

Influence of Motivation and Availability of Resources on Teachers' Job Satisfaction in Public Secondary Schools in Minna, Niger State

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Abstract

The study conducted among teachers in public secondary schools in Minna revealed several key findings regarding factors influencing their motivation and job satisfaction. Firstly, teachers strongly agreed on ten factors that contribute to their motivation and job satisfaction, including favorable service conditions, access to sick leave, prompt payment of salaries, study leave with pay, and extra pay for extra-curricular activities with mean value ranging 3.67 to 4.55. Secondly, material resources were identified as crucial for job satisfaction, with teachers strongly agreeing on seven out of eight items related to resource availability, such as fully equipped offices, textbooks, notebooks, stationery, and overhead projectors mean value ranging from 3.37 - 4.36. Thirdly, financial resources were found to significantly impact job satisfaction, with six out of seven items related to financial factors influencing stability and satisfaction among teachers. Additionally, teacher job performance was highlighted as a significant determinant of job satisfaction, with aspects like subject mastery, lesson preparation, and adherence to rules playing crucial roles. Importantly, there were no significant differences observed between male and female teachers in their perceptions of motivation, material resources, financial resources, and job performance, indicating a uniform perception across genders regarding factors influencing job satisfaction. The researcher recommends that the State government should reconsider the service condition and make it favourable, implement prompt payment of salaries as at when due, thereby reconsidering the policies and amending them to fit in with the required need of the teachers and more recent trend and demand of the nation.

Keyword: Motivation, Resources, Teacher job satisfaction, and Public secondary schools

1. Introduction

Motivation, the driving force behind goal-oriented behaviors, plays a pivotal role in various aspects of human life, including education. It encompasses biological, emotional, social, and cognitive forces that activate and sustain behavior. In the context of teaching, teacher motivation is crucial for fostering commitment, dedication, and effectiveness in delivering educational services (Basalamah & As'ad, 2021). Teachers are the cornerstone of any educational system, entrusted with the significant responsibility of shaping young minds and realizing the vision and mission of a nation. Their motivation directly influences their attitudes towards work, commitment levels, and dedication to their duties. However, despite the pivotal role they play, teachers' socio-economic status and societal recognition have faced a decline over time, leading to concerns about their job satisfaction (Mwiti et al., 2021).

Historically, teachers held esteemed positions within societies, being regarded as custodians of knowledge and often consulted on various matters. However, contemporary society's perception of teachers has shifted, leading to a decline in their status. This decline has been accompanied by challenges such as low salaries, poor working conditions, and limited professional growth opportunities, contributing to teachers' disenchantment with the profession (Ogunode & Ibrahim, 2023). Efforts to address teachers' job satisfaction have been made by governments and educational policymakers, yet significant improvements remain elusive. Challenges such as teachers combining teaching with other businesses, viewing teaching as a stepping stone to better opportunities, and qualified teachers leaving the profession highlight the urgency of addressing teachers' concerns. Motivation is intricately linked with job satisfaction, with satisfied teachers likely to exhibit higher levels of commitment and dedication to their roles (Baroudi et al., 2022). However, achieving job satisfaction requires more than just monetary rewards; it involves addressing various factors, including working conditions, professional development opportunities, and resource availability.

The Nigeria Union of Teachers (NUT) has been at the forefront of advocating for improved working conditions for teachers. However, despite claims of progress, challenges persist, indicating that monetary rewards alone may not be sufficient to enhance teachers' productivity and job satisfaction (Ogunode & Ibrahim, 2023). This study aims to investigate

the influence of motivation and resource availability on teachers' job satisfaction in public secondary schools in Minna, Niger State. Specifically, it seeks to identify factors hindering teachers' motivation, evaluate the effects of government efforts on motivation and job satisfaction, assess the impact of available facilities and resources on teachers, and determine whether adequate motivation can enhance students' academic satisfaction. By understanding the factors influencing teachers' job satisfaction, policymakers and educational stakeholders can formulate targeted interventions to improve teachers' motivation and ultimately enhance the quality of education in public secondary schools in Minna, Niger State.

1.1 Literature Review

The influence of motivation and availability of resources on teachers' job satisfaction has been a subject of extensive research, yet it remains a topic of ongoing debate among organizational psychologists and managers. Fagbamiye (2003) conducted studies on teacher remuneration and job satisfaction in primary schools in Lagos State, revealing a moderate satisfaction with salaries but dissatisfaction with the public image of teachers. Ofojebe and Ezugoh (2010) highlighted the link between teacher shortage and poor conditions of service, advocating for improved conditions, resource provision, and motivation to alleviate the shortage. Christopher (2012) emphasized the role of extrinsic motivation in teacher satisfaction and performance, stressing the need for government intervention in improving conditions and providing necessary materials.

This section delves into critical theoretical foundations and existing research on motivation, resource availability, and teacher job satisfaction. It explores key concepts and examines their interrelationships, covering areas such as the role of resources in job satisfaction, theoretical underpinnings of motivation, and empirical studies on teacher motivation. Notable among these studies is Ajibade's (2002) investigation into the relationship between principal leadership styles and teacher motivation. Findings underscored the significance of motivation in the teaching-learning process and highlighted the correlation between democratic leadership and teacher motivation, advocating for leadership styles that enhance teacher performance through effective motivation channels.

2.1.1 The concept of Motivation and availability of resources

Motivation is central to all forms of learning and it can be described as that which is responsible for the initiation and sustenance of a behavior that is goal directed. For example, a motivated person will engage in an activity more vigorously and more efficiently than unmotivated one. Motivation is what encourages an individual to do something and it associates with the needs of human beings behaving in different ways depending upon the situation one finds himself. Durosaro (2002 : 77), defined motivation thus:

Motivation refers to the drive or intrinsic force within the human organism that makes him want to contribute actions towards the achievement of an organisational goal.

It can therefore be inferred that motivation is a condition within a person that drives him towards desirable goals. It is the process of arousing movement in the organism. It is an energizing force behind all human activities. It explains the reason for a particular behaviour, put up by individual at a specific point in time.

No wonder, Durosaro (2002: 80), asserted that:

It is how behaviour gets started, energized, sustained, directed or stopped and what kind of subjective reaction is presented in the system while all these are going on.

Oyedeki (2007: 50), opined that Motivation is: “a process of arousing enthusiasm in individual so that he can perform his duties with pleasure and high interest in pursuance of the organisation and his personal goals.”

Motivation, from the above definition is therefore, one of the ways of making people put in their best efforts in an efficient and effective manner in order to achieve the organisational objectives.

From the same study, Oyedeki on page 58 of his study stated that:

“Motivation is a concept, which has been used in several ways to explain why people behave as they do. At times, it refers to something innate within the individual, a kind of energizer or driving force, a desire or an urge that causes the individual to perform”

Often, these inner forces are described as drives or attempts of the individual to meet his basic needs in order to establish state of equilibrium within that person, some other times, motivation refers to external stimulation that causes an individual to perform or to focus and

do somethings. It is important to know that there are two kinds of motivation. Sometimes, certain things are done without any external forces or incentive from anybody. The goal itself is sufficiently rewarding to make someone want to do them. When this occurs, it is referred to as intrinsic motivation. On the other hand, some certain tasks or goals may not be attractive and as such, calls for application of incentives. In this case, an external incentive is being used to intimate the performance of such task. This is called extrinsic motivation (Ubeku, 2001: 292).

Afolabi (2001), indicated that availability of resources; human, physical and financial materials can be used to enhance knowledge, disseminate information, retrieve information and acquire information in an educational settings. These resources include teachers, students, objects and physical facilities that could be used to help teachers cope with specific teaching needs and situation. This is especially true with regards to assisting and motivating teachers. Frenz (2001), defined educational resources as teacher supply, curriculum activities and supply of other facilities. These can be grouped into human, financial and physical resources.

Human Resources: In respect to human resources, we are talking of the school administrator, teaching and non-teaching staff and other school personnel. Several research findings on teachers' satisfaction have pointed to the significant role of the teacher and characteristics such as sex, age, qualification and experience. In another study, Duyilemi (2001), said that the teacher is a major resource in education. The teacher is a factor that influences the quality and effectiveness of knowledge based on the amount of time available to students for learning.

Financial Resources: Financial resources are found to be another crucial factor to the successful implementation of educational programmes. The division of educational policy and planning (UNESCO, 2001) stated that there are two kinds of spending; capital expenditure and recurrent expenditure. Capital expenditure is for projects designed to improve or modernize existing buildings and for new construction, including construction to replace old buildings.

Recurrent expenditure on other road is evaluated on the basis of unit cost. The current expenditure per pupil is multiplied by the number of pupils expected to enroll and then the result is added up for all the various levels and types of education to yield the total figure for

recurrent expenditure. In planning expenditure for the future, a coefficient must be used to anticipate for the future, a coefficient must be used to anticipate rising costs for teachers' salaries, maintenance cost, etc. Even if one thinks in terms of constant prices, factors such as the rise of teachers' qualification levels, career, promotions and school operating improvements must be taken into account.

Ndyali (2013), stated that funds for the development of school building and equipment have been the greatest cause of distress among teachers in secondary schools in developing countries. Often, well thought-out plans are drawn up making provisions for all facilities that could positively contribute to the development and motivation of teachers but they become missing for lack of money. Zymelman (2001), also observed that funds are allocated according to perceived needs at various educational levels. However, this allocation is inadequate for the demands of capital investment and recurrent expenditure. By all indications it is believed that Federal secondary schools in Nigeria are better funded than most of the state schools. Based on that it is believed that teachers' job satisfaction at the Federal Secondary are better than those at the state level.

Physical Resources: Okori and Jerry (2017), explained that physical resources include buildings comprising of classrooms, laboratories, workshops, equipment, and other instructional materials such as library facilities and audio visuals. However, in as much as motivation and availability of resources cannot be divorced then the location of a school is an important factor because it can facilitate or impede learning. The division of Educational Policy and Planning (UNESCO, 2001) also indicated that a school site has two types of quality. First, its relation to the community it serves and secondly, its intrinsic quality in respect of the function for which it is selected.

In addition (UNESCO, 2001) also noted that the problem of school location affects the motivation of teachers. This is because it may not be accessible to other aspects of the community like health centres, good roads etc. Some schools are located in the rural areas without adequate provision for transport and the teachers' welfare. Anonsi (2003), in the study "teachers' turn over in the Federal Republic of Nigeria" recommended that teachers in the rural areas should be given attractive inducements and fringe benefits like bush allowance to make them stay and at the same time have interest in the work.

Based on this fact, it is important to consider accessibility in selecting the school site. Also the site must be closer to the community health centre, libraries and good roads. Thus, the first norm for the location of school in rural areas will state the maximum distance that the teacher is to travel from home to school. Oyedeji (2017), stated that schools should be located within the build-up area or in places within easy reach of the community.

2.1.2 The role of availability of resources on teachers' job satisfaction

Several studies have acknowledged the importance and function of resources in effective teaching and learning. For example, Hallack (2001), emphasized that the availability, relevance and adequacy of educational resource items contribute to teachers' job satisfaction and that dilapidated school buildings, crowded classrooms, ill equipped laboratories and a not too conducive environment can hamper teachers' job satisfaction.

Bajah and Oni (2002) reported that human resources play a very important role in the teaching learning situation than any other factor of production and that the quality of education hinges upon the qualities of teachers that are available. Onocha (2002), in their own study reported that teachers perform better when they can actively explore on environment rich in adequate educational resources and materials.

Similarly, at the seventeenth Lagos State Congress of All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) held in December, 2002, an Ad hoc Committee set up to identify causes of job dissatisfaction amongst Lagos state secondary school teachers found several factors. The committee identified possible factors militating against teachers' job satisfaction. Among them are inadequate provision and maintenance of infrastructure, poor remuneration, student-teacher ratio, school authority- teacher relationship, ill equipped laboratories, dilapidated buildings and students not having necessary textbooks.

Hence, the availability of resources on teachers' job satisfaction is an important issue that cannot be overlooked by the stakeholders in education industry. Since the aforementioned research by the ANCOPSS committee on teachers' job dissatisfaction has identified inadequate provision of resources to be a major contributor to the job dissatisfaction of teachers in secondary schools, many studies have been conducted to determine the effect of availability of resources as it enhances teachers' job satisfaction.

2.2 Theoretical Basis of Motivation

There are several theories of motivation and so, there is no single theory, which satisfactorily explains the concept of motivation. Some of the available theories are:

- (a) Needs theory
- (b) Drive Theory

2.2.1 Needs Theory

Needs is a physiological state of imbalance in an organism that occurs as a result of deprivation. Needs are physiological and psychological, and both types motivate action (Ubeku, 2001). The theory explains that individual's behaviour is motivated by a particular need. This means that whenever an individual lacks something, he is motivated for actions. Needs are the driving forces behind every human behaviour. The theorists – Maslow and Murray believe that, if a person is able to know another person's need, one can easily predict his behaviour. The theorist used different categories of needs to explain behaviour. According to Appleby (2002: 33), *"These needs are needs for Aggression, Acquisition, Affiliation, Superiority and Achievement"*. Appleby (2002), said *"These needs are used to explain human behaviour, and would arouse a person to action and cause him to act in certain way"* Durosaro (2002), said: *"Human needs are categorized into five different levels namely: physiological needs, safety needs, love needs and esteem needs"*.

Maslow felt that human beings always have some needs they want to satisfy. He observed that once a particular level of need is already satisfied, such need no longer motivates them. However, such a person would turn to another level of needs for satisfaction. Thus, Maslow represented these needs hierarchically in a diagram, stating that man satisfies the basic ones first and moves up the hierarchy in successions.

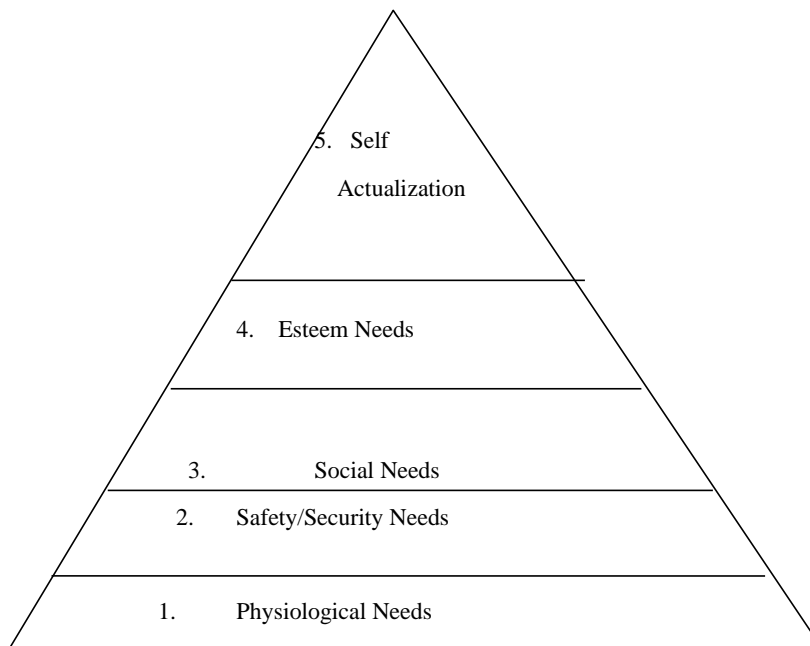


Fig 1: Maslow's Hierarchy of Needs

Source: Peretomode, V.F. (1991:118)

According to Maslow, in the diagram above, human needs are arranged in the above order. Those at the bottom of the pyramid must be first satisfied (because they are the most urgent) before those at the next highest level begin to operate. Thus, the theory states essentially that behaviour is attributable to one need or the other. Several research findings including Korth (2007) and Manzoor (2012), have revealed that workers can only put in their best if their needs are satisfied.

Human Needs

Human beings come to the work place with their individual needs. A need is accompanied by a state of drive or tension that results in a behaviour being directed towards a goal that will satisfy the needs; and this reduces the drive or tension.

The Physiological Needs

In the category of needs, the most important are the physiological needs, which every human being wants to satisfy first. These needs include hunger, thirst, rest etc but the satisfaction of

these low level needs give rise to a struggle to achieve the higher needs. It is the satisfaction of these higher needs that will determine how much energy the particular individual employee will be prepared to release on the job. Moreover, the role of the basic needs in Nigeria is very important. This group of needs include such things as food, water, rest etc. which are required for maintaining the body in a state of equilibrium. The physiological needs, when chronically gratified cease to exist as active determinants or organizer of behaviour. They now exist in a potential fashion in the sense that they may engage again to dominate the organism if they are thwarted. But a want that is satisfied is no longer a want. The organism is dominated and its behaviour is organized only by unsatisfied needs. If hunger is satisfied, it becomes unimportant in the current dynamics of the individual (Maslow, 1954).

Safety Needs

The satisfaction of the physiological needs gives rise to the emergence of a new set of needs i.e. the safety needs. The needs do not refer only to physical safety but also includes physiological safety and security. Until recently, qualified people in this country dreaded going into industry because of the ogre of insecurity there. The government had the best men then. Gradually, however, the portion has changed and young men are willing to take a “risk” in seeking for employment in industry.

The Belonging and Love Needs

The gratification of the physiological and safety needs will give rise to the emergence of the needs for affection and belonging. The person will be hungry for affectionate relations with people in general, merely for a place in his group, and he will strive with great intensity to achieve his goals. He will want to attain such a place more than anything else in the world and may even forget that, once when he was hungry, he sneered at these needs as unreal, unnecessary or unimportant. (Ubeku, 2001).

The Esteem Needs

These include the desire for self-respect, strength achievement, adequacy, mastery and competence, confidence in the face of the world, and independence and freedom. It also includes the desire for reputation or respect or esteem from other people, status, dominance,

recognition, attention, importance or appreciation. The satisfaction of the self-esteem needs leads to feeling of self-confidence, worth, strengths, capability and adequacy of being useful and necessary in the world. But the thwarting of these needs produces feelings of inferiority of weakness and of helplessness. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends.

The Need for Self-Actualization

The need for self-Actualization usually rests upon prior satisfaction of the other needs that have been discussed. They refer to a man's desire for self-fulfillment, namely to the tendency for him to become actualized. A man will continue to be restless, unless he is doing what he is filled for. A teacher must teach the students, a poet must write if he is to be ultimately at peace with himself.

Although, human needs have been categorized in this way, it is important to remember that in attempting to motivate individual teachers, attention should not be focused on one set of needs to the exclusion of the others. As behaviour results from an amalgamation of these needs, several needs may demand satisfaction accurately. Durosaro (2002), supported this assertion, when he remarked thus:

The educational manager must ensure the needs of the workers are satisfied from the basic level to the higher order and the workers must be well understood to know their level of needs in order to use the satisfaction of such needs as a form of motivation to work harder. If this is applied to teachers, and their needs are taken good care of, they would work harder to enhance good performance by the teacher (p:88)

1.1.2 Drive Theory

Drive theory is also referred to as push theory of motivation. It implies behavior is pushed toward goals by driving states within the person. In general, drive theories states that when an internal driving state is aroused, the individual is pushed to engage in behavior which will lead to a goal that reduces the intensity of the driving state.

This theory believes that drives develop as a stimulus resulting from a tissue need. The theorist assumed that the strength of the drive and the consequent behaviour is a function of the intensity of the need.

According to Adio (2005: 61), *“Behind every behaviour, there is a drive that provides distinctive stimulus”* The theorist believes different needs are the sources of the different drives that man has. This is to say that need produces drive. The proponent of the theory concluded that drives play important roles in behaviour such as:

- i. Drive is essential before a consistent and persistent behaviour can occur.
- ii. Drive is essential and pre-requisite for reinforcement to occur.
- iii. Specific need has its own specific drive.

The belief of this theory when applied to teachers’ motivation is that, the needs of the teachers should be understood and be taken good care of for teachers to perform their expected duties dedicatedly and dutifully. This theory lays emphasis on cognitive structure and on the perception of individuals. The theory states that the cognitive process including memory, thinking and perception, reassuring sensation, control behaviour.

According to the theory, human behaviours are directed and regulated by the pattern of cognitive structure, which the individual develops in the course of his experiences. The theory deals with the mental perception and mental categorization of the external environment. That is, the organism behaves in the way he receives the environment. When a person sees a task as being rewarding, he is motivated in that direction. While he sees a task as painful, there will be a low motivation which produces inaction. The cognitive theorist, according to Ubeku (2001: 30), emphasized the following:

Current experiences are important in the process of learning knowledge of the goal, which in itself, is a motivating factor. Upon achieving such goal, a person becomes satisfied and therefore further motivated. A person’s level of aspiration depends upon the perception of the task and his abilities coupled with the incentive value of failure of success. A person whose behaviour is inconsistent with his beliefs is said to be in cognitive dissonance. In relation to teacher’s motivation, if teachers should be highly motivated with beneficial and rewarding matters, they tend to be productive; hence good academic performances among students.

2.0 Research Methodology

2.1 Research Design

Descriptive survey research design was adopted for the study. According to Nwakpa (2015), descriptive survey research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Also Uzoagulu (2011) described descriptive survey research design as a methodology in which a group of people or items is studied by collecting and analyzing data from the target group. Descriptive survey research design is appropriate for this research because questionnaire was used to elicit the responses from the teachers in schools.

2.2 Population of the Study

The population of the study comprised 4,721 teachers from public schools in Minna metropolis Niger state. Out of this number 1,652 were female and the remaining 3,069 male teachers.

Table 3.1 POPULATION OF THE STUDY

S/NO	Gender	Population
1	Male	3069
2	Female	1652
	Total	4,721

2.3 Sampling and Sampling Technique

The total population of the study is relatively large hence, purposive sampling was used to pick out 10% of the entire population to use for the study, hence the sample population was 472 teachers from public secondary schools in Minna, metropolis Niger State.

$$\text{Sample Size} = \frac{\text{Total Population}}{10}$$

$$\text{Sample Size} = \frac{4721}{10}$$

$$\text{Sample Size} = 472.1$$

2.4 Instrument for Data Collection

The researcher developed an instrument which was used for data collection. The instrument is titled "Motivation and Availability of Resources on Teachers Job Satisfaction (MARTJS)" Items in the questionnaire were generated from the literature review to best help get the opinion of the respondents. The questionnaire comprised of two sections, section A and Section B. Section A was designed to obtain relevant background and personal data of the respondents, section B which contained 33 items was designed to obtain information from respondents on the influence of motivation and availability of resources on teachers' job satisfaction in public secondary schools in Minna, Niger state. The questionnaire items were structured using five-point rating scale with response options.

2.5 Validity of the Instrument

To ensure the validity of this instrument, the questionnaire was subjected to both face and content validation. Drafted copies of the questionnaire were given to two (2) Lecturers in Open University of Nigeria for validation and one (1) Psychologist from University of Jos. The validators were requested to check the suitability and simplicity of the items and observe or add any other relevant items considered suitable for the instrument and remove ambiguous and irrelevant statement in order to improve the structure of the items. All necessary corrections were effected in the items before administering the instrument to the respondents and all items that were not relevant to the research questions were deleted while some other items were rephrased. Also ambiguous items were simplified.

2.6 Reliability of the Instrument

A pilot study was conducted by administering the validated version of the questionnaire to twenty-five (25) respondents in Kaduna State. Kaduna state was used for the pilot study because it was outside the study area and cannot affect the research, hence it was best suited to determine the reliability of the instrument. After the pilot study, the reliability index was determined using Cronbach Alpha reliability statistic and the Cronbach Alpha Coefficient was found to be 0.87. Since the reliability coefficient is greater than 0.70 which is the minimum standard for coefficient of reliability, it then shows the instrument was reliable and therefore suitable for data collection of the main study.

2.7 Method of Data Collection

The researcher administered the instrument with the help of three research assistants. The research assistants were briefed and guided by the researcher on how to administer the instruments. This is to ensure safe handling, proper filling of the response options to each items, prompt and timely return of the instruments.

2.8 Method of Data Analysis

Data that was collected for this study was analyzed using mean, standard deviation and t-test. Mean and standard deviation were used to answer the research questions, while the null hypotheses were tested using t-test at 0.05 level of significance. All statistical analyses were done using the Statistical Package for the Social Sciences (SPSS) version 23. In order to determine the agreement level of the items of the research questions, the mean ratings of respondents were interpreted using real limits of numbers.

3. Results and Discussion

3.1 Results

This section shows analyzed result of the overall response by the respondents as it pertains to each research question and their remarks.

3.1.1 Research Question One

What are the factors that improve teachers' motivation which influence job satisfaction in Public secondary schools in Minna metropolis Niger state?

Table 1: Mean and Standard Deviation of Responses of Respondents on the factors that improve teachers' motivation which influence job satisfaction in Public secondary schools in Minna metropolis Niger state $N_M=307$ $N_F=165$

S/N	TEACHERS' MOTIVATION	\bar{X}_M	SD_M	\bar{X}_F	SD_F	\bar{X}_A	SD_A	Remark
1.	Favourable condition of service helps improve teacher's motivation	4.11	0.89	4.09	0.93	4.10	0.91	Strongly Agreed
2.	Prompt payment of salaries and allowances	4.32	0.69	4.33	0.73	4.33	0.71	Strongly Agreed
3.	Granted sick leave when it's needed	4.56	0.79	4.53	0.85	4.55	0.82	Strongly Agreed

4.	Having high prospects of promotion.	3.66	1.07	3.68	1.07	3.67	1.07	Agreed
5.	Institution policies taking into consideration of workers personal and professional needs	4.29	0.87	4.30	0.92	4.30	0.90	Strongly Agreed
6.	There is opportunity for further education study leave with pay	4.18	1.03	4.18	1.06	4.18	0.05	Strongly Agreed
7.	I do attend workshops and seminars financed by Public	4.13	1.31	4.17	1.31	4.15	1.31	Strongly Agreed
8.	Money is a strong motivating force for me.	4.08	0.92	4.06	0.92	4.07	0.92	Strongly Agreed
9.	Ease of access to credit facilities makes my work easy	3.84	0.90	3.80	0.94	3.82	0.92	Agreed
10.	Extra pay for other extra curricula activities help makes my work easy.	4.45	0.71	4.42	0.75	4.44	0.73	Strongly Agreed
		4.16	0.92	4.16	0.95	4.16	0.94	

N_M, \bar{X}_M, SD_M = Number, mean and standard deviation of Male lecturers, N_F, \bar{X}_F, SD_F = Number, mean and standard deviation of female lecturers and \bar{X}_A, SD_A = Average mean and standard deviation of teachers in Public secondary schools in Minna metropolis.

The summary of the mean and standard deviation of responses of teachers in Public secondary schools in Minna metropolis are shown in table 1. The result shows that items 1, 2, 3, 5, 6, 7, 8 & 10 was rated strongly agree within the 4.07 to 4.55. In the same vein items 4 & 9 were rated agree within the range of 3.67 - 3.82. This means that the respondent agreed with the 10 items in teacher's motivation which influence job satisfaction of teachers in public secondary schools

in Minna metropolis Niger state. Furthermore, the results show that all the 10 items had standard deviation values that are within the range of 0.05 to 1.31 indicating that the responses were clustered close to the mean. Additionally, none of the items deviated up to 1.96, which is the statistical standard deviate, hence the average mean of the items has reliabilities.

3.1.2 Research Question Two

What are the material resources which influence teacher job satisfaction in public secondary schools in Minna metropolis Niger state?

Table 2: Mean and Standard Deviation of Responses of Respondents on the material resources and its' influence on teacher job satisfaction in public secondary schools in Minna metropolis Niger state $N_M=307$ $N_F=165$

S/N	MATERIAL RESOURCES	\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_A	SD_A	Remark
11.	My office is well equipped and fully air conditioned	4.11	0.81	4.09	0.86	4.10	0.84	Strongly Agreed
12.	There are textbooks, notebooks and stationeries at my disposal	4.35	0.96	4.36	0.96	4.36	0.96	Strongly Agreed
13.	I teach with an overhead projector in class	4.20	0.73	4.28	0.79	4.24	0.76	Strongly Agreed
14.	There are school buses to convey us on field trips whenever the need arises	3.44	1.06	3.42	1.05	3.43	1.06	Agreed
15.	The classroom are well ventilated	2.84	0.91	2.80	0.92	2.82	0.92	Undecided
16.	The laboratories are well equipped with modern facilities for teachers.	3.39	0.94	3.35	0.98	3.37	0.96	Agreed

17.	The Staff library is well stocked with books	3.74	1.05	3.69	1.08	3.72	1.07	Agreed
18.	Gifts and extra resources for most productive and effective teachers will help increase my zeal to work	2.63	1.12	2.64	1.16	2.64	1.14	Undecided
TOTAL		3.59	0.95	3.57	0.97	3.58	0.96	Agreed

N_M, \bar{X}_M, SD_M = Number, mean and standard deviation of Male lecturers, N_F, \bar{X}_F, SD_F = Number, mean and standard deviation of female lecturers and \bar{X}_A, SD_A = Average mean and standard deviation of teachers in public secondary schools in Minna metropolis.

The summary of the mean and standard deviation of responses of teachers in public secondary schools in Minna metropolis are shown in table 4.2. The result shows that items 11, 12, & 13 was rated strongly agree within the range of 4.10 - 4.36. Also, items 16 & 17 was rated agree within the range of 3.37 - 3.72. Items 15 & 18 were rated undecided with the range of 2.64 to 2.82. This shows that respondent agreed with majority of the items in material resources which influence job satisfaction of teachers in public secondary schools in Minna metropolis Niger state. Furthermore, the results show that all the 7 items had a standard deviation values that are between the range of 0.76 - 1.14 indicating that the responses were clustered close to the mean. Additionally, none of the items deviated up to 1.96, which is the statistical standard deviate hence the average mean of the items has reliabilities.

3.1.3 Research Question Three

What are the factors that affect financial resources and influence teacher job satisfaction in public secondary schools in Minna metropolis Niger state?

Table 3: Mean and Standard Deviation of Responses of Respondents on financial resources and its' influence on teacher job satisfaction in public secondary schools in Minna metropolis Niger state. $N_M=307$ $N_F=165$

S/N	FINANCIAL RESOURCES	\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_A	SD_A	Remark

19.	Funds are not readily available to maintain the school	3.63	1.08	3.65	1.11	3.64	1.10	Agreed
20.	Financial resources is the only factor that can stabilize teachers on the job	3.27	0.83	3.28	0.82	3.28	0.83	Agreed
21.	My qualification is not commensurable to my earnings	4.26	0.88	4.22	0.91	4.24	0.89	Strongly Agreed
22.	Availability of financial resources at teachers' disposal enhances teachers performance	3.98	0.66	3.97	0.69	3.98	0.68	Agreed
23.	There is access to fund to further my education.	3.58	1.10	3.54	1.10	3.56	1.10	Agreed
24.	Financial bonuses for every target met and goal achieved will make me work well.	4.07	0.84	4.08	0.86	4.07	0.85	Strongly Agreed
25.	I have access to obtain loan from the school	4.09	0.91	4.06	0.94	4.08	0.93	Strongly Agreed
TOTAL		3.70	0.90	3.69	0.92	3.70	0.91	Agreed

N_M, \bar{X}_M, SD_M = Number, mean and standard deviation of Male lecturers, N_F, \bar{X}_F, SD_F = Number, mean and standard deviation of female lecturers and \bar{X}_A, SD_A = Average mean and standard deviation of teachers in public secondary schools in Minna metropolis.

The summary of the mean and standard deviation of responses of teachers in public secondary schools in Minna metropolis are shown in table 4.3. The result shows that items 21, 24, & 25 was rated strongly agree within the range of 4.07 - 4.24. Also, items 19, 20, 23 & 22 was rated agree within the range of 3.28 - 3.98. This shows that respondent agreed with majority of the items in financial resources which influence job satisfaction of teachers in public secondary

schools in Minna metropolis Niger state. Furthermore, the results show that all the 7 items had a standard deviation values that are between the range of 0.68 - 1.10 indicating that the responses were clustered close to the mean. Additionally, none of the items deviated up to 1.96, which is the statistical standard deviate hence the average mean of the items has reliabilities.

3.1.4 Research Question Four

What are the factors that affect job performance and influence teacher job satisfaction in public secondary schools in Minna metropolis Niger state?

Table 4: Mean and Standard Deviation of Responses of Respondents on how job performance influence teacher job satisfaction in public secondary schools in Minna metropolis Niger state. $N_M=307$ $N_F=165$

S/N	TEACHERS' PERFORMANCE	JOB	\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_A	SD_A	Remark
26.	I have a good mastery of the subject matter.		4.28	0.50	4.28	0.51	4.28	0.51	Strongly Agreed
27.	I prepare my lesson note in line with the scheme of work		3.42	1.08	3.40	1.07	3.41	1.08	Agreed
28.	I assist my students through proper counselling		2.88	0.92	2.85	0.93	2.87	0.93	Undecided
29.	I take into consideration the fast and slow learners whenever I teach		3.47	0.83	3.46	0.85	3.47	0.84	Agreed
30.	I take part in extra-curricular activities in school		3.84	0.96	3.82	0.97	3.83	0.97	Agreed
31.	I always abide by all rules and regulations in school		3.69	1.15	3.72	1.19	3.71	1.17	Agreed
32.	Majority of my students performs better in internal and external examination.		3.70	0.99	3.72	0.99	3.71	0.99	Agreed
	TOTAL		3.45	0.90	3.45	0.91			

N_M, \bar{X}_M, SD_M = Number, mean and standard deviation of Male lecturers, N_F, \bar{X}_F, SD_F = Number, mean and standard deviation of female lecturers and \bar{X}_A, SD_A = Average mean and standard deviation of teachers in public secondary schools in Minna metropolis.

The summary of the mean and standard deviation of responses of teachers in public secondary schools in Minna metropolis are shown in table 4.4. The result showed that item 26 was rated strongly agrees within the value of 4.28. Also, items 27, 29, 30, 31 & 32 was rated agree within

the range of 3.42 – 3.83. Item 28 was rated 2.87 which implies undecided. This shows that respondent agreed with majority of the items in teacher’s job performance which influence job satisfaction of teachers in public secondary schools in Minna metropolis Niger state. Furthermore, the results show that all the 7 items had a standard deviation values that are between the range of 0.51 – 1.17 indicating that the responses were clustered close to the mean. Additionally, none of the items deviated up to 1.96, which is the statistical standard deviate hence the average mean of the items has reliabilities.

3.2 Response on Research Hypotheses

This section shows analyzed result of the overall response by the respondents as it pertains to each research hypotheses and their implications.

3.2.1 Hypothesis 1

HO₁: There is no significant difference between the mean responses of male teachers and female teachers on Teacher’s motivational level in public secondary schools in Minna metropolis, Niger state.

Table 5: z-test Analysis of differences in the responses of Male teachers and female teachers on teachers' motivation that influence job satisfaction in public secondary schools in Minna metropolis Niger state.

Levene's Test for Equality of Variances					t-test for Equality of Means				
					95% Confidence Interval of the Difference				
					Sig. (2-Mean tailed)	Difference	Std. Error Difference	Lower	Upper
F	Sig.	T	df						
Equal variances assumed									
32.334	0.74	.110	472	.133	.12927	.08508	.04014	.29868	
Equal variances not assumed									
		.140	49.495	.026	.12927	.05705	.01557	.24298	

Table 5 presents a summary of the t-test analysis of differences in the responses of male teachers and female teachers on teacher's motivation which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. The result of the analysis showed that the significant criterion (sig) of the levene's test for equality of variance was 0.74 (the confidence level). Since 0.74 is greater than 0.05 then the hypothesis is accepted. Hence, there is no significance difference between the mean responses of male teachers and female teachers on teacher's motivation which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state.

3.2.2 Hypothesis 2

HO₂: There is no significant difference between the mean responses of male teachers and female teachers on availability of material resources in public secondary schools in Minna Metropolis, Niger state.

Table 6: z-test Analysis of differences in the responses of Male teachers and female teachers on the material resources and its' influence on teacher job satisfaction in public secondary schools in Minna metropolis Niger state.

Levene's Test for Equality of Variances					t-test for Equality of Means				
					95% Confidence Interval of the Difference				
					Sig. (2-Mean tailed)	Std. Difference	Error Difference	Lower	Upper
F	Sig.	t	Df						
Equal variances assumed									
0.060	0.84	.110	472	.997	.00018	.05690	.11349	.11312	
Equal variances not assumed									
		.140	49.495	.998	.00018	.06010	.12333	.12296	

Table 6 presents a summary of the t-test analysis of differences in the responses of male teachers and female teachers on material resources which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. The result of the analysis showed that the significant criterion (sig) of the levene's test for equality of variance was 0.84 (the confidence level). Since 0.84 is greater than 0.05 then the hypothesis is accepted. Hence, there is no significance difference between the mean responses of male teachers and female teachers on material resources which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state.

4.2.3 Hypothesis 3

HO₃: There is no significant difference between the mean responses of male teachers and female teachers on financial resources in public secondary schools in Minna metropolis, Niger state.

Table 7: z-test Analysis of differences in the responses of Male teachers and female teachers on financial resources and its' influence on teacher job satisfaction in public sec-ondary schools in Minna metropolis Niger state.

Levene's Test for Equality of Variances					t-test for Equality of Means				
					95% Confidence Interval of the				
					Sig. (2-Mean tailed)	Std. Difference	Error	Difference Lower	Upper
F	Sig.	t	Df						
Equal variances assumed									
11.333	0.84	.110	472	.000	.29289	.07584	.14187	.44392	
Equal variances not assumed									
		.140	49.495	.000	.29289	.06259	.16677	.41902	

Table 7 presents a summary of the t-test analysis of differences in the responses of male teachers and female teachers on financial resources which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. The result of the analysis showed that the significant criterion (sig) of the levene’s test for equality of variance was 0.84 (the confidence level). Since 0.84 is greater than 0.05 then the hypothesis is accepted. Hence, there is no significance difference between the mean responses of male teachers and female teachers on financial resources which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state.

3.2.4 Hypothesis 4

HO₄: There is no significant difference between the mean responses of male teachers and female teachers on teachers’ job performance in public secondary schools in Minna metropolis, Niger state.

Table 8: z-test Analysis of differences in the responses of Male teachers and female teachers on how job performance influence teacher job satisfaction in public secondary schools in Minna metropolis Niger state.

		Levene's Test for Equality of Variances				t-test for Equality of Means		95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-Mean tailed)	Std. Difference	Error Difference	Lower	Upper
Equal	variances assumed	4.225	0.80	.110	472	.134	.11086	.07323	.25668	.03497
Equal	variances not assumed			.140	49.495	.080	.11086	.06187	.23571	.01399

Table 8 presents a summary of the t-test analysis of differences in the responses of male teachers and female teachers on teachers’ job performance which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. The result of the analysis showed that the significant criterion (sig) of the levene’s test for equality of variance was 0.80 (the confidence level). Since 0.80 is greater than 0.05 then the hypothesis is accepted. Hence, there is no significance difference between the mean responses of male teachers and female teachers on teachers’ job performance which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state.

3.3 Discussion of Findings

The findings on the factors responsible for teachers motivations which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state with strong emphasis on; favorable service condition, prompt payment of salaries, granting permission for sick leave when it's needed, policy makers to be considerate personal and professional needs, opportunity to further their education with study leave, gong for workshops and seminars sponsored by the government and extra pay for extra-curricular activities. In line with this, the analysis further showed that there is no significant difference between the mean responses of male teacher to that of female teachers on the factors responsible for teachers' motivations which influences job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. This implies that factors responsible for teachers' motivations are essential items that needs to be considered for every teacher such that the teachers can be motivated and this amplifies the teachers' effort for effective job delivery to the students.

Also, the findings on how material resources influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state showed that; well-equipped office, availability of text books and note books at the teachers' disposal, availability of overhead projector in class, availability of school busses for easy movement, well equipped laboratories and chemical easily available and stocked up library for teachers. However, gifts and extra resources for most productive tends to increase in zeal of teachers to work efficiently and effectively, thereby showing how material resources influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. Additionally, the hypotheses tested revealed that there was no significant difference between the mean response of male teachers to that of female teacher on how material resources influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. This implies that respondent agree that there are certain material resources needs to be made available for effective fulfillment of their roles as teachers which will increase performance giving rise to job satisfaction and fulfillment.

Similarly, the findings on how financial resources influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state with major emphasis on;

improvement of payment to be commensurate with their level of qualification, availability of readily available funds to maintain the schools, financial resources is a major factor that can help stabilize teachers, availability of financial resources, access to funds to further improve the teachers' educational qualifications, access to obtain loans and financial bonuses for every target met and goal achieved. These are the major financial factors that can and will relatively help increase and promote job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. Furthermore, the hypotheses tested revealed that there was no significant difference between the mean response of male teachers to that of female teacher on how financial resources influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. This revealed that there are financial policies or financial resources that when added or implemented will relatively promote and influence job satisfaction amidst teachers of public secondary schools in Minna metropolis, Niger state.

Findings on how teacher's job performance can influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state it was revealed that; having a good mastery of the subject, preparation of lesson note in line with the scheme of work, taking into considerations fast and slow learners, taking part in extra-curricular activities, abiding by the school rules and regulations and exam performance of the students are notable factors that are identified as important necessary teacher job performance items that promotes and influence job satisfaction of teachers in public secondary schools in Minna metropolis, Niger state. However, the responses of the respondents on assisting of students through proper counseling showed that many teachers are indifferent about how counseling will help promote job satisfaction because it was finalized at undecided. This points out that teachers in public secondary schools in Minna metropolis, Niger state are indifferent about counseling as a way to promote teachers' job satisfaction through teachers' job performance, although other factors were identified as essential for good job satisfaction criteria. Also, the hypotheses tested showed that there was no significant difference between the mean response of male teachers to that of female teacher on how teacher's job performance can influence job satisfaction of teachers in public secondary schools in Minna Metropolis, Niger state. This implies that most of the factors identified and shown here are meant to promote teacher job satisfaction and can to a great extent drive home that point especially for government teachers of secondary school in Minna metropolis, of Niger state.

4.0 Conclusion and recommendations

Based on this study it was learnt that for government teachers in Minna metropolis, in Niger state to have good performance there is essential need for good job satisfaction and this can only be achieved by putting in key efforts in some major areas and to improve life and service for teachers in public secondary school Minna metropolis these are what will influence job performance and promote efficiency amidst teachers, factors like favourable service conditions, prompt payment of salaries, opportunity to further their education study leave with pay, sponsorship for workshop, seminars and conferences by the government, these are readily possible teacher motivations that promotes job satisfaction.

For material resources, availability of material resources such as text books, overhead projectors in classes for teaching, well quipped laboratory with readily available chemicals, availability of text books and note books at the teachers' disposal, availability of school busses for easy movement of teachers and students for excursions and other vital movements these are major material factors that will promote the teachers' job satisfaction amidst others. Also, for financial resources the factors not only involve finance but also; improvement of payment to be commensurate with their level of qualification, availability of readily available funds to maintain the schools, access to funds to further improve the teachers' educational qualifications, access to obtain loans and financial bonuses for every target met and goal achieved, these are essential factors that will drive in job satisfaction as revealed by the research.

Finally the influence of teachers' job performance is very important because it determine the system of job delivery to the students, factors that were encouraged to be practiced and consistently applied are; having a good mastery of the subject, preparation of lesson note in line with the scheme of work, taking into considerations fast and slow learners, taking part in extra-curricular activities, abiding by the school rules and regulations and exam performance of the students. These factors are essential and should not be neglected by teacher as good job performance to influence and promote job satisfaction of teachers in public secondary schools in Minna Metropolis, Niger state.

Based on the findings of the study, the following recommendations are made:

1. The state government should reconsider the service condition and make it favourable, implement prompt payment of salaries as at when due, thereby reconsidering the policies and amending them to fit in with the required need of the teachers and more recent trend and demand of the nation.
2. The state government and ministry of education should ensure that all government schools are fully equipped and appropriately utilized for each purpose that such facility was made for, regular check-up of existing facilities should be encouraged to see the current state of each schools and how the facilities are regularly maintained.
3. The government and ministry of education should reconsider the strategy employed in disbursement of funds and the usage should be closely monitored, regular access to fund for emergencies should not be underestimated but regularly encouraged.
4. The government and ministry of education should regularly check-up on schools and ensure all schools keep up to date on the scheme of work used by the state, also the system should ensure that all teachers have a good mastery of the subject they take for effectiveness and great satisfaction.

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