

Job Satisfaction and Productivity of Nigerian Teachers

Ezirim Precious Ogechi

Abstract

The practical operation of any organisation depends fundamentally on the human resources in that organization. Experts in organizational behaviour are of the view that workers and their needs should be uppermost in the mind of the leadership of any organisation. Management of human resources is therefore crucial in the attainment of the organizational goal. In other words, poor management of the teachers in any school will inevitably lead to ineffectiveness or even collapse of the school. A good personnel policy is a sine qua non in any organization. Among this personnel policy is the factor of motivation which has to do with stimulation, encouragement, and inducement of employees. The element of motivation is also related to the concept of job satisfaction such that the latter can hardly be explained without reference to the former. The greater the extent to which a teacher's needs are satisfied in his job, the higher the degree to which he will respond, presumably with gratitude or loyalty on that job. This paper, therefore, addressed the concept of job satisfaction and productivity, some motivation theories and their implications on teachers, factors of job satisfaction and dissatisfaction, practical ways to ensure job satisfaction of teachers, the relationship between job satisfaction and productivity. It concluded that there should be a more realistic approach towards treatment of teachers to retain them and for them to assume full

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responsibility for the achievement of the educational goal.

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Introduction

It is the workforce resources that manipulate the available physical, material, and financial resources to provide the services and functionality that eventually bring about organizational development. Therefore for objectives of the organization to be realized, it seems very obvious that employees must be happy with their job, highly motivated and enthusiastic to carry on their task for the achievement of organizational goals. In the view of Khan, Nawaz, Aleem and Hamed (2011) if the employees are happy and contented with the moves of, and actions of the employer, they do their best for the organization. However, if the contrary is the case, the organization suffers profound loss. The same view was supported in Nwankwo (1981:85) that “to ensure adequate staff motivation in school, the school administrator will ensure that the teaching job is made satisfying.

Within the framework of education, teachers are at the focus of any human resources development and also the significant agents through which the curriculum finds its fulfilment and actualization. This implies that teachers need to be highly productive if the immediate and long-term objectives of education are to be achieved. The educational administrators should understand that job satisfaction of teachers are linked closely with school productivity and must be monitored as an instrument to actualize educational goals.

The Concept of Job Satisfaction

A job is an activity, often performed in exchange for payment. Satisfaction is an act of fulfilment, gratification or contentment. Job satisfaction merely is how content an individual is with his or her job. It is the level of contentment employees feel about their work, which can affect performance. It means a pleasurable and positive emotional state resulting from the appraisal of one's job experiences. In his definition, Eneasator (1990:61) refers to job satisfaction as “the totality of an individual's psychological, social, physical well-being

about his work and job performance.” Motivation and Job satisfaction are inseparable as they apply to any organization. Some writers have tried to associate staff motivation with the comfort of the needs of the staff. Okonkwo (1997) indicates that job satisfaction implicates 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 goal. The relationship between motivation and job satisfaction has been stressed by Nwankwo (1982) who holds the view that the more the needs of workers are satisfied within the organization, the more they are motivated to work, and this satisfies the requirements of the organization. It, therefore, follows that satisfied worker is operating at two levels of satisfaction, namely, his need satisfaction and the satisfaction of the needs of the organization.

The Concept of Productivity

According to Woodhall and Blaug in Eneasator (1997: 303) “the term productivity denotes the ratio of some specified output to the input of resources required to produce it.” By relating output to input, productivity, therefore, attempts to assess the cost-effectiveness of any given system or programme. Productivity is, therefore, measured as a ratio of output to input. To some extent, productivity focuses on the cost of production. That is, what it costs to produce a given unit of output and the effectiveness of resource utilization in the system. Employee productivity is an association of the efficiency of a worker or group of workers.

There are a lot of factors that are associated with employee productivity. These factors include, the individual's ability and skill to perform the job, his level of motivation, the operating personnel policies and the organizational climate, tend to operate jointly and simultaneously to determine an individual's degree of productivity on the job. It is only when the factors are favourable and favourably oriented to the individual that one can expect high productivity.

Some Motivation Theories and their Implications for Employee's

Performances

The theories considered in this paper are Maslow's Hierarchy of needs theory and Herzberg's motivation- Hygiene theory. Maslow's Hierarchy of Needs Theory: Abraham Maslow developed the hierarchy of needs theory on the bases of motivation seen regarding a chain of relatively separate, distinct, yet interrelated drives. The main thrust in his theory is that people's needs can be categorized and arranged in an ascending order of importance creating levels, or a hierarchy of needs. According to him, at the bottom of the hierarchy of needs are the physiological needs, followed by safety and security needs, and the social acceptance needs. The fourth need is esteem an finally self-actualization needs. The motivation theories tend to confirm the

relationship between job satisfaction and motivation of workers. Teacher motivation takes two dimensions of process and content implying what to give and how to efficiently execute the needful. In answer to the 'what' of teacher motivation, Onyene (2001: 178) noted that Abraham Maslow's theory implies that to get the best out of teachers, the school management must consider these needs pressure in the individual as very potent for the attainment of organisational goal. On the 'how' of the incentive administration on the worker, using the effective hygiene factors, the right type of work context would be created.

Okonkwo (1997:309) has in reviewing Maslow's hierarchy of needs noted that its vital dimension is not necessarily whether or not it involves a scale of needs but, that it identifies the necessary human needs individuals expect to satisfy not only outside but more often than not, within their work organization. Ejiogu (1990:39) supporting this view asserts that “indeed until peoples' needs are satisfied, they cannot perform effectively on the job”. Hence, the principal, as the recognised leader of the school community, has the responsibility to help staff members to get satisfaction from their profession, and to move towards the fulfilment of their needs and objectives (Okeke, 2008).

Herzberg's Motivational- Hygiene Theory: This theory also known as the two- factor theory is related to Maslow's theory. The argument articulates that individuals have two sets of needs: The first is to avoid

pain and discomfort, and the second is to develop psychologically. Herzberg, thus, made the following observations:

a. Achievement, recognition, the nature of the work itself, responsibility, and advancement were found to be robust determinants of job satisfaction. In other words, if a person is given the opportunity to achieve results, enough trust in the discharge of his duties, is engaged in tasks that are meaningful to him, and above all is recognised and appreciated for his performances, such a person will become satisfied and therefore motivated towards the more significant achievement.

b. Organizational policy, supervisory behaviours, salary, interpersonal relations and working conditions were found to contribute to feelings of dissatisfaction among workers. In other words, their absence leads to dissatisfaction even though their presence may not necessarily lead to higher satisfaction or motivation.

Herzberg's theory implies that only motivators can cause more effort to be exerted and more productivity to be attained. However, the hygiene or maintenance factors provide a base that must be carefully considered if dissatisfaction should be avoided. Maslow's and Herzberg's theories imply on emphases on people's need

in organizations as well as what factors could motivate or maintain workers. In the case of Herzberg's opinion, both elements (motivation and hygiene) are essential for employee motivation and retention. Whereas the satisfaction of the motivation factors leads to better performance, the comfort of the hygiene factors will enhance employee's job stability or job retention. Thus, if people feel dissatisfied with their job reward that is, regarding their needs fulfilment, they will become regularly absent from duty and may eventually quit.

These two theories seem to confirm the view of Vroom and Deci (1980:11) that:

People will be motivated to perform their jobs effectively to the extent to which they are satisfied with these jobs. The more one reward workers, the harder they work. The greater the extent to which an employees need are satisfied in his job, the grater the extent to which he will respond, presumably with gratitude or loyalty, by productivity effectively on the job.

Factors of Job Satisfaction and Dissatisfaction

Nwankwo (1981) referred to Herzberg's motivation theory as a classic example of a study of job satisfaction. In his view, five factors that stand out as strong determinants of job satisfaction are- achievement, recognition, work itself, responsibility and advancement, while on the other hand, the major factors of dissatisfaction were- company policy and administration, supervision, salary, interpersonal relationship and working conditions. Considering Herzberg's finding, one can conclude that factors of job satisfaction relate to what the worker does while factors of dissatisfaction relate to the situation in which he works.

As a follow- up of Herzberg's theory, Sergiovanni (1969) evaluated factors that affect satisfaction and dissatisfaction of teachers and concludes that work satisfaction of teachers were achievement, recognition, and responsibility, while factors contributing to dissatisfaction of teachers were related to school policy and administration, interpersonal relations, nature of technical- supervision and personal life. Thus employer job satisfaction is a significant determinant of employee motivation.

Practical Ways of Ensuring Job Satisfaction

From the theories reviewed so far, we can identify practical ways of ensuring job satisfaction as:

- i. **Maintaining and Boosting Employee Morale:** According to Okeke (2008:88), morale is taken to refer to a feeling of belongingness in a group and identification with the goal of the group. It relates to confidence in the means of goal

attainment, in the leaders, subordinates, and finally in one's self. Morale can be low or high. Morale is the emotional reaction of a person to his job. Some elements of confidence are courage, zeal, discipline, enthusiasm, and willingness to endure hardship. Morale, as explained, is a function of belongingness, rationality, and identification. These three variables must be adequately present for the confidence of a staff to be maintained (Erisimadu and Nduka, 1987). The way people feel about their work makes a significant difference in productivity. Apparently, workers who were made to feel important and had a favourable attitude towards their work are more productive than when they are not made to feel so. Morale is seen as the pattern to affect underlying effectiveness, efficiency, and satisfaction.

ii. Promotion: This refers to the upward movement of an employee from current job to another that is higher in pay, responsibility and organizational level. Promotion brings enhanced status, better pay, increased responsibilities and better working conditions to the promoted. Promotion has dominant motivational value.

It forces an employee to use his knowledge, skill, and abilities fully and become eligible for vertical growth. This confirms the view of Ozigi (1977:20) that:

Usually, promotion is a positive way of rewarding people for their effort and services. It helps to boost staff morale and motivates them to work harder, thereby increasing productivity and efficiency. On the other hand lack of promotion can lead to lower staff morale, resulting in frustration, resignation, and premature retirement, and affecting general efficiency and productivity.

iii. Regular Compensation (Salary/Wage): Compensation can be defined as the total remuneration, in cash or kind, payable by an enterprise to an employee in return for work done by the latter during the accounting period. The single most important obligation owed by an employer to an employee is to pay him or her wages. The fulfilment of this duty involves

most employers at the biggest expense of their business. Nwankwo (2014) notes that compensation is based on the premise that people can develop the drive to put their best towards achieving the organization's set goal if they are assured that their effort will be rewarded. When a worker is assured of his regular salary or wage, he will be happy and willing to be retained.

iv. Fringe Benefits: Fringe benefit is an extra benefit supplementing an employee's money wage or salary. For example, a company car, private healthcare, etc. It can be seen as compensation in addition to direct wages or salaries such as free life or health insurance and paid holiday. Fringe benefits are rewards offered by an organization to attract and retain employees. Some of the fringe benefits include:

- Medical facilities (subsidized for staff and family members).
- Paid public and annual holidays, Christmas bonus, redundancy payment, pension scheme, housing benefit, and transportation.
- Canteen facilities.
- Recreation services.

v. Incentives:

Incentives are rewards or payment given to workers or employees in an organization to improve their performance. Incentives are used as motivational factors. It is also monetary benefits paid to workers in recognition of outstanding performance.

The Relationship between Job Satisfaction and Productivity
Job satisfaction leads to better performance and hence productivity. Ukeje (1992) believes that job satisfaction does not by itself improve productivity but has some direct influence on it. Early human theorists had maintained that job satisfaction is a moderate variable that lies between motivation and productivity. Vroom (1964) in his research found that satisfaction and productivity are related.

According to him, there is a consistent negative relationship between job satisfaction and the probability of resigning and absenteeism and accidents. Porter and Lawler as reported by Atchison and Hill (1978:188) noted that while the relationship between job satisfaction and productivity was not high, it was shown to be slightly positive overall in the studies that dealt with the issue. Thus, while the relationship is slight, it is consistent. When this relationship was turned around, Porter and Lawler developed the theory that satisfaction occurs when performance and reward are linked to individual expectations. To them, job satisfaction becomes a measure of the ability of the organization to satisfy individual's expectation and of the degree to which it can reward productivity. However, Okonkwo (1992) is of the view that high job satisfaction is more likely a result of top job performance.

Conclusion

It seems clear that there are particular need preferences which employees seek in their workplaces which include adequate pay, occupational advancement, appreciation for work done, personal comfort, security, recognition, achievement, responsibility, professional growth, prestige, respect, affiliation, power and authority. A large proportion of employees appears to be motivated by, and thereby derive job satisfaction from them and this influences their productivity.

The situation calls for a more definitive and realistic approach towards treatment of employees to retain them and for them to assume full responsibility for the achievement of organizational goal.

Suggestions

From the discussions of this paper, the following recommendations are made:

1. School administrators should enhance teachers' feeling of achievement through recognition, the reward for excellence and by encouraging them to strive to achieve better.
2. Promote the personal and professional advancement of teachers.
3. Assign responsibility for specific functions to teachers and

- ensure adequate authority for carrying out such responsibilities.
4. Recognize individual worth and personal dignity and ego of teachers by involving them in decision making and leadership, creating healthy social climates and improving outlook of the workers.
 5. Pay teachers' salaries regularly and give benefits and incentives.
 6. Provide the teacher with a full unit of work whose end product can be easily assessed by the teacher to see how well he has performed.
 7. Give the teacher adequate authority and freedom to carry out his tasks so that he can personally plan its processes and claim success or failure.

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