

# International Journal of Education Policy & Leadership

## PROFESSIONALISM, DEMOGRAPHICS, AND MOTIVATION: PREDICTORS OF JOB SATISFACTION AMONG NIGERIAN TEACHERS

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This research article examines the intensity of satisfaction in the teaching career amongst the secondary school teaching workforce and identifies some work-related factors associated with job satisfaction. The main focus of this study is to probe the impact of the hygiene and motivation factors as a predictor of job satisfaction and see how they align with other existing studies. For the purpose of this study, hygiene factors are factors that cause dissatisfaction and motivation factors are factors that cause employees to be satisfied with their job. A questionnaire was used for data gathering, and multiple statistical procedures were employed in the analysis. The findings revealed that both the extrinsic (hygiene) and the intrinsic (motivation) factors are predictors of job satisfaction. In particular, this research work is written for educational administrators, policymakers and planners that are interested in empirical information methods that might help them improve secondary schooling in Nigeria and elsewhere.

Ololube, N. P. (2007). Professionalism, Demographics and Motivation Factors: Predictors of Job Satisfaction Among Nigerian Teachers. *International Journal of Education Policy and Leadership* 2(7). Retrieved [DATE] from <http://www.ijep.org>.

### Introduction

In addition to the financial costs associated with turnover, an organization that fails to maintain a steady and capable workforce may suffer decline in such areas as performance, customer satisfaction, and employee morale. For a secondary school educational system, those consequences can translate into damage to its academic reputation as well as to the well-being of its students and teachers (Brewer & McMahan-Landers, 2004). Because teachers occupy central positions in the secondary education system, the need to explore their job satisfaction and dissatisfaction is crucial. The major factor that is associated with secondary school teachers' decision to leave or to remain in the teaching profession is their job dissatisfaction or satisfaction. Their individual feelings may arise as a result of several factors such as salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job, recognition, and so on (Denga, 1996; Nwagwu & Salami, 1999; Ossai, 2004; Ubom & Joshua, 2004; Ubom 2001). Therefore, it becomes clear that gaining a thorough understanding of job satisfac-

tion has implications for improving the working life of teachers via providing insights to the administrators responsible for designing and implementing staff development strategies and interventions within the secondary education context (Brewer & McMahan-Landers, 2004).

Another dimension of this problem is teachers' background characteristics, which involve the problem of getting a large quantity of quality of teachers. Nigerian secondary schools still lack the right quantity and quality of teachers after two decades of implementing the National Policy on Education which has resulted in both of satisfaction and dissatisfaction among the workforce. This has huge implications for educational development according to Eferakaya and Onyene (1995); they assert that in a school where the head teacher is not a professional teacher (trained teacher), little or no importance may be attached to educational development. In a situation where such a head carries out instructional supervision, for example, he or she may not know what objective to seek, let alone the tools or equipment of supervision, which will consequently lead to dissatisfaction among teachers. The influx of

unprofessional heads to the school system may be linked to political activities in which political stalwarts are rewarded by elevation and appointment as heads of schools.

Eferakaya (1988) states that the political development in Nigeria has led to the influx of ill-equipped supervisors and inexperienced principals into the educational system. This issue is not particular to principals alone; it also applies to teachers. For a nonprofessional teacher to handle any subject in school is a very delicate problem because it concerns the intellectual, moral, and emotional phases of students' lives (Fafunwa, 1992). Due to the critical nature of their work, highly skilled teaching personnel are required to sustain every educational system. This explains why professional teachers are regarded as the most important element in the school system, because it is generally believed that no educational system can rise above the quality of its teachers (Osunde & Omoruyi, 2004; Olorube, 2004). The evidence seems to be strong: Odor (1995) averred that no matter the availability of educational infrastructures in the school system, they mean nothing if there are no trained, competent teachers to handle them.

The enthusiasm to write this research paper was inspired by the desire to examine the effect hygiene and motivation factors have on the job satisfaction of teachers. The concept of hygiene (elements that contribute to job dissatisfaction) and motivator (elements that contribute to job satisfaction) factors can provide a useful way for systematizing and understanding relationships between contextual support and job performance and adjustment. This study also looks at professional and nonprofessional (untrained) teachers' job satisfaction, which is built on the theoretical frameworks of scholars like Herzberg, Mausner, and Snyderman (1959) and Spector (1997). The questions and objectives of this research are made to order for the study of Nigerian teachers' job satisfaction, with the view to ascertaining the degree to which intrinsic and extrinsic factors of motivation impact teachers in their work situation. Specifically, the study addressed three research questions:

- What demographic characteristics predict differences in levels of job satisfaction among secondary school teachers?
- What is the level of job satisfaction among secondary school teachers based on their academic and professional qualification?
- To what degree of intensity are teachers generally satisfied with their jobs?

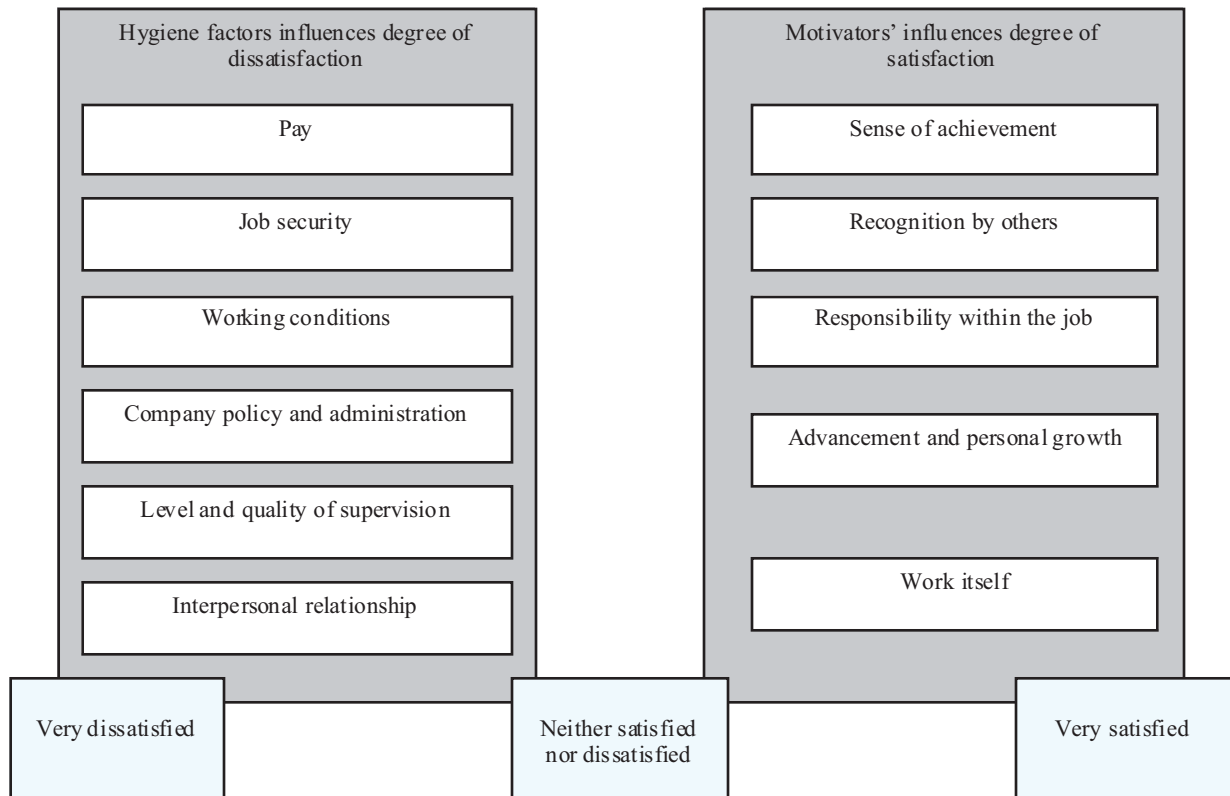
## Theoretical framework

Job satisfaction has been the most frequently investigated theme in professional journals (Spector, 1997). There are many academic works on this concept and there are numerous definitions of job satisfaction. For our purposes, job satisfaction can be defined as one's feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors such as the quality of teachers' relationships with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work (McNamara, n.d.). Job satisfaction comprises the characteristics of the individual and the situation and the individual's perception of that situation (Ifinedo, 2003; Rosenfield & Wilson, 1999; Rosenholtz, 1989). Spector (1997) made the definition of job satisfaction more robust by constituting an attitudinal variable that measures how a person feels about the job, including different aspects of the job that result in enjoyment or lack thereof.

However, there is no strong acceptance among professors, researchers, consultants, and practitioners, that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (McNamara, n.d.). Hackman and Oldham (1975) suggested that jobs differ in 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, employees can experience meaningfulness of work, responsibility for work outcomes, and knowledge of results of work activities, which are critical psychological states. According to Hackman and Oldham (1976), when these critical psychological states are experienced, work motivation and job satisfaction will be high.

## Review of related literature

Herzberg, Mausner, and Snyderman (1959) hypothesized the two-factor theory that categorizes factors affecting job satisfaction and dissatisfaction based on need fulfillment. The authors referred to factors that influence job satisfaction as motivators because these factors encourage employees to work harder. According to them, motivators include sense of achievement, recognition by others, responsibility within the job, advancement and personal growth, and work itself. Conversely, Herzberg and colleagues referred to the factors that cause dissatisfaction as the hygiene factors, which they identified as pay and benefits, job security, working conditions, company policy and



**Figure 1: Herzberg's two-factor theory of motivation**

Source: From *Management* (p. 545), by J. Naylor, 1999, Harlow, England: Prentice Hall.

administration, level and quality of supervision, and interpersonal relationships (Naylor, 1999).

According to Herzberg and colleagues (Figure 1), those factors that are related to satisfaction or positive feelings about a job are called motivators or satisfiers. These factors are related to the nature of the work and the content of the job itself. They are sometimes referred to as intrinsic factors and are believed to encourage the growth and the developmental needs of workers in workplaces. The authors asserted that when the motivators are present in a job situation, they tend to lead to strong motivation, satisfaction, and good job performance, but their absence does not cause dissatisfaction. At worst, the absence of motivators results in no satisfaction.

Those factors that are related to dissatisfaction are called the hygiene or nonsatisfiers, maintenance factors, or events. These factors are related to the context (environment) of the job. They are also referred to as extrinsic factors of motivation (Peretomode, 1991; Ukeje, Okorie & Nwagbara, 1992; Whawo, 1993).

When efforts began to explore methods for enhancing the way jobs were structured, such efforts led to the devel-

opment of more innovated approaches to job design including job enlargement and enrichment. Herzberg (1968) added job enrichment and enlargement or using employees' talents most effectively to his approach because these concepts are related to work itself. Job enlargement is designed to broaden the scope of a specific job. Its intent is to increase the horizontal tasks and responsibilities associated with a given work position and reduce the monotony of the job by providing greater challenge for employees. Job enrichment is designed to increase the depth of employees' jobs and to close the gap between planning, doing, and controlling a particular set of activities (Lewis, Goodman, & Fandt, 1995). Job enrichment involves giving employees' jobs greater scope for personal achievement, recognition, and responsibility. This enrichment strengthens the motivators (Peretomode, 1991).

Herzberg, Mausner, and Snyderman's two-factor theory of motivation (1959) is rooted in the human needs theory of motivation as fashioned by Maslow (1943, 1970). Herzberg and colleagues adapted Maslow's ideas to make them more applicable to work situations because of their importance to the study of employee motivation. They did

suggest, however, that not all needs are motivators, as Maslow presumed.

Studies (e.g., Deci, Schwartz, Sheinman, & Ryan, 1981, Grolnick, & Ryan 1989) have shown that autonomous-supportive contexts promote self-motivation, satisfaction and increased performance in various settings. For example, Deci, Connell, & Ryan (1989) found that when managers are more autonomous-supportive, their work group members tend to report a high level of trust in their establishment and more overall job satisfaction. Similarly, Putman (n.d) asserts that traditional theory suggests that job performance is affected by job satisfaction-increase job satisfaction and job performance will increase, whether in an education setting or elsewhere. Public service engineering staffs in the United States are prime examples of cases in which reality does not match the theory. Although these engineering staffs continue to remain highly competitive and turn out high-quality products, the US government struggles to get a handle on the pay disparity between the private and public sectors. Therefore, Putman contends that job performance is much more complex than the traditional theory would have us believe.

Herzberg and colleagues (1959) provide another way to examine employee needs. They point out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Thus, they believe that both hygiene and motivator factors are important but in different ways and often have been identified as aspects of job satisfaction in research literature (Naylor, 1999).

In spite of the fact that the two-factor theory is constantly referred to in discourse on motivation and its impact on job satisfaction and dissatisfaction, it is also heavily criticized. Amongst others are the criticisms from Kaplan, Tausky and Bolaria (1969), Naylor (1999), Evans (1970), Schoderbek, Cosier, and Aplin (1988), Ossai (2004), King (1970) and Lewis, Goodman, and Fandt (1995). They argued that Herzberg and colleagues' distinction between the hygienes and the motivators did not stand the test of time, that it has too often been found that, contrary to their predictions, extrinsic factors still tend to influence job satisfaction. Additionally, their intrinsic factors, which are supposed to be prime motivators for job satisfaction, still cause dissatisfaction amongst employees. This means that their findings may not be applicable to the entire population. They were also criticized for their oversimplification of the two-factor theory by not giving the exact picture of the true relationship between motivators and dissatisfaction and between job-related sources of job satisfaction and dissatisfaction.

Despite criticisms and disagreements surrounding this theory, many practitioners, writers, and researchers still find the two-factor theory attractive because its contribution has greatly improved educational administrators' understanding of employee behavior in the workplace and has influenced current studies on organizational behavior. The two-factor theory carries a clear message to educational administrators. The first step in motivation is to eliminate dissatisfaction, so educational administrators are advised to make sure that pay, working conditions, policy and administration, and so forth, are appropriate and reasonable. After these factors have been addressed, administrators can address motivation itself, but additional pay and improvement in working conditions alone will not motivate. Instead, educational administrators should strive to provide teachers with the opportunity for growth, achievement, and greater responsibility within the job because these factors will enhance employee motivation (Lewis, Goodman, & Fandt, 1995).

## Research procedure

A survey research design was used in this study. The research was conducted in three major cities in Delta State of Nigeria (Asaba, Sapele, and Warri). The population of the study consisted of teachers from secondary schools in these three cities. The data for the study was collected between December 2004 and June 2005 through a random sampling procedure, whereby all the teachers had an equal opportunity to be selected. A total of 600 questionnaires were distributed to respondents and a convenient sample size consisting of 423 was chosen from the 510 questionnaires returned. Eighty-seven questionnaires were discarded because either they were filled out incorrectly or some questions were not answered. However, the sample of 423 exceeded the number recommended for the size of the chosen population (Creswell, 1994, 1998; Kerlinger, 1973; Pole & Lampard, 2002).

The existing theories on the research topic, Herzberg and colleagues' (1959) two-factor theory and Spector's (1997) Job Satisfaction Survey (JSS) were used to measure levels of job satisfaction and dissatisfaction by adapting factors inherent in these studies then applying them to this study. The questionnaire is made up of section A and B. Section A concerned demographics: (a) gender, (b) age, (c) status, (d) area of specialization, (e) academic and professional qualification, and (f) length of service. Section B consisted of related sources of job satisfaction. There were 11 items and their sub-items: (1) pay and benefits, (2) job security, (3) working conditions, (4) educational policies

and administration, (5) levels and quality of supervision, (6) interpersonal relations, (7) sense of achievement, (8) recognition by others, (9) responsibility within the job, (10) advancement and personal growth, and (11) work itself. Respondents weighed each item on a Likert type scale (4, strongly agree; 3, agree; 2, disagree; 1, strongly disagree). All items were considered of approximately equal "attitude value" to which participants responded with degree, or intensity, of satisfaction and dissatisfaction (intensity; Fowler, 1995; Kerlinger, 1973; Nworgu, 1991).

To arrive at the intended analyses, the participants' responses were keyed into the Statistical Package for the Social Sciences (SPSS) version 13.01 software computer program and several sets of statistical analyses were performed: mean point value, standard deviation and variance. Pearson's product-moment correlation coefficient was conducted to determine the differences in correlation between the frequency of job satisfaction and dissatisfaction and the correlation between job satisfaction and its intensity. One-way analysis of variance (ANOVA) was employed to test the relationship between variables and respondents' background information. A statistical significant was set at  $p < 0.05$  to assess if the researcher's level of confidence observed in the sample also exists in the population (see Bryman & Cramer 1990; 2001a).

The purpose of the research was explained to all the respondents. Creswell (1998), Kerlinger (1973) and Salant and Dillman (1994) argued that to have a high response rate, the purpose of a research work must be explained to the respondents on the first or last page of the research instrument. Furthermore, a pilot test was conducted prior to the main questionnaires being sent out to determine how respondents understood the questions (Fink, 1995; Nworgu, 1991; Yin, 1989, 1994). The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected, and the total understandability of the questionnaire was measured, which helped enrich the final questionnaires. In addition, the face and content validity of the research instrument were ascertained by some test and measurement experts. To test the consistency with which the research instrument measures what it is supposed to measure, the SPSS computer program was employed, and the overall reliability estimate 0.92 was obtained. Thus the instrument was considered to be very reliable (Bryman & Cramer 1990, 2001b; Reynaldo & Santos, 1999; Saunders, Lewis, & Thornhill, 2000).

## Results

Data from the demographic part of the questionnaires yielded information about respondents' demographic vari-

ables. The majority of respondents (247) were female (58.4%). Seventy (16.5%) of respondents were between 20 to 29 years of age, and 158 (37.4%) of respondents were between 30 and 39. One hundred sixty-six (39.4%) of the respondents were teachers between 40 and 49 years of age, and 29 or 6.9% were 50 years and above. Principals comprised 3.8% of the respondents (16) and teachers comprised 96.2% (407). In terms of areas of specialization, the analysis revealed that 128 (30.3%) of the respondents were science teachers, 191 (45.2%) were social science teachers, and 104 (24.6%) were humanities teachers. The demographic profile revealed that the respondents hold either academic or professional qualifications. For this study's purposes, academic qualification refers to teachers who hold graduate and postgraduate degrees as a result of enrollment into an educational institution. Teachers are regarded as nonprofessional teachers if they hold qualifications such as a Bachelor of Science degree (BS), a Bachelor of Art degree (BA), a Master of Art degree (MA), or a Master of Science (MS). Teachers with professional qualifications have professional training that gives them professional teaching knowledge, skills, techniques, and aptitude different from the general education. They hold, for example, a Nigeria Certificate in Education (NCE), a Bachelor of Science Education degree (BSE), a Bachelor of Art Education degree (BAE), a Bachelor of Education degree (BE), a Master of Education degree (ME), or a Postgraduate Diploma in Education (PGDE). See Table 1 (page 6) for the rest of the demographic characteristics of respondents.

To determine the level of job satisfaction and dissatisfaction regarding the hygiene factors and the motivation factors based on teacher responses, the returned questionnaires were analyzed using descriptive statistics. The pay/salary structures facet had the highest mean ( $M = 8.15$ ), which implies that respondents were most dissatisfied with the type of pay/salary they receive at the end of the month. Second in the levels of teachers' dissatisfaction with a mean of ( $M = 5.82$ ) was educational policies and administration. The two lowest means ( $M = 2.03$ ) and ( $M = 3.55$ ) were obtained for job security and interpersonal relationships, respectively. This signified that respondents were most satisfied with the job security and interpersonal relationships the teaching job offers them. Level and quality of supervision and working conditions neither satisfied nor dissatisfied teachers, showing an almost equal mean of ( $M = 4.93$ ) and ( $M = 4.14$ ), respectively. Teachers are motivated by work itself and responsibility within the teaching job, they are less satisfied with advancement and personal growth, sense of achievement, and recognition by others. Tables 2 and 3 (page 7) contain the ranking, mean, standard devi-

**Table 1: Frequency table for respondents' demographic information**

Demographic variables		Frequency	%
Gender	Male	176	41.6
	Female	247	58.4
Age	20-29	70	16.5
	30-39	158	37.4
	40-49	166	39.2
	50-above	29	6.9
Status	Principals	16	3.8
	Teachers	407	96.2
Areas of specialization	Science	128	30.3
	Social studies	191	45.2
	Humanities	104	24.6
Academic qualifications	Graduate	28	6.6
	Postgraduate	23	5.4
Professional qualifications	NCE	54	12.8
	Bachelor of science education	89	21
	Bachelor of art education	69	16.3
	Bachelor education	106	25.1
	Postgraduate diploma in education	54	12.8
Length of service	1-5 years	73	17.3
	6-10 years	140	33.1
	11-15 years	97	22.9
	16 years or more	113	26.7

ation, and variance for each of the hygiene and motivation factors.

Results from the Pearson product moment correlation coefficient analysis on the motivators indicated that the sample for this study reported significantly more satisfaction with work itself ( $r = 0.166, p < 0.001$ ) and responsibility within the teaching job ( $r = 0.219, p < 0.000$ ); and slightly less with advancement and personal growth ( $r = 0.128, p < 0.006$ ), as well as sense of achievement ( $r = 0.186, p < 0.005$ ) and recognition by others ( $r = 0.216, p < 0.004$ ). Whereas, the results from ANOVA analysis depicts that no significant predictors were found for the job satisfaction variables between teachers and principals based on their status, and science, social science, and humanities teachers based on their area of specialization at  $F = 2.817, p < 0.039$  and  $F = 2.556, p < 0.055$ , respectively. Significant differences were

found in gender ( $F = 7.300, p < 0.000$ ), age ( $F = 4.926, p < 0.002$ ), length of service ( $F = 9.268, p < 0.001$ ), and between academic and professional qualification ( $F = 5.735, p < 0.001$ ).

## Discussion of results

This study actually explored the contradictory approaches to Herzberg, Mausner, and Snyderman's (1959) two-factor theory of motivation. The study supports the fact that both hygienes and motivators or work-related needs of employees are predictors of job satisfaction among Nigerian teachers. If we distinguish the main concern that job satisfaction perception may be different, we should also note that similarities still exist regarding employees' perception of their need fulfillments. Herzberg and his colleagues' contribution is not an end in itself but a means to understanding job satisfaction in relation to employee motivation. However, results from this study did not deviate significantly from preceding

studies or from literature on job satisfaction and motivation of employees in general. The analysis of the result obtained showed that most of this study's findings regarding the intensity of the connection between motivation, job satisfaction, need satisfaction, and job performance amongst Nigerian teachers are in line with the findings of Denga (1996), Ladebo (2005), Ossai (2004), Ubom (2001), and Ubom and Joshua (2004).

However, the analysis yielded mixed results about the predictive value of demographic factors regarding job satisfaction. Gender was a significant predictor: the result showed that male teachers tend to be more dissatisfied with their teaching jobs than female teachers, with responses of 62.2% and 37.8%, respectively. As a result, male teachers tend to leave the teaching profession earlier than female teachers. A personal probe to find out from

**Table 2: Descriptive statistics for level of dissatisfaction (hygiene factors)**

<i>Variables for hygiene factors</i>	<i>Ranking</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>Variance</i>
Pay/salary	1	8.15	2.645	6994
Educational policy and administration	2	5.82	2.448	5993
Working condition	3	4.93	2.473	6.116
Level and quality of supervision	4	4.14	2.792	7.798
Interpersonal relationship	5	3.55	2.167	4.694
Job security	6	2.03	1.803	3.250

some of the male respondents why male teachers tend to be most dissatisfied with their pay showed that male teachers felt they cannot meet their family responsibilities as a result of their meager salary compared to fellow employees in, for example, the banking, manufacturing, and oil industries. This confirms findings by Lockhead and Verspoor (1991), Ladebo (2005), and Nwagwu (1981).

In the same vein, Afe (n.d.) found that in Nigeria, teachers are poorly paid and inadequately motivated, which translated to teacher absenteeism, lukewarm classroom practices, frustration, decline in professional standards, militancy, and early departure from the profession. Failure to satisfy teachers' needs leads to frustration, nonchalant attitudes toward work, and rebellion (Ubom & Joshua, 2004). For example, Itotoh (1993) acknowledged that the struggles for improved conditions of service to meet teachers' needs had often led to strike actions and premature closure of schools at the federal and state levels when all legitimate moves to make government improve the conditions failed to produce results. Roe's (1970) Need theory explains that an occupation is a primary source of need satisfaction, which will eventually lead to job satisfaction and improve productivity.

In addition, employment status and teachers' areas of specialization were found to be the only significant predictor of satisfaction or dissatisfaction. Age was found to predict significant differences in job satisfaction and dissatisfaction. For example, 71.4% of younger teachers were dissatisfied with working conditions, promotion, and time spent in teaching as opposed to 28.6% for older

teachers. Conversely, 59.9% of older teachers reported extreme satisfaction with work itself and responsibility within the teaching job. It was also found from the results that qualification has a lot to do with job satisfaction and dissatisfaction. Academically qualified teachers (65%) tend to be most dissatisfied with the teaching job than professionally qualified teachers (35%). The possible reason is that as a result of the high unemployment rate in Nigeria, most unemployed

Nigerian college and university graduates see teaching as a means of finding employment until they get a job that is in line with their academic qualification. In the same way, Ezewu (1983) noted that there are different reasons why people choose teaching as a career; some choose it because they have no alternative job.

The results from this study also revealed that teachers were dissatisfied with the educational policies and administration in terms of the implementation of policies that have been disastrous to educational development in Nigeria (Olujunwon, n.d.). That is to say, the success of any educational system hinges on proper planning, efficient administration, adequate funding and motivation in meeting teachers' needs. Satisfying teachers' needs promotes their psychological well-being and enables optimal functioning and performance (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Ryan, 1995). On the contrary, when teachers' environments or personality styles do not afford these kinds of experiences, they fail to thrive. Individuals are best off when their needs are satisfied and worst off when they are not satisfied (Filak & Sheldon, 2003).

**Table 3: Descriptive statistics for level of satisfaction (motivation factors)**

<i>Variables for motivation factors</i>	<i>Ranking</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>Variance</i>
Advancement and personal growth	5	8.69	2.151	4.628
Sense of achievement	4	8.18	2.520	6.348
Recognition by others	3	7.27	2.445	5.976
Responsibility within the teaching job	2	6.62	2.267	5.137
Work itself	1	6.02	2.323	5.395

## Conclusions

The findings derived from this study confirm Lockhead and Verspoor (1991) conclusion that the major reason for job dissatisfaction among Nigerian teachers is low salaries. One result of these low salaries is that teachers are forced to hold other jobs to supplement their low salaries. They earn lower salaries compared to employees in other sectors of the economy, poor working conditions, limited opportunities for professional advancement, and dysfunctional educational policy and administrative procedures. In a similar study, Abangma (1981) and Nwagwu (1981) found strong dissatisfaction among Nigerian teachers because of their low salary level. As such, salaries rated as the most crucial factor for attracting qualified teachers to the profession as well as retaining those already in it. The practical implication of these factors is that teachers no longer put in their best, which leads to a drop in the standard of education in Nigeria.

The ranking of Nigerian teachers' job satisfaction and dissatisfaction by respondents may be a useful tool in providing focus for educational administrators and policymakers who need empirical information in getting the best out of teachers; it might also provide the direction for motivating teachers in Nigeria and abroad through the knowledge of job satisfaction and dissatisfaction and the associated degree of priority of demotivators and motivators to improve the standard of education. It is highly recommended that policymakers remain proactive in ensuring that an effective means of guaranteeing job satisfaction and implementing them are in place. It is hoped that this piece of work will be an added input into academic literature of job satisfaction and will assist policymakers in their decision-making processes.

Further examination of this subject matter will be in order using a carefully stratified national survey sample size to investigate the themes and concepts used in this study. A new perspective on teachers' job satisfaction and intensity, which takes into consideration the unique characteristics of the variables used in this study and other derivations, is very much recommended. In addition, further studies could scrutinize what specific measures are taken by developing countries to hasten the spread of job satisfaction in their educational systems.

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