

# Teachers Motivation and Job Satisfaction: A Strategy for Achieving Educational Transformation of Secondary Education In Anambra State, Nigeria

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## ABSTRACT

Provision of quality education is important for facilitating a nation's development, hence, to improve individual learners' values, attitudes, behaviors, and skills, quality education is of paramount importance. Teachers are the heart of classroom instruction, so they are key to learners' productivity. Teachers' effectiveness depends on their competence, both academic and pedagogical, as well as a correlation between their training and skills and their position, workload, and work encouragement. Their motivation and satisfaction with their jobs is the focus of this study.

The paper examines teachers' motivation and job satisfaction as a strategy for transformation of secondary school education in Anambra State. It examined some conceptual definition of some key terms. It examined some motivational strategies for both students and teachers. Secondary school teachers need job satisfaction in the form of better condition of service, job security, proper administrative and organizational structure, teaching aids should be provided and instructional materials among others. The last part of the paper contains conclusion and recommendations on the ways of achieving teachers motivation and job satisfaction as a strategy for transformation of secondary school education in Anambra state.

(Keywords: motivation, job satisfaction, teacher, education).

## INTRODUCTION

It is a well-known fact that education is an important human activity because investment in education is essential for both professional growth and economic development. It is a known fact however, that education will never be complete

and will never achieve its purpose without its facilitators, the teachers. This is because teachers occupy the most important part in the educational process and are "accountable in the educational process" (David and Macayanan, 2010; Ezebube, 2019). Specifically, teachers create impact in the whole educational process and in the lives of students. In fact, "literature consistently finds that teachers make a difference to student learning, with several studies reporting that up to 30 percent of the variance in student test scores in a given year may be attributed to teachers" (Hunt 2009). This impact can be associated to the fact that "teaching is a specialized skill that involves not only expertise in the given academic field but also the ability to create for the learners an environment where they can get optimal learning gain" (Tan de-Ramos, 2011).

Besides the learner, the content, objectives, materials, and the medium of presentation, the teacher is yet another important factor in the teaching learning process and transformational process. One should note that teachers' efficiency and productivity is influenced among other variables by how their needs are satisfied. In view of this the teacher is supposed to be named as a nation builder (Dabo and Azi, 2016).

The need for transformation cannot be over emphasized. Since every nation in the world looks forward to what education offers to its citizenry. In this era of globalization, the school is expected to offer the recipients of its education what it takes to go round the world in a split of seconds. The goal of any educational system is to provide or develop a balanced individual, capable of surviving in his environment and contributing meaningfully towards the survival of that society (Nworah and Okoro, 2016). Teachers as an instrument for transformation should perform their role, motivate student to learn, and

must be motivated too to effectively perform their duty since the ultimate goal of teacher is to transform students by providing knowledge, skill, molding character and instilling virtue in them (Nworah and Adeyemo, 2019).

Ajayi (1988) in Dabo and Azi (2016) posited that motivational tools such as teachers' salaries, allowances, promotion and other benefits need to be paid promptly as that would enhance his productivity which may in turn leads to the transformation of secondary education in Nigeria.

Similarly, Griffin (2002) pointed out that motivation (the desire to do the job) ability (the capacity to do the job) and the environment (resources needed) are the key factors for teacher's efficiency. Therefore, to achieve quality and transformation in the secondary education in Anambra State, teachers job satisfaction and motivation must take the center stage of the educational policies and processes.

## **CONCEPTUAL ISSUES**

### **Concept of Teacher/Teaching**

Encyclopedia Britannica (2010) defined teaching as a profession of those who give instruction, especially in an elementary or a secondary or in a university. According to Omiko (2013) teaching is an act of instructing, which involves giving of knowledge to someone. Teachers help students to learn by imparting knowledge to them and also by setting up a situation in which students can learn effectively. The teacher serves as a mediator, disciplinarian or controller of student behavior, judge of achievement and a scholar and research specialist among others. Teachers serve as one of the important instruments that implement all educational policies and the curriculum especially at the classroom level which lead to transformation.

Teaching according to Ofojebe and Chukwuma, (2013) entails filling in mind of the learner skills, knowledge, ideal or appreciation. Teaching is an interactive and intimate process of giving knowledge to the learner and a social relationship where the person involved benefits. In all, the primary goal of teaching is for meaningful learning to occur. Emphatically, Denco (2004) in Nworah (2016) concluded that if the students have not learnt, the teacher has not taught.

### **Concept of Secondary Education**

Secondary education is the education children receive after primary education and before tertiary stage (NPE, 2004). This implies that secondary education is the type of education received at both the junior secondary schools and the senior secondary schools in Nigeria. According to NPE (2004) this type of education's broad goals are to prepare the individual for useful living within the society and for higher education or admission into either the Polytechnic, Colleges of Education, Monotechnics, Universities and other similar institutions within and outside the country.

### **Concept of Teachers' Motivation**

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors (Bernes, 2017). Motivation is what causes an individual to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. There are three major components of motivation: activation, persistence and intensity.

Activation involves the decision to initiate a behavior, such as enrolling in an education class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more education courses in order to earn a degree although it requires a significant investment of time, energy and resources. While intensity can be seen in the concentration and vigor that goes into pursuing a goal (Iwuji, 2011).

Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem.

According to Asemah (2012) in (Iwuchukwu, 2014) teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Teacher motivation encompasses forces both within and external to the individual. According to Hicks (2011), in Oluchukwu (2014), the internal

teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning.

Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc. the implication is that school management should be more concerned with providing meaningful and challenging work, feeling or achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement as all these, among other motivators drive the teacher to be acting in an undesirable way.

### **Concept of Teachers' Job Satisfaction**

Dabo and Azi (2016) state that job satisfaction entails the ability of employers to be able to provide workers with the conditions that will make them more efficient and active in their place of work with the view to improving their productivity level. According to Nwankwo (1982), in Imam (2003), the more the needs of workers are satisfied within an organization, the more they are motivated to work. He added that a satisfied worker operates at two levels of satisfaction, namely his own needs satisfaction and the satisfaction of the needs of the organization. It therefore means that a teacher who is satisfied with his job will in turn satisfy the needs of his students' in a secondary school.

Similarly Okonkwo (1997), in Dabo and Azi (2016), posited that job satisfaction has to do with a high level of emotional stability of an individual in his job such that his morale is also high and consequently he aspires to do more towards the achievement of organizational goals. Hence, job satisfaction refers to a pleasurable and positive emotional state resulting from the appraisal of one's job experiences. Job satisfaction is the totality of an individuals' psychological, social and physical well – being with regard to his work performance.

Since teachers' job satisfaction is a major determinant factor for teachers' motivation, it is obvious that motivation and job satisfaction goes hand on hand with each other. They influence the

achievement and transformation of educational objectives and goals. The fact that teaching refers to a ritualization between the teacher and the learner, the teacher remains an instrument of change used by the learner.

## **THEORITICAL VIEW**

### **Maslow Hierarchy of Needs Theory**

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in (1943). "A Theory of Human Motivation" in Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. He then decided to create a classification system which reflected the universal needs of society as its base and then proceeding to more acquired emotions.

Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "esteem", and "self-actualization" to describe the pattern through which human motivations generally move. This means that in order for motivation to arise at the next stage, each stage must be satisfied within the individual themselves.

Maslow postulated five basic human needs which is arranged according to levels of importance or hierarchy including: starting with the lowest (most basic need) – physiological, safety and social needs and the higher needs- ego or esteem need and self-actualization.

Physiological needs consist of the need for basic biological needs which includes the need for food, water, air, sexual gratification, and other primary needs such as shelter, clothing, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy these needs but if unfulfilled then results to dissatisfaction which affects productivity and performance in the workplace

## **Herzberg Motivational-Hygiene Theory**

The two factor theory or the motivator hygiene theory was developed by Fredrick Herzberg (1966). Herzberg motivational-hygiene theory emerged as a result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants in Pittsburgh in the United States the job (e.g., his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same cadre in other places). A worker can be happy and satisfied with his pay and other benefits only if he perceives that what he is getting is fair or just in comparison with what someone else with similar backgrounds and in similar position is receiving.

The equity theory further highlighted that "even if a man's job satisfies his needs, he will not express satisfaction with it if he perceives some comparable job as satisfying his needs better or with less effort required". The equity theory is normally associated with pay satisfaction. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

## **FACTORS INFLUENCING TEACHER JOB SATISFACTION**

Grover and Wahee, (2013) summarized the main factors that influence job satisfaction within the workplace as follows:

**Job Security** – It is important for an individual to feel safe and secure within the employment setting.

**Opportunities to Make Use of Skills and Abilities** – Within the employment setting, individuals feel satisfied, when they are provided with the opportunities to make effective use of their skills and abilities.

**Compensation/Pay** – Compensation is defined as the monetary benefit given to the employees by the company in return for the services that the employees render towards the company. Monetary compensation and benefits are considered to be the most imperative areas that employees work for, when they feel, their pay and

benefits are sufficient enough to sustain their living, then they feel satisfied with their work.

**Management Support** – When the employees feel that they are receiving support, care and assistance from their supervisor, they develop this viewpoint that they are being appreciated, heard and cared for, hence, due to this, they feel satisfied with their jobs.

**Working Environmental Conditions** – The working environmental conditions influence job satisfaction, as the employees would want their physical working environmental conditions to be comfortable.

**Relationship with the Co-workers** – approachable terms and relationships with the co-workers enable employees to enhance productivity and output, and develop job satisfaction.

**Motivation-** Motivated employees cultivates reliability and commitment to the firm resulting in greater efficiency and effectiveness.

Measurement of job satisfaction is regarded to be a complex issue, since this concept is not only explained by the job characteristics but also personal characteristics, needs, values and expectancies (Grover and Wahee, 2013).. There are five main aspects that measure job satisfaction, these are pay, co-workers, promotions, supervision, and the nature of the work. The individuals are able to measure job satisfaction, on the basis of these five factors, if all these five factors are appropriate, then individuals would measure job satisfaction on a high scale and if these five factors are low, then the individuals would measure job satisfaction on a low rate (Unutmaz, 2014).

## **TEACHERS' MOTIVATION AND JOB SATISFACTION A STRATEGY FOR TRANSFORMATION OF SECONDARY SCHOOL EDUCATION IN ANAMBRA STATE**

The National Policy on Education (2004) expressed that no nation can rise above the quality of its teachers (Ofojebe and Ezugoh, 2010).. If the quality of existing stock of teachers in Nigeria is inadequate, inefficient, and ineffective and teaching in low esteem; raising the level of societal enlightenment and educational transformation may be in jeopardy. It is obvious that motivation and job satisfaction

promotes teacher's efficiency and productivity. Therefore, teachers' job satisfaction will bring transformation and quality secondary education in Anambra State.

Vroom and Deci, as cited in Okonkwo (1997) in Ofojebe and Ezugoh, (2010), posited that workers will be motivated to perform their jobs effectively to an extent to which they are satisfied with those jobs. The more workers' rewards are, the harder they would work. Similarly, the greater the extent in which an employee's needs are satisfied in his job, the greater the extent to which he would respond, presumably with gratitude or loyalty. So when teachers are satisfied with their jobs, they will give their students the best and they will be willing to transform education at the secondary level. In addition, they will be willing to transform and prepare the student for higher studies or to perform societal roles.

Some motivational strategies that negatively influence teachers' motivation, job satisfaction and education transformation if not properly handled as identified by Okonkwo (1997), in Ofojebe and Ezugoh, (2010). include the following:

- Poor condition of service especially with respect to salaries and remunerations.
- Confining teachers through the use of school policies, syllabus and administration to repetitive activities, methods and programs.
- Making interpersonal relationships in schools very low particularly among the staff.
- Denying teachers opportunities for further education, development and training.
- Poor security measures and poor conditions of work.
- Denying teachers of their promotions and appropriate authority, responsibility for their day-to-day functions.
- Poor administrative structure and organizational climates in the school system.
- Non-professionalization of teaching in Nigeria, lack of teachers' recognition and low status.

This and many other factors to a large extent are responsible for the level of operation of teachers in the Nigerian educational system.

Once teachers lack majority of these motivational needs, it will result to work dissatisfaction which negatively influence educational transformation in the educational system. There are however many factors that hinder teachers' motivation in the Anambra state educational system which affects educational transformation.

Among such factors are the two most important factors which include: bad governance and nonchalant attitude towards teachers' motivation and inadequate funds. Bad governance coupled with their nonchalant attitude in the state has affected a lot of things, especially in the area of education. They do not pay attention to teachers' needs due to misappropriation of funds, corruption, mismanagement, and diversion of funds to other things neglecting education or things that are of less importance.

There is need for governments to boost efficiency in our educational system by giving priority concern and adequate attention to teachers' needs, motivation, and job satisfaction. Through this means quality delivery, outputs and outcomes will be guaranteed in the educational system, because teachers are important instruments in the educational system and the pivot on which educational transformation hangs. Given adequate motivation will lead to teacher job satisfaction and higher educational transformation since no educational system can rise above the quality of its teachers. Priority must be given towards their motivation and needs.

## CONCLUSION

This study has shown that adequate motivational elements such as regular and prompt payment of salaries and allowances, upward review of salaries, implementation of promotions, provision of conducive working environments, availability of teaching aids/instructional materials will ensure job satisfaction for teachers. the neglect of teachers needs implies the neglect of our educational system, as a whole for Anambra State to progress, educational sector should be given adequate attention through ensuring adequate motivation and job satisfaction for teachers. to enhance transformation in secondary

education through satisfying teacher's needs and provision of suitable motivation is indeed a child of necessity considering its impact on our social, cultural, and economic development.

## RECOMMENDATIONS

Based on the write up above the following recommendations were made for teachers as an instrument for educational transformation.

1. Regular and prompt payment of salaries and allowances should be made available to teachers in order to enhance their dedication to duties.
2. There is need for staff training, retraining and development of teachers. These programs must be of high quality; relevant to the teaching – learning instructions and built around teachers' needs and educational needs.
3. Government must ensure that teaching is professionalized in Nigeria, given high recognition and status appropriate to their level of qualifications and responsibilities.
4. Teachers should be given room for participatory decision making in the educational system for quality delivery and quality outcomes in the Nigerian educational system.
5. The working environment under which teachers perform their duties should be made conducive enough to energize their interest in the teaching and learning process.
6. Adequate teaching aids and materials should be made available for effective teaching and learning.
7. Government (state and local) should provide adequate funds through their annual budgets to strengthen teachers' motivational needs and to cover unforeseen contingencies and expenses.

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