

Teachers Motivation, Job Satisfaction and Teaching Services in School: An Overview

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Abstract: - Job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, teacher competency, educational resources as well as strategies, in genuinely determining educational success and performance. In the teaching services, the place of trained human resource cannot be compromised noting the sensitivity attached to effective service delivery and result-oriented outputs. The responsible authorities must not only identify relevant techniques of motivating these teachers but also ensure that the said techniques are formidable enough to stimulate job satisfaction and increased productivity. The national education policy expressed in the personnel development component of some or any relevant declaration and convention, only succeeds in complying with global standards and best practices. Through the use of documentary method, relevant literatures have proven instrumental in informing the findings of the paper. Put differently, the paper concludes that for teachers to integrate their personal goals to those of the organization, a measure of job satisfaction instrumented by relevant motivational (incentive) packages must abound. Finally, the paper recommends that a separate salary structure, for teachers should be established and merit based employment, should be ensured by the authorities concerned.

I. INTRODUCTION

‘The teacher’ in the education process refers to the person who instructs to provide the teaching learning process. He assumes various capacities as educator, instructor, tutor, lecturer, professor and so on. He is the main-stay or prime mover of education system (Afe, 2011).

A teacher is a person charged with the responsibility of guiding others to learn and to behave in new and different ways. Though at some time or the other, we teach and in turn are taught, the term teacher is reserved for persons whose primary professional or occupational functions is to help others learn and develop in new ways (Okoro, 2012). Aghenta (1991), sees a teacher as an input operator into educational system. The teacher plays a big role in the conversion of raw materials (i.e. students) into finished products i.e. graduates. Teaching has existed for ages that it is difficult to trace precisely its origin. It is one of the oldest human occupations. As an activity, it comes of a body of “action intended to induce learning through the conscious and deliberate efforts” by a matured or experienced person to impart knowledge, information, skills altitude, belief, etc. to an immature or less experienced person (Afe, 1990).

Both teaching and learning depends on teachers, for there can be no meaningful socio-economic and political development in any society without teachers. Upon their devotion rests the effectiveness of all educational arrangements (Afe, 20011). Since the teacher is considered as the key in the entire educational system, the educational system must seek to assist him to grow and develop as a person, provide him with necessary skills and professional abilities that help him become an effective teacher and community leader (Abdulfatah 1992).

Teacher motivation naturally has to do with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogical process within the school environment. It has to do with teachers’ interest in student discipline and control particularly in the classroom. Therefore, it cold underlies their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfer them to students transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management/ administration and the overall improvement of the school. The teacher commands and emanates the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student’s feelings and attitudes inferred by their behavior and response in the classroom environment. Hence, Lash and Kirkpatrick (1990) concludes that in the absence of school programs the major responsibility of working with children in the school rests with the teacher. Likewise, Maehr and Midgley (1991) asserted that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of comparison with classroom practices and school environment, teaching activities may enhance student’s performance.

II. STATUS OF TEACHING AS A PROFESSION

According to Afe (2001), profession is defined as an occupation based upon specialized intellectual study and training, the purpose of which is to provide skills, service to others for definite fees or salary. He noted that with regard to

teaching, the UNESCO conference on status of teachers (1966) declared that teaching should be regarded as a profession.

Afe (2001) listed the following areas of consensus or criteria for profession. They include; performing an essential social service, possession a body of specialized knowledge, recognition by public, a code of ethics etc. professionalization of teaching has been a topic of controversy in Nigeria, it has been as issue with the public at large. The question of whether teaching is a profession depends largely on the extent to which members of the public have accorded low status recognition to the teacher. As a result one is not proud to identify or introduce himself as a teacher in the manner and way a lawyer, or a medical doctor would proudly do. As such there is problem with teaching profession (Afe 2001). Abdul Fatah (1992) explain Nigerian teacher as a man with shabby dressing, miserly and miserable living condition and generally lacks self-esteem. (the condition where it no longer attracts brains), Afe 2001) noted that since everybody can practice teaching it does not enjoy the status of profession. However, it is concluded that teaching is a profession but of low esteem in Nigeria.

III. MOTIVATION

Tracy (2000) defined motivation as “all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behavior. Ukeje (1991) affirms that “motivation could make a mule dance” the relative incidence of specific behaviors, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated. Tolman (1958) referred to it as “an interfering variable”, which Kerlinger (1973) identified as an internal and psychological processes that were not directly observable but which in turn accounted for behavior. According to Cole (1986) motivation is a term to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Robin (1989) defines motivation as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts, ability to satisfy some individual needs. In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behavior that involves certain forces acting on or within the individual in order to initiate, sustain and direct behavior (Olochukwu, 1990).

Motivation could therefore, be viewed as any force that would reduce tension, stress, worries, and frustration arising from a problematic situation in a person’ life. Where such incidence of tension, stress and worries are traceable to a work situation, it might be referred to as negative organizational motivation. This latter aspect may be recalled easily with the acronym NORM.

Motivation according to Hay and Misdell (1987), is the complex forces, drives, needs, tension states or other mechanisms that starts and maintains voluntary activities toward the achievement of personal goals. Eggon and Kavchak (1992) viewed motivation as a force that energizes and directs behavior. Motivation is a force that spurs, arouses and sustains a behavior until a goal is achieved. It is a prerequisite for both attention and interest. Motivation is therefore an essential ingredient for effective classroom management and effective learning.

Teacher motivation could therefore, be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teacher’s behavior towards high management and academic achievement standards in schools.

IV. CONCEPT OF JOB AND JOB SATISFACTION

The terms ‘job’ and role are often used interchangeably, but they are different. A job is an organizational unit consisting of a group of defined tasks or activities to be carried out or duties to be performed, while a role is the part people play in their work-the emphasis is on the expected patterns of behavior to achieve agreed outcomes (Armstrong & Taylor 2014).

A job consists of a related set of tasks that are carried out by a person to fulfill a purpose. It can be regarded as a unit in an organizational structure that remains unchanged, whoever is in the job. A job in this sense is a fixed entity, like a part of a machine that can be designed like any other part of a machine. Routine or machine controlled jobs do indeed exist in most organizations but, increasingly, the work embarked upon by people is not mechanistic. What is done and the results achieved depend more or less on the capabilities and motivation of individuals and their interactions with one another and their customers, clients, passengers or supplies (Armstrong, 2012).

The concept of a role conveys these realities more than that of a job. Importantly, a role is the part people play in carrying out their work. Individual roles are those carried out by one person. Generic roles are those similar activities carried out by a number of people. Thus, a role can be described in behavioral terms- given certain expectations, this is how the person needs to behave to meet them (Armstrong, 2010).

According to Armstrong (2012) a job is an organizational unit which consists of a group of defined and identified tasks or activities to be carried out or duties to be performed. Ivancevich et al (2008) viewed a role as an organized set of behavior, the part people play in their work- the emphasis is on the patter

The term job satisfaction refers to the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. That is, good or bad feelings that one has about the work environment (Michael 1993). Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies from researchers point of view example, peretomode (1993), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind.

Job satisfaction can be influenced by a variety of factors, for example the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, students etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance.

Hackman and Oldham (1975) suggests that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employee: Experienced meaningfulness of work, experienced responsibility for outcomes, and knowledge of the results of work activities.

To Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

Job satisfaction is the generalized affective orientation to all aspects of the job. Form and Geschwender (1962) defined job satisfaction as the function of relationship between rewards desired and those received. It is clear from these definitions that an understanding of the idea of satisfaction requires classifications of the notions of need gratification and need-deficiency. The later denotes the degree to which a worker's needs are not generally met in the work situation. It can be assumed from this that need-deficiency and need-gratification are positively correlated with low and high job satisfaction.

V. MOTIVATIONAL FACTORS, TEACHER MORALE AND JOB SATISFACTION

Afe (2001) noted that of all the theories of motivation in the literature that of Herzberg (1959) has often; been used to help point out that the presence of certain factors viz feeling of achievements, recognition of one's worth, the work itself, prestige and advancement (promotion) help to increase the individual job satisfaction but their absence do not necessarily lead to job dissatisfaction. On the other hand, when certain factors viz; company policy and administration, supervision, interpersonal relation with peers become unhappy and

negative attitudes to their work develop, thus job dissatisfaction sets in. These are the hygiene factors or factors of dissatisfaction. In the case of Nigerian teachers, neither the motivators nor the hygiene factors of motivation are gratified. Consequently, there is little or nothing in the working condition to increase teacher's level of job satisfaction beyond the neutral point, the feeling of frustration and dissatisfaction (Afe, 2001).

Afe (2001) further factors responsible for the non-attractiveness of teaching profession as those relating to salary, fringe benefits, poor working condition, public image and lack of job satisfaction. These findings are corroborated by other studies (Agenta 1971), Omenrehiel (1994), Ossai (1995), Nwanbor (1996). Other reasons advanced for movement out of teaching profession are lack of retirement benefits for primary school teachers, lack of regular promotions and irregular payment of salaries. In another study conducted by Bolarinwa (1994), affirmed that landlord would not want to lease their houses to teachers in Lagos, Delta, Edo and Ondo state, this is as a result of bitter experience. They know that a teacher is sure to fall into arrears of rent not because he is a congenital debtor, but because he is poorly paid because rarely does he get paid regularly, again, in most cases parents do not hesitate to disallow their daughter to fall in love with a teacher.

Afe (2001) reported that in Nigeria, teachers are found to be poorly paid and inadequately motivated. These translate to teacher's absenteeism, lukewarm classroom practice, frustration, and decline in professional standard, militancy and early departure from the professions. In the studies conducted by Abangma and Nwagu (1981), they reported that salary is the most crucial factor in attracting candidates into and retaining them in teaching profession. Other factors identified include salary differentials between those in public schools and teachers in schools owned by private agencies. These coupled with late payment of salaries, account for the low morale in teachers.

In a paper "late payment of teachers' salaries as it affects the quality of education in Lagos state primary schools" Bolarinwa (1994) revealed that 62.94 percent of 570 public school teachers sampled took up menial job as financial coping strategy, 41.8 percent withdrew their children from fee-paying schools to non-fee paying schools, 59.2 percent expressed the opinion that they are ashamed to be introduced as teacher, 78.82 percent expressed their view that if given opportunity to start their career lives afresh, they would not opt for teaching and 82.35 percent indicated that they were not satisfied with the teaching profession.

Abangma and Nwagu (1981) observed that teachers at all levels of education in Nigeria no matter the name which they are identified (teacher, instructor, tutor, master, lecturer or professor) are known to be laboring under much frustration, Aldulfatah (1992) noted that teachers are receiving low salaries and other benefits compared to other professions,

which make many teachers to look for lucrative jobs. This has agreed with the findings of an earlier study conducted by Okeke (1985) who reported that an average Nigerian teacher is a man looking for another job.

Okoro (2005) noted that, in spite of the roles teachers play as major agents in the transformation of society, government tends to look at issues affecting their morale with disclaim and with reluctance, hence up till now, they have failed to implement a separate teacher's salary structure.

VI. CAUSES OF TEACHERS NEGLECT

Dansarai (1998) in a survey of 200 primary schools in Kano and Kaduna states identified the following, among others, as the causes of teachers neglect;

1. Disproportionate number of teachers: teachers are the largest group among cadres of civil servant, hence their share of finance and promotion must be larger, and this has put teachers at disadvantage whenever issues of distributing limited government resources are raised.
2. Ignorance of condition of service: most teachers are ignorant of the regulation governing the condition of service. This general lack of information and awareness of ones right and privileges make them an easy prey for victimization by mischievous officers and administrators.
3. Disadvantaged posting in line with their call-duty: majority of teachers are based in rural areas where schools are located, this distances them away from headquarters where resources and benefits are distributed. It also compounds their ability to pursue their salaries. It therefore, becomes easier and safer for rural teachers to forego their right then to pursue them.

VII. CONCLUSION

The study reviews the role of teachers in socio-economic and political development of the society. Motivational factors and issues affecting teacher's morale and job satisfaction were also reviewed. The relationship between teaching and status of teaching as a profession was also examined and causes of teacher neglect were reviewed. Based on the forgoing discussion, the following recommendations are made towards improving the teaching services.

- i. Teacher's salaries and fringe benefits be paid promptly
- ii. That government and all authorities concern should implement separate teacher's salaries structure for all categories of teachers.
- iii. Government should ensure that only committed and qualified individuals are employed to teach in both public and private schools.

- iv. The government and private individuals should assist by providing adequate instructional materials in schools.

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