work. Motivation may occur in the workplace depending on the organization where one finds oneself. Also to be discussed is satisfaction, which can occur after motivation since the two moves side by side (Mukherjee, 1978).

Motivation

One major problem confronting management is motivating workers to perform assigned task to meet or surpass predetermined standards. Motivation is that energizing flow that induces or compels and maintains behavior. Human behavior is motivated and is goal directed. It is not easy to motivate an individual. The success of any motivational effort depends on the extent to which the motivator meets the needs of the individual for whom it is intended. Motivation is an internal psychological process-whose presence or absence is inferred from observed performance (Drucker, 1974).

According to Middlemist and Hitt (1981) motivated behavior has three basic characteristics;

1. It is sustained , it is maintained for a long time until satisfied
2. It is goal-directed, it seeks to achieve an objective
3. It results from a felt need, an urge directed towards a need

More specifically, Donnelly et al (1987) said, the term motivation has often been called an intervening variable. Intervening variables are internal and psychological processes, which are not directly observable and which in turn account for behavior. Thus, motivation is an independent variable for it cannot be seen or heard but can only be inferred from behavior. In other words, how motivated a person is can only be judged cautiously by observing his behavior because it cannot be measured directly since it is an observable variable. This means that we must first operationally define what motivation is, since it is only the presumed indicators of motivation that can be measured. For example, if one student consistently achieves higher grades than other students with similar intelligence, one might infer that he/she is highly motivated. If a typist completes more purchase order with no more errors than other typists with comparable skills, an individual might infer that the typist

is motivated. However, in such case we do not measure motivation directly; we observe a presumed indicator of motivation (grades and purchases orders completed) and made inferences from our observations (Ogundele 2005).

Psychologists generally agreed that all behaviors are motivated and that people have reasons for doing the things they do or for behaving in the manner they do. According to Skinner (1956) all human behavior is designed to achieve certain goal and objectives. Such goal-directed behavior revolves around the desire for need satisfaction. An unsatisfied need is the starting point in the process of motivation. It is a deficiency within the individual that provides the spark which begins the chain of events leading to behavior. An unsatisfied need causes tension (physical and psychological) within the individual, leading the individual to engage in some kind of behavior (seek a means) to satisfy the need or thereby reduces tension. This activity is directed towards a goal: arrival at the goal satisfies the needs and the process of motivation is complete (Oluyobi and Akinsola, 2005).

The importance of understanding the relationship between motivation and behavior was underscored by McGregor (1966). He had some basic assumptions regarding human behavior, an understanding of these assumptions is important for managers. These assumptions are classified into theory X and Y. The Human Side of enterprise, McGregor (1960).

The basic assumptions of the theory X are:

1. Work, if not downright distasteful, is one chore to be performed in order to survive.
2. The average human being has an inherent dislike of work, and will avoid it, if he can.
3. Because of human characteristics, most people must be coerced, controlled, directed or threatened with punishment to keep them to put forth adequate efforts towards the achievement of organizational objectives.
4. Average human being prefers to be directed, wishes to avoid responsibilities and has relatively little ambition and wants security above all.

Macgregor went ahead to postulate the theory Y as:

1. The expenditure of physical energy and mental effort in work is as natural as play.
2. External control and the threat of punishment are not only means of bringing about efforts towards organizational objectives. Man will exercise self-direction and self-control in the service of objectives which he committed.

As Macgregor (1960) noted, behind every management action, or decision are assumptions about human nature and human behavior. Those managers who accepted to use the theory Y behave according to the postulates in theory Y. They believe that human beings like to take responsibilities and the commitment to an objective is a function of the reward associated with it.

Motivation therefore is what causes people to act or do something in a particular way. By understanding why people behave the way they do, managers can improve the design of jobs, reward, and working environment to match more closely the economic, social, and personal needs of the employees. Employees differ not only in their ability to work but also in their will to do so (motivation). To motivate is to induce, persuade, stimulate and even compel an employee to act in a manner which fulfills the objectives of the organization. The motivation of an employee depends on the strength of their motives. Motives are needs, wants, drives or impulses within individuals and these determine human behavior (Herzberg, 1966).

According to McGregor (1960) people have different motives for things they do. For example, some people strive for achievement, status, and power while others are more concerned with money. Human personality, or expectations and social background strongly influence the way people act. Managers must understand the needs/wants of employees. Evidences from different empirical studies point to the fact that, there is no single motivator for everyone. It is equally true that no single force motivates an individual every time. Needs differ and the importance attached to needs by different people also differ.

Scott and Myers (1969) raised three important questions about motivation:

1. *What motivates employees to work effectively?*

The challenge and a feeling of achievements, responsibilities, growth, advancement, enjoyment of work and earned recognition motivates an employee

2. *What dissatisfies workers?*

Mostly factors peripherals to the job work rules, lighting coffee, breaks, titles, seniority rights, wages and fringe benefits.

3. *When do workers become dissatisfied?*

When opportunities for meaningful achievements are eliminated and they become synthesized to their environment and begin to find faults.

According to Nwachukwu (2007) evidence, however, points to the fact that money can either be a motivator or dissatisfier depending on the individual pressing needs. A man with a large family could be motivated by financial need to accept a job and work hard as long as the need persists, and will continue to be a motivator of behavior. If the individual works hard, but does not receive what he considers as adequate remuneration for the efforts expended, he could be dissatisfied. It is evident that management can motivate people by designing jobs so as to satisfy motivational needs. It is clear that any job that robs people of their needs for achievements, recognition, acceptance, and self – fulfillment will tend to dissatisfy. Money, for example, is not an end in itself, people need money to achieve independence, recognition from society, status or privileges bestowed on them by the society, because of their wealth, when a person has special needs for these, he works hard to earn more money for the attendant blessing, not for the money itself (Herzberg, 1966).

There has been extensive research in motivation of the behavior of people at work. One of the most widely quote work is that of Abraham Maslow (1954) who provides an insight into people's needs. Maslow's study of human behavior led him to devise a hierarchy of needs with basic needs at the bottom and a higher need at the top. He claimed that people seem to satisfy a low level of need before moving on to a higher need. Maslow theory proposes five levels of needs in order of priority and they are:

1. Psychological needs such as the need for food, water, oxygen and shelter which according to Maslow are most basic human needs.
2. Safety and security needs related to a desire for a peaceful and stable society.
3. Belonging, love and social needs.
4. Esteem needs, the desire to respect one self and to be respected by others. Achievements, competence, status and recognition satisfying this need level.
5. Self-actualization- this is regarded as the highest level of hierarchy. It refers to one's desire to grow, to develop to the fullest potential, to become what one is capable of becoming.

Herzberg (1966) developed two sets of factor that influence the behavior of the individual in organization. One group, he called the maintenance (Hygienic) factors:

- a. Company policy and Administration
- b. Supervision
- c. Salary and certain types of fringe benefits
- d. Interpersonal relations with superior subordinates or peers
- e. Working conditions

He further stated that such factors do not create satisfaction but when absent can lead to dissatisfaction among employees. Therefore, in the school organization, maintenance factors include sick leave, vacation, health and welfare plans workshops, seminars and possible in service training and other personal programs should be pursued.

The second group which he called motivational factors (satisfiers) includes:

- a. Achievement
- b. Recognition
- c. Responsibility

- d. The job itself
- e. Growth and advancement possibilities

The above mentioned factors can motivate individuals; however, their absence cannot cause employee dissatisfaction. Herzberg's maintenance (hygiene) factors and the motivational factors (satisfiers) including Maslow's hierarchy of needs are deliberately brought into this study because of its order of importance. As far as this research work is concerned it is very much relevant and necessary considering the topic at stake.

Types of Motivation

According to the new Federal Government Programme (NEEDS, 2001) there are different types of motivation but the two that would be relevant to the present study is internal and external motivation. It can also be called type A or type B. the type A motivation relates to the condition on the job and within a single organization. Here, the teachers' needs are mostly supplied by the authority concerned for example provision of loan, promotion, while the outside motivation has to do with the societal regard to the job of a teacher, just like in those days where teachers were regarded as the best in the society. These can motivate him/her to put in his/her best in the job. Type B motivation is vital to the satisfaction because it strongly influence employees social environments, determines their attitudes towards work, their feelings about working conditions, their responses to incentives, their expectation about supervision and most of all their other job response.

This condition also determines whether or not the rewards that management offers will be perceived by employees as rewards. Without a suitable type B external, the chances for high job motivation will be weak.

Motivators such as non-financial incentives like provision of greater responsibility in the job, scope for initiative, real achievements, recognition for good work and opportunity to professional growth if any will equally improve productivity of the employee; they are regarded as the long term continuing incentive. In this regard, making the teaching environment in the primary school very interesting through the provision of adequate infrastructural materials and aids, equipment, and infrastructure etc. will enhance and improve teacher's job satisfaction and need, hence productivity could vividly be seen (Nwana,1998

Management of Motivation and Satisfaction

Job satisfaction is a key concept in understanding organizational behavior system because of its relationship with productivity and stable disposition of workers in such organizations. Consequently, almost all management in many organizations is seriously concerned about the quality of work life in their organization.

At this point, questions are likely to be asked, for example, what makes the worker to be satisfied with his/her job? Herzberg (1966) in his hygiene motivation theory considered that job satisfaction stemmed from an entirely separate set of factors to those result in job dissatisfaction. Factors which he considered could result in satisfaction that is the motivator factors, are achievement, recognition, the work life responsibility and advancement, all factors concerned with intrinsic content of the job. Herzberg (1966) used the term job enrichment to describe the process of increasing the motivation factors.

A dissatisfied worker will naturally abandon the organization for employment elsewhere. However, one of the Herzberg's main contributions to this debate has been to suggest that morale building activities may have no more than a passing effect on willingness to work. If morale building is sought through attention to the hygiene factors, the containing structures of relationships, the general reward package, and so on, the effect may be seen in terms of diminishing of withdrawal behavior like absenteeism etc., but it may not show up in terms of productivity. This could likely change the focus of managerial thinking towards the employee.

It is therefore rather difficult to escape the conclusion that willingness to work (in the contribution to employers' objectives sense) is best measured by productivity. Hence, the change in the past twenty

years or more from the concentration or personnel management effort on morale-building to one on motivation which is more directly concerned with performance as the end result variable. Certainly, there are many personal managers or authorities who see their role in this fashion and who would therefore attach great importance to that part of their role which serves to represent the workers interest to the employer. Those workers are the prime concern of the personnel manager and are liable to attach little or restricted meaning to work and to expect only limited benefits from participation in it. Such needs as they seek to satisfy in the work situation may be relatively low on the Maslow's (1954) hierarchy prepotency (Ogundele, 2005).

Concept of Job Satisfaction

Employee satisfaction is the aim of most managers or authorities. The contention is that a satisfied employee has a better attitude to work than a dissatisfied one. It was once believed that satisfaction would lead to higher productivity. An employee who is satisfied and motivated is an ideal employee (Atkinson, 1958). What satisfies employees are many and vary? Factors such as sex, age, job level, personal characteristics of the job holder, level of education, income level, supervisor relationship with co-workers, size are the major factors that influence employee job satisfaction. Employee job satisfaction is influenced by the equitable distribution of organizational favors; perceived inequity affects employee job dissatisfaction. The ability of an employee to perform his work up to expected standards influences job satisfaction. Job satisfaction is the feeling of pleasure and achievement which you experience in your job when you know that work is worth doing, or the degree to which your work fulfill your expectations and hope. Many people are more interested in job satisfaction than in earning large amounts of money. If you have job security your job is likely to be permanent. There is a lack of job security and a profession such as acting (performing Arts) and journalism in which people are only employed for a short period of time. Therefore, duty imposed upon the employer is to ensure that the working environment is safe, free from risks to the employee's health, and provided with such facilities and arrangement as are necessary for the welfare of the employee at work. The employer must exercise reasonable care, and must do what is reasonable and practicable to ensure the safety of employees and others who come into contact with its process and products, but he/she is not expected to guarantee the safety of the employee in an absolute sense.

Job Satisfaction of Primary School Teachers

The choice of the above as a research topic is deliberate. This is to find out what the problem is with the primary schools in Lokoja and steps to reduce these problems

One cannot claim that all is well with our educational sector particularly the primary schools which have been destroyed beyond repair. The reflection of which is seen all over the work sector. For example, we have all sort of quacks (doctors, engineers, teachers, lawyers,) and this I believe are the nation builders who have now turn to be the nation destroyers .

Gone are the days when a pupil in primary three (3) can write a letter to his/her father for certain request. These days even graduates can hardly make a good sentence talk less of application to seek for a job. The teachers satisfaction and devotion to duty is an indispensable factor in giving out quality education, we can all see, professors, doctors and its equivalent have their children in schools other than the public school, they cannot teach them at home because, there could be no cohesion and learning will not be effective, the child cannot concentrate

The facts remains that the teaching is still the focal point of a child's ability to comprehend and be somebody tomorrow. Teachers request are paramount, not only salaries because it does not determine proper working condition, other things or factors as manageable professional assignments such as class size, nature of class, number of lessons, equipment, teaching aids and apparatus which cannot

commensurate the population of pupils in a class etc. This all add together should determine the teacher's job satisfaction if provided.

Furthermore, frustration arising from poor remuneration and lack of suitable living accommodations for the type of the academic work which the job demands and others, like constant unnecessary deductions, withholding of salary by either headmasters or education authority, lack of payment of leave grant, promotion benefit, sponsorship for further studies and recruitment of unqualified teachers to share classes with the qualified ones. Job demands and others are some of the factors that bring low quality education in the primary schools (Rakum, 2007).

In order to satisfy teachers, Okebukola (2005) asserted that the following factors must be met:

These are:

- a. The teaching task itself which includes issues of achievement, recognition, responsibility, professional growth and so on.
- b. The teaching task environment which includes issues of administrative policies, interpersonal relationships with peer, pupils and administrators work conditions, job security and supervision etc.

These factors basically imply the need for education planners and administrators to be more focus and serious on matters that concern teachers, other than what is currently practiced, where from the top to the low offices in the ministry of education, none has his child in public school, but they plan the future of the poor pupils. How would they want the children to compete with son/daughters of the poor. So the only thing to do is to frustrate the teacher and equip schools with half-bake teachers, so the system becomes bad and their wards will be stars in future, however, as God may have it, despite these fate, the poor pupils are still striving hard to make it.

Methodology

Introduction

This work is a survey of motivation and Job satisfaction among primary schools teachers in Kogi State

The aim of this chapter is to show the ways and methods by which this research was conducted. This chapter includes the research design, research variables, population and sample of data analysis.

Research Design

In order to obtain a degree of validity, the researcher zoned the town LOKOJA) into four (4): North, East, South and West using cluster sampling. In each zone one public school has been selected and additional two (2) schools have been added to make a total of ten (10) schools especially at city centered schools where the population and the teachers numbered could be high, making ten (10) schools altogether. Therefore, five questionnaires were distributed to each school. The target population is fifty (50) teachers in all the schools irrespective of ethnicity and religious inclinations.

Population and Sample

Since one cannot obtain information from the infinite population from which one wants to generate data, there is a need to choose a part of the population to represent the whole. Sampling was done in order to give room for the testing of variability of the population. Lokoja was chosen for the research because it has a good number of primary schools with adequate number of teachers and pupils.

Data Collection Procedure

In order to obtain a degree of validity, the researcher distributed the questionnaire through the help of research assistant. The head teacher was selected in each school to coordinate the distribution of the questionnaire to five (5) respondents in a school. The distribution of the questionnaire was carried out hand

to hand. This is to avoid any delay and possible cases of lost and I don't care attitude on the side of the respondents.

Research Instrument

The instrument used for this study is a questionnaire that consisted of two sections. In the first section teachers were requested to indicate with a Yes or No whether they have been getting motivation on the job or not. They were also requested in the second section to give some background information such as sex, age, marital status, and highest qualification etc.

Data Analysis

Introduction

In this chapter, an attempt has been made to classify the respondents' responses according to socio-demographic characteristics of sex, marital status, age, years in service and educational qualification to evaluate in simple frequency tables.

Table 1: Respondents by Age

Age in Years	No of Respondents	Percentage (%)
20 – 30	18	36
31 – 35	9	22
36 –40	11	24
TOTAL	50	100%

Source: Field Survey, 2018

Table 1 above shows that most of the respondents in the whole are of a certain age limit of active service, that is to say they are matured and ready to do their job within an enabling environment.

Table 2: Respondents by sex

Sex	No of Respondents	Percentage (%)
Male	26	52
Female	24	48
TOTAL	50	100%

Source: Field Survey, 2018

As shown in Table 2 above 52% of the respondents are males while 48% are females. The dominance of males in the sample is not a reflection of quantum demographic disproportionality between the sexes, but typical reflection of parents' attitudes towards girl-child education in the state.

Table 3: Marital Status of Respondents

Marital Status	No of Respondents	Percentage (%)
Married	35	70
Single	15	30
TOTAL	50	100%

Source: Field Survey, 2018

Table 3 above shows that 70% of the respondents are married while 30% are single. This is a clear indication that most of the teachers have some responsibility of feeding one or two people, so such a person in a profession like teaching need much to take care of their family and such need motivation and job satisfaction from the job.

Table 4: Years of Service of Respondents

Years of Service	No of Respondents	Percentage (%)
5 – 10	30	60
11 –15	3	6
16 – 25	10	20
26 –above	7	14
TOTAL	50	100%

Source: Field Survey, 2018.

Table 4 above shows that most respondents are within the years of service ranges from 5 –10 years. This shows that most of the respondent have not served or stayed in the board (UBE) due to frequent change of job by teachers. That is to say, teachers are not interested to stay – put in the profession more necessary for many years. They transfer to other places or join politics which they thought could give better job satisfaction than teaching.

Table 5: Respondents by Educational Qualifications

Education Attainment	No of Respondents	Percentage (%)
GRADE II CERTIFICATE	27	54
DIPLOMA	5	10
NCE	10	20
DEGREE	8	16
TOTAL	50	100%

Source: Field Survey, 2018.

Table 5 above indicates that most of the teacher’s only have Grade II certificate, the Universal Basic Education has emphasized that teachers who are still holding grade II should go back to school and obtain the minimum teaching qualification for primary school i. e (NCE).

Table 6: Respondents on Job Satisfaction

Question Number and Statement	Yes	%	No	%
5. Are you given promotion as at when due?	19	39	31	62
6. Do you enjoy the benefit of your promotion as at when due?	20	40	30	60
11. Are you happy with the rate at which fringe benefits are being paid?	20	40	30	60
12. Are teachers recognized for good performance from any quarter?	25	50	25	50
21. Do you usually cover your syllabus for the term?	40	80	10	20
9. Are you being supervised frequently?	32	64	18	36

Table five indicates the responses by the respondents on job satisfaction. The questionnaires are structured in two different ways; one of the options is Yes or No option. The responses to item 5 of the questionnaire shows that 62% of the teachers are not satisfied while 38% are satisfied with their mode of promotion and implementation. Item 6 also have a similar response, only 40% have responded to Yes option while 60% of the respondents stated that they don’t enjoy the promotion as at when due. Item 11, the responses are as follows: 40% for Yes option while 60% responded No, that is to say, teachers have not been getting their benefits according to the responses to the questionnaire. Item 12, have a bracket responses where both the Yes option and No option got the same percentage i.e. 50% each. These have

shown that, teachers have regard in the society and ½ said that teachers are not regarded, such questions are still debatable. Item 21, stated that the teachers responses have clearly shown that they are ready to do their work with support and encouragement from the concerned authority, 80 % of the teachers responded that, they usually cover the required syllabus. Only 20% said No or they don't cover the syllabus. In item 9 of the questionnaire, about 64% of the respondents said yes that they are being supervised while only 36% respondents stated No, this shows that teachers are being supervised often to check their work and performance to enhance job-regulation which may subsequently mature to job satisfaction.

From the above statement and expression, it became clear that teachers in primary schools have no job satisfaction, that is to say there were no job satisfaction in teaching in the primary schools.

Table 7: Responses on Motivation

Question Number and statement	Yes	%	No	%
1. Do you think that teaching in primary school is rewarding?	40	80	10	20
2. Are teachers encouraged to go for further studies?	44	88	06	12
3. Are teachers given in-service training?	43	86	07	14
4. Are you a beneficiary of in-service training?	30	60	20	40
5. Are given promotion as at when due	23	46	27	54
6. Do you enjoy the benefit of your promotion as at when due?	29	58	21	42

Table 7 indicates that the responses on all items except item 5 show lack of motivation while the other items have clearly exhibit some elements of motivation in the profession.

However, in item 1,2,3,4 and 6 indicates that motivation has improved and the highest percentage is 88% despite the respondent percentages, some impression have shown that teachers still need to be encouraged to increase their output.

Table 8: Respondents on job satisfaction and gender

Question Number and statement	Yes	%	No	%
7. Do male teachers enjoy promotion more than female teachers?	13	26	37	74
8. Do female teachers enjoy more promotion than male teachers?	16	32	34	68
13. Do male teachers get better benefit and recognition than female teachers in your school?	14	28	36	72

This table has to do with gender and job satisfaction which have to do with gender sensitivity, whether gender can influence job satisfaction of teachers, in item 7 of the questionnaire 74% of the respondents disagreed with the statement that male teachers do not enjoy promotion more than the female teachers and only 26% accepted the Yes. Item 8 has the opposite question which refers to female teachers, whether their position influence any promotional benefit, though the respondents is not as high as the item 7, teachers disagreed with the option and the percentage score is high as 68% only 6% short of the male gender respondents.

Furthermore, it would be observed that most respondents disagreed that there were no difference between male and female teachers as far as job satisfaction is concerned; that is over 70% disagreed with the statement, while less than 40% agreed with the statement out of the total number of respondents. From the above analysis, it becomes clear that both male and female teachers in the primary school were not satisfied with the job. That is to say there were no differences in job satisfaction and gender.

Table 9: Job Satisfaction Responses

Question Number and Statement	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Don't Know	
	No	%	No	%	No	%	No	%	No	%
19. Is there any motivation from the Mother Union (NUT)?	11	22	10	20	08	16	10	20	10	20
17. Your level of salary with respect to your level of experience	08	16	17	34	14	28	03	06	08	16
20. Do you think teachers in primary schools are well paid?	06	12	09	18	16	32	05	10	14	28
22. How satisfied are you with the current situation?	12	24	17	34	13	26	-	-	08	16
25. Which of the following statements represent your mood?										
(i) I am happy whenever I complete my teaching everyday	20	40	15	30	02	04	07	14	06	12
(ii) I feel like having extra time in my class to enable me cover additional topic	14	30	20	40	07	14	01	02	07	14
(iii) Teaching is boring	10	20	14	28	09	18	09	18	08	16
(iv) I feel happy whenever I have a teaching free day.	11	22	10	20	15	30	10	20	04	08
(v) I teach about 50% of my classes everyday	17	34	23	46	06	12	02	04	02	04
(vi) I teach less than 40% of my classes everyday	07	14	12	24	15	30	08	16	08	16
(vii) I love to be called a teacher.	26	52	09	18	06	12	07	14	02	04
(viii) I hate the teaching profession	08	16	08	16	06	12	16	32	12	24
(ix) I teach because I have no alternative	15	30	13	26	Nil	Nil	15	30	07	14

Table 9:

In this table the researcher decided to split the job satisfaction into two (2) sections to give room for multiple decisions (choice) of response which cannot only be terminated by YES or NO options. This table is referred to as JOB SATISFACTION RATING TABLE, which is designed to make the respondent

choose the appropriate options for his/her desire ratings which are (i) Very Satisfied (ii) Satisfied (iii) Dissatisfied (iv) Very Dissatisfied (v) Don't know.

Item 19 of the indicates that above 22% of the respondents accepted the performance and motivation towards the job through the Nigerian Union of Teachers (NUT), 20% were satisfied, 16% dissatisfied, 20% also of the respondents were very dissatisfied while about 20% don't know where and what effort the union perform to motivate them towards the job (teaching).

Item 17 reflects the level of salary and experience, does it commensurate, the respondents answered as follows: 16% very satisfied, 28% dissatisfied, 6% very dissatisfied and 16% don't know. This shows greater percentage of about 34% are satisfied with the salary which commensurate their experience. Equally in the questionnaire, item 20, have these responses, 12%, 18%, 32%, 10% and 28% respectively, the item is concerned with payment in the primary schools and if teachers okay with it. Most teachers are not happy, 32% are dissatisfied with their salary. Item 22, respondents are very much satisfied with their current situation, because some higher responses have been recorded in the questionnaire i.e 34% are satisfied with the current situation.

In item 25, some smaller items have been provided to check the satisfaction of teachers towards other areas which have not been stated in the number above but as numerals under item 25. In the sub – item

- i. 40% very satisfied, 30% satisfied. 4% dissatisfied, 14% very dissatisfied and 12% don't know what to do or where to belong. Looking at the rating, most teachers have agreed that they always feel happy, whenever they were able to complete their work every day.
- ii. Here, it makes teachers have some extra period to make his/her pupils engaged and possibly be ahead of others, so most of the teachers usually have some extra periods to see that where it has not been touched, should be completed.
- iii. Because of tedious and lack of motivation and job satisfaction, most teachers are no longer interested in teaching going by this score of the questionnaire, the respondents have shown that teaching job is boring i.e. 20% very satisfied, 28% satisfied, 18% dissatisfied, 18% very dissatisfied and 16% don't know.
- iv. Respondents have emphasized the need to keep most teachers busy or a teacher can form the habit of coming late and leaving early, though 30% of the respondents were satisfied with the statement, 22% are very satisfied with the statement, 20% satisfied, 20% are very dissatisfied and only 8% don't know. Observing the score carefully, most teachers are dissatisfied with the statement but it has clearly outlined the responses of teachers towards the teaching.
- v. The response to this item, show some commitment towards teaching, where about 34% responded very satisfied, 46% satisfied, 12% dissatisfied and 4% each for very dissatisfied and don't know, which have clearly shown the commitment of teachers. Even though motivation and job satisfaction has been low, they still try to discharge some demanding duties to their pupils.
- vi. Here the respondents are as follows 14%, very satisfied, 24% satisfied, 30% dissatisfied, 16% very dissatisfied and 18% could not know where to belong. This has shown the seriousness on the part of the teacher that they are doing their best and disagreed with the statement.

Respondents have equally been asked, "Do you want to be called a teacher?" that is why the rating become higher i.e. 52% very satisfied, and only 12% did not like to be called teacher.

- vii. Teaching profession according to the respondents have little recognition to the general public, respondent had about 32% dissatisfied with the idea and only 16% are very satisfied and another 16% satisfied, 24% don't have direction. Teaching as a profession during these century have little acceptance not as a job but the name makes people see them as those who have no future and that could be the very reason why even those in the profession prefer to be called something more rather a teacher. For example most university don would rather be called a lecturer than a teacher.

- viii. This item tried to elaborate the above item and, it has expressed the feelings of most teachers towards teaching as a job, 30% and 26% put together is about 56% have accepted the statement which says that, I teach because I have no alternative to a better job. Only 30% have disagreed with the statement, the profession is a noble one, quite alright but when motivation and job satisfaction are not forthcoming, it becomes difficult to be convinced that the teaching profession could regain its former lost glory especially at the primary school.

Conclusion

Nigeria needs caring, competent, talented and dedicated teachers, because it is recognized that classroom teachers are key individuals for all reform efforts and should therefore be placed at the center of all educational reform. To teach well is a difficult and demanding activity, if we must teach to promote sound knowledge based pupils and literacy in Nigerian children, then we must accept a strong responsibility and a major challenge to flush out unqualified teachers at all levels of our educational system and overhaul our primary sources for qualified teachers, colleges of education and university teachers in education programs. This is because the nature of the teaching enterprise is a serious goal. The production and re-training of the teachers cannot be taken lightly in an era when the reform of the education is of paramount importance. It is invariably important to inform authorities of education that teachers' welfare and motivation plus job satisfaction need an urgent attention for the system to pick-up, the problem of motivation and job-satisfaction among primary school teachers in Lokoja could be viewed to be connected with improper management of the whole school system.

We are living witnesses to the current situation of the topic chosen by the researcher, the face-off between the Federal Government and Nigeria Union of Teachers (NUT) about the implementation of New Teachers Salary Structure (NTSS), which has been a long issue since 1992.

However, to improve the standard of education and job satisfaction of teachers in the area under study some suggestion or recommendations have been put forward by the researcher.

Recommendations

There have been so many recommendations made by the respondents with regard to possible solution to the employee motivation and job-satisfaction among primary school teachers in Lokoja so as to encourage teachers to put more effort in their teaching profession or career. Some of the recommendations are as follows:

1. Teachers should be considered first among all the civil servants in the council as well as at the state level and in the country at large. Government should pay teachers good and better salaries and place them on a special salary scale better than the state civil servants.
2. In order to discourage teachers leaving the profession, they should be promoted when due.
3. Teachers should be given in-service training to have additional knowledge and encouraged to attend workshops and seminars.
4. Adequate teaching and instructional materials should be provided for effective teaching and learning to take place.
5. Teachers deserve awards just like any other civil servants
6. Quality teachers who really appreciate the profession can be recruited to teach, not those who take teaching profession as a stepping stone.

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