

Analyzing the Job Motivation Level of Primary School Teachers in Nigeria

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Abstract: The aim of this research was to analyze job motivation level of primary school teachers in Nigeria. This is a descriptive research in the survey model. The populations of the study are teachers who work in primary schools in Nigeria. The “Job Motivation Scale” data collection instrument for developed by Aksoy (2006) was used. The frequency, significance, arithmetical mean, and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. When the work motivation level of these primary school teachers were analyzed according to the four dimensions of the scale, it was found to be at a high level in the dimension of integration with the job and team harmony, and low in the dimensions of commitment to the job and personal development. Again, the research findings shows that the Job motivation level of teachers for these primary school teachers shows a significant difference in terms of gender and educational level, and shows no meaningful difference in terms of age, marital status, tenure of office.

Keywords: Job motivation, primary school, teacher motivation.

I. INTRODUCTION

The fact that education makes the most important contribution to the growth and development of a nation (Ates & Yilmaz, 2018) and that teachers stand out amongst the many variety of educational resources to achieve the objective of development is widely accepted. Teachers are prominent and indispensable stakeholders in the whole educational sector of any country and are pivots on which the wheels of education revolve (Babajide, 2013). Teachers form the fundamental prerequisites for the achievement of educational goals and objectives, students’ academic performance inclusive (Akinsolu, 2010). In acknowledgment of teacher relevance, the National Policy on Education of Federal Republic of Nigeria rightly stated that no country’s education system can be greater than the standard of their teachers because teachers are ultimately responsible for translating educational policies and principles into executable tasks while they interact with the students (FRN, 2004). Ashimole (2011), as well, underscored that teaching and learning are hinged largely on the teachers who are accountable and responsible for reeling the success and effectiveness of all educational arrangements and development.

Problem statement

Gone are those days when teaching could stand tall side by side with other professions. Everybody in the society then aspired to be associated with the teachers. Teachers were held in high esteem and their personality commanded respect. But today, the reverse is the case. Some individuals take to teaching only as a stop gap, pending the time when they may be able to get more juicy jobs. It now seems that there is nothing attracting the students to teaching profession based on what they assess in their teachers’ lifestyle. While teachers and people on other professions such as medicine, banking and engineering live under the same economic situation, government never see reasons to make teachers’ take-home and allowances up to those of these high-rated professions. Teachers’ strikes at all levels of education and incessant closure of schools have become the norm. (Babajide, 2018, p.1)

The above text succinctly describes the teachers’ profession in recent times. The decline in the standard of education in Nigeria has often been argued by a few to be caused by parents disinterestedness on their children’s performance, the indifferent attitudes of the pupils/students towards attaining academic excellence while the majority of the articles and reporters faulted teachers for inadequacy, poor commitment, low devotion, and lack of discipline (Ajumobi & Uwandu, 2019; Mba, 2019), stating that teachers should commit to the values of teaching and be exemplary and conscientious guides in the society (Gungor, 2016). However, the general public has failed to focus the beam of observation on and blame the government for societal corruption, poor teacher remuneration and unappealing conditions of service (Aina & Ayodele, 2018). Teacher attrition is another challenge that has brought about shortage of teachers in most subject areas and this, consequently, impedes the improvement of quality education for students (Madumere-Obike, 2019).

Motivation is an effective and important tool to all teachers (Yalcin and Korkmaz, 2013; Receptoğlu, 2014). Motivation

aid efficiency and effectiveness and can evidently have a positive impact on students' academic performance and ultimately on the educational sector of a nation. To this end, the researcher thinks that searching and evaluating the factors affecting teachers' job motivation is of utmost importance. The sources of motivation at the workplace may vary. Extrinsic motivation refers to meeting the needs of individuals by providing financial incentives, etc. Intrinsic motivation refers to the incentive that is formed by a person's interest or curiosity for a particular work or position, or the satisfaction desired to derive (Shukr, Qamar & Hassan, 2016). Researchers believe that the lasting and permanent form of motivation is achieved intrinsically (Recepoğlu, 2014; Bakioglu and Guner, 2016).

There are a lot of publications on teacher motivation in Nigeria but not many literatures on analyzing the job motivation level of Nigerian teachers. The aim of this research is to advance knowledge with respect to teachers' motivation and analyze job motivation level of primary school teachers in Nigeria. In this context, answers will be sought to these following questions.

1. What is the job motivation level of primary school teachers in Nigeria?
2. Does teachers' job motivation show a meaningful difference or vary in terms of teachers' gender, age, marital status, tenure of office, and education level?
3. What are the descriptive analysis results on the satisfaction factor of the job motivation of primary school teachers?

II. LITERATURE REVIEW

Teacher Motivation

The past decade has witnessed a spike in the researches on teacher motivation and has repeatedly been empirically evidenced as a critical research area and crucial factor closely linked to some variables in education such as student excellent performance, educational reform, and teachers' psychological satisfaction and several recommendations are being made for deep and extended research in this emerging area (Roth, 2014; Urdan, 2014; Han & Yin, 2016). The Federal Republic of Nigeria (2004) stated that the desired economic, social, technological progress, and self-sufficiency cannot be achieved without a well-functioning educational system to sustain its achievement. This suggests that an educational system is esteemed by the quality of the teachers available in the educational system, as the quality of the human resources in form of teachers, would determine the extent of the effectiveness of educational programmes and achievement of educational goals. Sala (2019) argues that despite the frequent use of term, "Teacher Motivation", no real consensus has been reached on the literature concerning a definition to adopt. Motivation is an extremely complex and important element of human behavior. It is an unyielding desire to make something happen (Recepoğlu, 2014). Teacher Motivation refers to the conditions and factors that encourage commitment in basic

education teachers, ensuring satisfactory teaching and enabling achievement of individual objectives (Guajardo, 2011). Motivation is not only a pivotal concept in most theories of learning; it is also related to arousal, attention, feedback and reinforcement. Motivation is one of the factors that drives teachers' actions in the classroom and underpins the quality of their work (Pelletier & Rocchi, 2016).

Education is the bedrock of any nation's development because all personnel required to function in other sectors of the national development process emerge from the education sector. The National Economic Empowerment and Development Strategy (NEEDS) (2004) documented that "the goals of wealth creation, employment generation, poverty reduction, and value reorientation can be effectively pursued, attained, and sustained only through an efficient, relevant and functional education system" (p.35). Nigerian education reformers are aware that after establishing new schools, reviewing and enforcing changing in the school structure and curriculum, recommending teaching styles and aids, teachers remain key to effecting those changes, however, the motivation of teachers are still at a very low point (Babajide, 2013). The problem of ineffectiveness and unproductivity of the employees can always be traced to weak intrinsic and extrinsic motivation. Tuncer (2013) and Erdeneri & Dalkiran (2017) noted that even when employees are well equipped, without motivation, the expected level of efficiency will not be obtained.

Factors influencing teacher job motivation level

According to Sala (2019), there are five considerable factors responsible for undermining and demotivating teachers. They include (a). *The stressful nature of the teaching job*. Teaching is a highly challenging job, especially at the primary school level, as they deal with different age groups of children and teenagers with short attention span and behavioral challenges causing anxiety and stress to the teacher (Babajide, 2013; Beshai et al, 2016; Greenberg et al, 2016; Harmsen et al, 2018; Ouellette et al, 2018; Sala, 2019). (b) *Restriction of teacher autonomy*. Controlling practices, such as the standardized tests and increasing demands from the school administrators are aimed at increasing efficiency and effectiveness but it, most often than it should, turns out as imposing constraints on teachers, impeding teacher professional autonomy as they can make independent decisions about certain matters. These, and many more, results to teacher demoralization and demotivation (Oluremi, 2015; Erss, 2018; Sala, 2019). (c) *Insufficient professional training*. Teacher do not always feel very confident within themselves because there are few professional training opportunities available for them and when there are, emphasis on classroom management are not made. Consequent upon the above, teachers get overwhelmed in real classroom circumstances and resort to unprofessional methods of resolving the problems (Oluremi, 2015; Ates & Yimaz, 2018; Greenberg et al, 2016; Ouellette et al, 2018; Sala, 2019). (d) *Absence of intellectual challenges*. Teachers' jobs are usually monotonous and routinized considering that

they are not allowed to make changes on the imposed course contents and have to follow set down classroom procedures, thereby causing a drop in teachers' interest and the ability to reason logically and add new knowledge to the subject content (Ogunyinka et al, 2015; Sala, 2019). (e) *Inadequate career structure*. The growth ladder in the teacher career structure is another major motivation impediment. There are little options of professional progress and advancement, therefore, having arrived at a steady where there are little or no future goals/positions to strive towards, classroom teachers become complacent (Madumere-Obike et al, 2019; Sala, 2019).

Theoretical Framework

Incentive theory of motivation (Skinner, B. F.)

The term, Incentive, refers to the process of mobilizing internal factors by adjusting external factors, which helps the motivated behavior of the motivated person to develop in the direction expected by the motivator (Yu, 2017). Incentive theory is based on the assumption that behavior is primarily extrinsically motivated. It argues that people are better motivated to work well if they know they will receive a reward afterwards, rather than simply for the sake of enjoying the activities. They can be positive incentives (allowances, prizes, job promotion, etc.) or negative incentives (punishments, threats, fines, job demotion). (Studyandexam, 2018)

Drive theory of motivation

Just like the incentive theory, the Drive theory of motivation assumes that people deliberately pursue some courses in order to gain more rewards. Therefore, the greater the perceived rewards, the more strongly and fiercely people are motivated to pursue those courses. (Kendra, 2020)

Edwin A. Locke's Goal-Setting Theory

The Goal-Setting Theory is a theory that emphasizes on goal setting. These goals must be clearly defined, explicit, challenging, and extensive but achievable. These goals can be set by the individual in relation to the work done by the individual. These goals can be individual (goals set by the employee for personal attainment) or organizational (goals assigned by the organization to the employees according to the general objectives of the organization). This is a theory that can guide the managers to combine the goals of the individuals and the goals of the organization (Eren, 2015; Erdener & Dalkiran, 2018)

The above theories posits that job satisfaction, efficacy, and personal goal achievements are important components of teacher motivation that not only drives but are also driven by teacher motivation in a virtuous cycle.

III. RESEARCH METHODOLOGY

Research Approach

A quantitative method approach was employed in this study to analyze the motivation level of for primary school teachers in Nigeria.

Research Design

A research design is the conceptual structure within which research could be conducted. It is a logical plan on how to arrive on conclusions to the initial set of research questions. This study adopted the descriptive research design using the survey or questionnaire method.

Population

The population for this study consists of primary school teachers and educators in the primary schools within Anambra State, South East Geographical zone of Nigeria.

Sample and Sampling Techniques

The study, therefore, used on maximum variation purposive sampling method and surveyed a total of 120 teachers, both male and female teachers.

Research Instruments

The instrument used in this study is the Work Motivation Scale by Aksoy (2006) questionnaire. Questionnaires allow all respondents to read and answer identical questions, to ensure consistency in the responses. Questionnaires were delivered to the teachers online through whatsapp to the primary school teachers in Anambra State.

Validity and Reliability

The "Personal Information Form", developed by the researcher and the "Work Motivation Scale" used to measure the work motivation of teachers was developed by Aksoy (2006) was used to collect data in the study. The five-point Likert-type scale was used in order to specify the frequency of each behaviour next to each item, and they were graded as "very satisfied (1) – satisfied (2) – neither satisfied nor dissatisfied (3) – dissatisfied (4) – very dissatisfied (5)", (1-5) from the most positive which is 1 to the most negative which is 5. Cronbach's Alpha was calculated to be .896 as seen below.

Reliability Statistics

Cronbach's Alpha	N of items
.896	14

The statistical package for the social sciences (SPSS) 21 program was used for statistical analysis of the data collected by the surveys filled in correctly and fully according to the explanations in the frame of the general aims of the study. The percentage, arithmetical mean, frequency, and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. The repeated analyses using the work motivation scale (Tanriverdi, 2007; Yilmaz, 2009; Receptoğlu, 2014; Ates & Yilmaz, 2018) showed that the scale includes 14 work motivation factors that can be grouped under four dimensions: team harmony (7, 12, 13, 14), integration with job (2, 5, 6, 8), commitment to job (1, 4, 9,), and personal development (3, 10, 11) (Receptoğlu, 2014).

Being an already established survey, the research instrument has been validated and has been of deep relevance to several researches (Tanriverdi, 2007; Yilmaz, 2009; Receptoğlu, 2014; Ates & Yilmaz, 2018). To ensure reliability of the questionnaire, it was pilot tested. Pilot testing is a trial run of a research instrument done with the aim of detecting errors and finding ways to improve on the questionnaire before an actual study is carried out. Cronbach alpha, which is often used on multiple Likert questions on a survey, was used to measure the reliability and internal consistency. Yilmaz (2009) & Receptoğlu (2014) calculated the coefficient of the scale to be .82 and .87 respectively. In this study, the reliability of the data collection instrument was calculated to be .89, showing that survey tool is of high reliability.

Participants

120 questionnaires were delivered to the teachers online and all were used in data analysis. The split between genders was in favor of female with 73.33% female (n: 88) and 26.67% male (n: 62). 50.83% of the teachers (n: 61) were 21-30 ages. 27.5% of the teachers (n: 33) were 31-40 ages, 15.83% of the teachers (n: 19) were 41-50 ages and 5.83% of the teachers (n: 7) were 51-60 ages. The married teachers are 55% and the unmarried teachers are 45%. Teachers whose tenure of office is between 1 to 5 years are n=65 (54.17%), whose tenure of office is between 6 to 10 years are n=34 (28.33%), whose tenure of office is between 11 to 15 years are n=15 (12.5%) and the teachers whose tenure of office is above 16 years are n=6 (5%). In terms of tenure, almost 45.83% of the participants had more than 5 years of experience as teachers and almost 54.17% of the participants had 1-5 years of teaching experience. Among the teachers who participated in the study, n=53 of them have NCE (44.17%), n=43 teachers has HND/BSC (35.83%), and n=24 of them have masters degree (20%). The survey of the professional experience of the teachers was a multiple choice question where teachers had the liberty to choose one or more suitable options and had the following results: 69.17% of the teachers developed their professional experience through workshops (n=83), 49.17% through conferences (n=59), 38.33% through seminars (n=46), and 24.17% through coaching/mentoring (n=29).

IV. FINDINGS AND DISCUSSION

Research Question 1: What is the job motivation level of primary school teachers in Nigeria?

Table 1: Analysis result of the work motivation scale

	N	X	Sd	Minimum	Maximum
Total Score of the scale	120	39.28	11.327	14	69

According to Table 1, the mean of the scores obtained by the surveyed participants from the work motivation scale is 39.28, and the standard deviation is 11.327. The minimum score obtained from the scale is 14, and the maximum score is 69. In the light of this information, it can be said that the work

motivation of these primary school teachers are at a low level. When the work motivation level of these primary school teachers were analyzed according to the four dimensions of the scale, it was found to be at a high level in the dimension of integration with the job and team harmony, and low in the dimensions of commitment to the job and personal development as shown on table 2 below.

Table 2: The dimensional analysis of the motivation level of primary school teachers

Work Motivation	X	Sd
Team harmony	2.77	1.126
Integration with the job	3.03	1.100
Commitment to job	2.55	1.09
Personal development	2.1	1.166

Teachers’ understanding of their motivation level according to the work motivation scale dimensions are given in Table 2. According to findings, these primary school teachers have the highest motivation in the dimension of integration with their job (X =3.03) and the lowest level of motivation in the dimension of personal development (X =2.1). This research findings were not similar with the research findings of Receptoglu (2014), where teachers has the highest motivation in “commitment to job” dimension (X =3.97) and the lowest motivation level in the “integration with job” dimension (X=3.46).

Research Question 2: Does teachers’ job motivation show a meaningful difference and vary in terms of teachers’ gender, age, marital status, tenure of office, and education level?

Teachers’ gender

T-test was done in order to determine whether motivation of teachers in the primary schools shows a significant difference or not according to teachers’ gender. The results according to participants’ gender are shown in Table 3 in terms of Work Motivation Scale. In this study, the rule according to Levene’s test was employed,

If $P < 0.05$, reject H_0 and accept H_1 . The variances are significantly different. So we cannot assume they are equal.

If $p > 0.05$, accept H_0 . This means that variances are not significantly different. So we can assume they are equal.

Table 3. T-test and ANOVA results on motivation of teachers according to gender

Gender	N	X	sd	df	t	p
Female	88	41.55	11.378	118	4.372	.000
Male	32	33.03	8.619			

According to the results of the analysis, there were more female participants (n=88) than males (n=32). This could be because females are culturally perceived to be primary care

givers and because primary school pupils are pre-adolescents whose ages range from 5 -11, it can be understood why there are a higher number of females than males in primary schools. Motivation level of primary school teachers in Anambra state do show a meaningful difference according to gender [t (118) = 4.372, p < .05]. In other words, male and female teachers have different perceptions of their motivation factors. This finding can be evaluated to be that factors that motivate teachers change according to gender.

Teachers' age

Table 4. ANOVA results on motivation of teachers according to ages

Ages	N	X	sd	df	F	p
21-30 years	62	41.18	13.215	3	1.466	.228
31-40 years	32	37.31	8.870	116		
41-50 years	17	38.53	7.392			
51-60 years	9	34.56	9.645			

The age ranges of the participants were surveyed in four groups being 21-30, 31-40, 41-50, and 51-60. According to the results of the analysis, motivation level of primary school teachers in Anambra shows no meaningful difference according to their ages [F (3-115) = 1.68, p>0.05]. In other words, motivation level of teachers in primary schools teachers do not change according to teachers' ages. This situation shows that the motivation level for primary school teachers are quite on same level and are not significantly different. There may be other factors influencing their motivation level but age plays no meaningful role. This finding is similar with the researches done by Tanriverdi (2007), Yilmaz (2009), and Ates and Yilmaz (2018).

Teachers' Marital Status

Table 5. ANOVA results on the motivation of teachers according to marital status

Marital status	N	X	sd	df	F	p
Married	63	38.22	10.890	1	1.147	.286
Unmarried	57	40.44	11.778	118		

The job motivation levels of the research participants were investigated according to their marital status in order to find an answer to this problem "Does teachers' job motivation show a meaningful difference according to their marital status?". According to the results of the analysis, it was observed that the work motivation level of primary school teachers in Anambra shows no meaningful difference according to their marital status [F (1-118) = 1.147, p= .286]. This table depicts that the motivation of these teachers do not vary by their marital statuses.

Teachers' Tenure of Office

Table 6. ANOVA results about motivation of teachers according to Tenure of office

Tenure of office	N	X	sd	df	F	p
1-5 years	64	41.67	12.785	3	2.182	.094
6-10 years	37	37.03	9.197	116		
11-15 years	13	35.77	5.644			
16 years +	6	35.17	12.057			

The tenure of office for the primary school teachers were examined in tenures of 1-5 years, 6-10 years, 11-15 years, and 16 years and above. According to the results of the analysis, motivation level of teachers in the primary schools of Anambra state does not show a meaningful difference according to participants' tenure of office [F(3-116) = 2.18, p = .094]. Tukey HSD test was done in order to determine the groups which have a meaningful difference between them. There is a meaningful difference between teachers whose tenure of office is 1-5 years and teachers whose tenure of office are 11-15 years and 16 years and above. The motivation level of teachers who have 1-5 years of tenure of office (X = 41.67) is higher than the mean of teachers who have 6-10 years of tenure of office (X = 37.03) and the mean of teachers who have 11-15 years of tenure of office (X = 35.77) and has 16 years and above to be X=35.17. The result shows that even though the differences are significant, novice teachers who have 1-5 years of tenure of office remarkably have the highest motivation level. This situation can be explained by the enthusiasm of starting a new career in teaching profession.

Teachers' Educational Level

Table 7. ANOVA results about motivation of teachers according to Educational Level

Educational Level	N	X	sd	df	F	p
NCE	53	43.72	12.347	2	8.910	.000
HND/BSC	43	36.86	9.334	117		
Masters	24	33.79	8.506			

According to the results of the analysis, motivation level of primary school teachers show a meaningful difference according to their educational level [F (2-117)= 8.91, p<.05]. According to Tukey HSD test, it is determined that motivation level of the teachers who have NCE (X=43.72) is higher than the teachers who have HND/BSC (X=36.86) and teachers who have Masters (X=33.79). It was remarkably noted that the teachers who has Masters degree has the lowest motivation level. These findings show that post-graduate training of teachers doesn't increase job motivation of teachers. The fact that there is little or no satisfactory differences between teachers with higher educational level and who has post-graduate training and teachers who don't have post-graduate training and who are on a similar job level, with regards to increase in salaries and other benefits may be the reason for

this result. If teachers' advancement in education gets reflected on their financial benefits and other personal rights, there may be a significant increase in teachers' job motivation according to educational level. These findings are similar with the research done by (Recepoğlu, 2014) but aren't similar with the researches done by Yılmaz (2009).

Research Question 3: What are the descriptive analysis results on the satisfaction factor of the work motivation of primary school teachers?

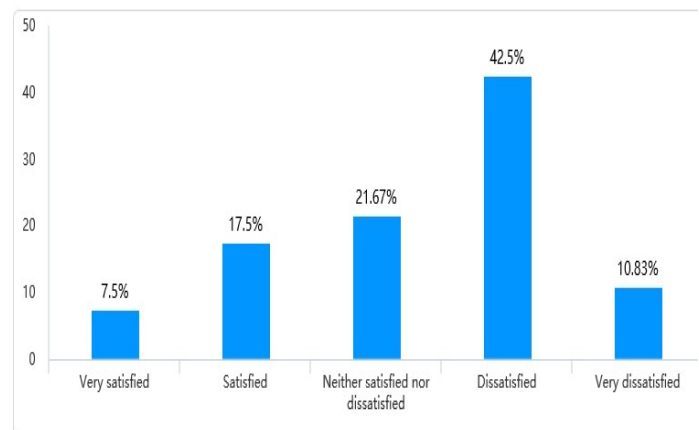
Table 8. T-test results about motivation of teachers according to the motivation factors

Work Motivation Factor	N	X	sd	t	df	p	Mean difference
Working in this institution	120	2.32	1.092	23.235	119	.000	2.317
The respect I receive from society because of my duty	120	2.54	1.068	26.064	119	.000	2.542
The physical working environment at school	120	2.73	1.143	26.196	119	.000	2.733
Harmony with my colleagues	120	2.54	1.099	25.329	119	.000	2.542
Additional payment system	120	3.28	1.122	31.962	119	.000	3.275
Being appreciated and the sense of success I have	120	2.85	1.105	28.254	119	.000	2.850
Performance evaluation system in my organization	120	2.78	1.139	26.770	119	.000	2.783
The income I gain from my institution	120	3.45	1.107	34.155	119	.000	3.450
Harmony between the administrators	120	2.81	1.079	28.507	119	.000	2.808
Professional training and development opportunities	120	2.73	1.166	25.590	119	.000	2.725
The degree at which I can use my creativity	120	2.94	1.190	27.073	119	.000	2.942
The importance attributed to team-work	120	2.85	1.135	27.507	119	.000	2.850
The amount of responsibility given	120	2.72	1.070	27.800	119	.000	2.717
The social activities performed	120	2.74	1.163	25.821	119	.000	2.742

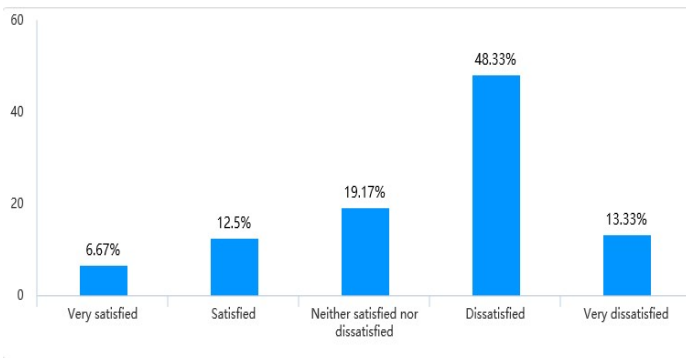
The research was conducted on a likert scale of 1-5, 1=very satisfied and 5=very dissatisfied, therefore high mean outcomes are interpreted to mean low level of satisfaction in agreement with the bar chart analysis below. According to the descriptive analysis results on the satisfaction factors of the work motivation of primary school teachers in Anambra State of Nigeria, it was found out that primary school teachers stated that they were most dissatisfied with “the income I gain from my institution” (X =3.45), “the additional payment system” (X=3.28), and “the degree at which I can use my creativity” (X =2.94). With regards to the age bracket of the pupils in the primary school, primary school teachers have high responsibilities, heavier workloads, and face more difficult job challenges than teachers of older students and then, they are not only usually blamed the most for misbehaviors in young kids but are paid the least when compared to their colleagues in the high schools and colleges. This emphasizes that money can be used as an extrinsic motivation factor. It is also a general knowledge that teachers' jobs are usually monotonous and boring because there are little or no requirements to improve, make measured inputs to the school administration, or hone their creativity skills. This emphasizes that school administrators can devise means to make teachers creative, this is because when teachers see their inputs meaningfully appreciated by the school administrators, they will feel encouraged them to work harder. The items that

primary school teachers were most satisfied with were “Working in this institution” (X =2.32), “the respect I receive from society because of my duty” (X =2.54) and “harmony with colleagues” (X=2.54). These can be understood to mean that the teachers are very satisfied with working in the institution they were employed at, they are highly regarded as tutors and role models in the society and they find the peace and friendship with colleagues satisfactory.

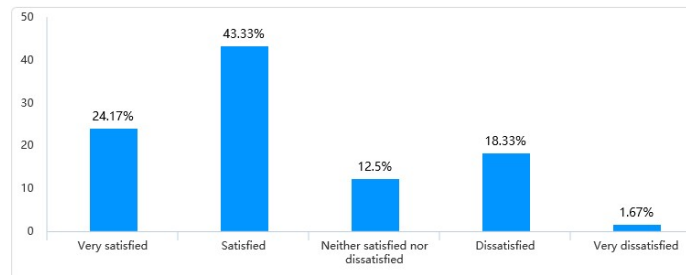
Additional payment system (N=51, X=3.28, %=42.5%)



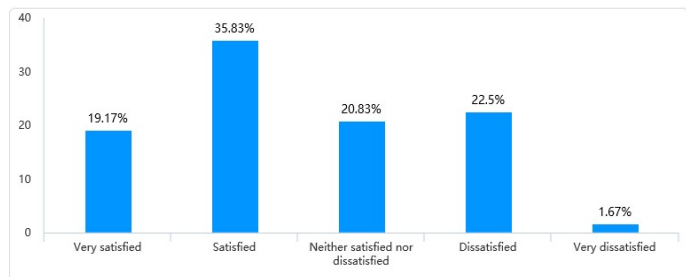
The income I gain from my institution (N=58, X=3.45, %=48.33%)



Working in this institution (N=52, X=2.32, %=43.33%)



The respect I receive from society because of my duty (N=43, X=2.54, %=35.83%)



V. CONCLUSION

The following results were obtained according to the findings gotten from the analyzed data collected in this research:

Research Question 1: What is the job motivation level of primary school teachers in Nigeria?

The mean of the scores obtained by the surveyed participants from the work motivation scale is 39.28, and the standard deviation is 11.327. The minimum score obtained from the scale is 14, and the maximum score is 69. From these findings, it can be said that the job motivation level of the examined teachers are low. When the work motivation level of these primary school teachers were assessed and analyzed according to the four dimensions of the scale, it was found to be at a high level in the dimension of integration with the job (X=3.03) and team harmony (X=2.77), and low in the dimensions of commitment to the job (X=2.55) and personal development (X=2.1).

Research Question 2: Does teachers' job motivation show a meaningful difference and vary in terms of teachers' gender, age, marital status, tenure of office, and education level?

Teachers' gender: The motivation level of primary school teachers in Anambra do show a meaningful difference according to gender [t(118) = 4.372, p < .05]. In other words, male and female teachers have different perceptions of their motivation factors.

Teachers' age: The motivation level of primary school teachers in Anambra shows no meaningful difference according to their ages [F (3-115) = 1.68, p>0.05]. This shows that the motivation level of teachers in primary schools teachers do not change according to teachers' ages. This situation shows that the motivation level for primary school teachers are quite on same level and are not significantly different.

Teachers' marital status: The work motivation level of primary school teachers in Anambra shows no meaningful difference according to their marital status [F (1-118) = 1.147, p= .286]. This table depicts that the motivation of these teachers do not vary by their marital statuses.

Teachers' Tenure of office: The motivation level of teachers in the primary schools of Anambra state does not show a meaningful difference according to participants' tenure of office [F (3-116) = 2.18, p = .094].

Teachers' educational level: The motivation level of primary school teachers show a meaningful difference according to their educational level [F (2-117) = 8.91, p<.05].

Research Question 3: What are the descriptive analysis results on the satisfaction factor of the work motivation of primary school teachers?

According to the descriptive analysis results on the satisfaction factors of the work motivation of primary school teachers in Anambra State of Nigeria, it was found out that primary school teachers stated that they were most dissatisfied with "the income I gain from my institution" (X =3.45), "the additional payment system" (X=3.28), and "the degree at which I can use my creativity" (X =2.94). The items that primary school teachers were most satisfied with were "Working in this institution" (X =2.32), "the respect I receive from society because of my duty" (X =2.54) and "harmony with colleagues" (X=2.54).

The mean of the scores obtained by the surveyed participants from the work motivation scale is 39.28, and the standard deviation is 11.327. The minimum score obtained from the scale is 14, and the maximum score is 69. From these findings, it can be said that the job motivation level of the examined teachers are low. It is similar to the research carried out by Bennell and Akyeampong (2007), in which they examined the work motivation levels of teachers in the Asian and African countries and observed that the work motivation levels of the teachers were low.

Studies have shown that people produce more when they are motivated. As important as intrinsic motivation is and can be to individuals, extrinsic factors of motivation like increment in

salary, income and/or rewards gained from institution on achieving set goals, convenient work environment are also important. Primary school teachers, who participate in scientific researches, publish papers, and exhibit different performances can be rewarded. Teachers can be financially, morally encouraged and supported to participate in opportunities of professional training and personal development. Older and more experienced teachers can be assigned to coach and mentor young and less experienced teachers, and giving reports on their progresses. This is important amongst other forms of professional training and development. The Ministry of Education and school administrators can hold scientific activities in the form of panels, symposiums, and conversations that emphasize on the place and importance of teachers in the society in order to increase the respectability of the teaching profession and reduce teacher attrition. Education related innovations can be shared with the entire education community to increase the knowledge, and self-confidence of the teacher.

For future researches, the scope of this research may be expanded to include the work motivation of primary school administrators and may also be applied to high schools and tertiary institutions in Nigeria, with same or new and different data collection instrument. Variables like the number of children, monthly income, factors that motivate males and females differently can be measured and determined. A mixed research method can be employed for deeper insight into the primary school teachers' work motivation. Furthermore, the study can be repeated with primary school teachers in different states and geographical zones of Nigeria. The motivation of primary school teachers can also be surveyed based on different demographic features and then a comparison can then be made.

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