

## JOB SATISFACTION AND PRODUCTIVITY OF PUBLIC PRIMARY SCHOOL TEACHERS IN NIGERIA

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### **Abstract**

*This paper examines the link between job satisfaction and productivity of public primary school teachers in Nigeria. It is usually said in Nigeria that teachers generally receive their rewards in haven and not here on earth while they are still alive. This statement is based on the very well-known fact that teachers are shabbily treated and poorly remunerated by the government. Teachers in Nigeria especially those in public primary schools are generally not satisfied with their job as a result of various factors ranging from poor remuneration to poor work environment, delay in payment of salaries, delay in promotion, difficulties associated with accessing retirement benefits and neglect by government. Under this kind of condition, it is difficult for them to be productive. It is already a proven fact through various researches that when workers are not motivated their morale is usually at the lowest ebb and this negatively affects productivity. In Nigeria, public primary school teachers are not motivated and this has led to job dissatisfaction and low productivity. The quality of teaching in public primary schools in Nigeria has dropped drastically thereby negatively affecting the quality of the pupils. Instead of paying adequate attention to public primary schools in terms of funding, government has rather encouraged proliferation of private primary schools. Parents now prefer to send their wards to private primary schools as a result of drop in the quality of teaching, absence of teaching and learning materials and poor work environment in Public primary schools. This paper therefore contends that unless government retraces its steps and begin to improve on the funding of public primary schools in Nigeria as well as improve on the welfare of the teachers, productivity will continue to be low. Teachers need to be adequately motivated in order to make them to be satisfied with their job and put in their very best for higher productivity. The public primary schools are now meant for the children of the very poor in society who cannot afford to send their children to private primary schools. The theoretical thrust of this paper is the equity theory developed by Stacy Adams in 1963. The paper among others recommends that government needs to deliberately formulate policies geared towards improving on the funding of public primary schools in Nigeria as well as the general welfare of teachers.*

**Key Words:** Job Satisfaction, Productivity, Public Primary Schools, Teachers, Remuneration.

### **Introduction**

The concept and practice of teaching has always been an integral part of human communities. Society could not have survived if each younger generation, as it replaced the older one, had to start all over again, without being able to use the legacy of existing experience (Dedovets, 2017).

This is teaching in its purest definition and also why the profession of teaching is one of the oldest. The need to transfer accumulated life experience to successive new generations to prepare them for life and work gradually formed itself into the systematic practice of education as a discrete social function (Dedovets, 2017).

A teacher is a person who helps others to acquire knowledge, competences or values. Teachers are the backbone of schools and the spinal cord of every educational system. The success of the educational system depends upon them (Ballantine and Spade, 2007). The teacher imparts the knowledge he or she possesses to the learner. The teacher also transmits societal values to the learners. This underscores the fact that the teacher occupies a prominent position in the success of the goals of the educational system (Ogbu, 2015).

Apart from home as the first agent of socialization, primary school is the first place that introduces formal education or literacy to the children. In other words, primary school education is a foundation upon which all other levels of education are built (Olaniyan and Obadara, 2008). Primary education introduces the rudimentary facts and basic skills to the pupils as their first school experience. Primary school teachers have variety of duties beyond just teaching and lesson planning. It is a varied role that can be incredibly rewarding. To be a successful primary school teacher you need a passion to inspire young minds and a commitment to ensuring that every child achieves his/her potentials. Primary school teachers therefore need rigorous knowledge and training to understand and monitor different stages of pupils' development and socialization (Olaniyan and Obadara, 2008).

Job satisfaction refers to how much an individual employee is contented with his or her job. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Yakubu, 2018). It is evident that job satisfaction has a great relationship with employees work performance and organizational productivity. This is because job satisfaction can positively enhance employees' work attitude because they are likely to be more motivated and committed to achieving organizational goals (Yakubu, 2018).

There are several factors that influence the level of job satisfaction and productivity of employees. These include salary, promotion, good work environment and in-service-training. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, teachers) also

need money to enable them to take care of members of their family (Mtyuda and Chinedu, 2016). Supporting this, Arubayi (1991) asserted that money is an economic reward and a means of enchaining job satisfaction among the Nigerian worker. Adequate salary (paid as and when due) boosts workers' morale and make them happy and more dedicated to their duties. Money does not only meet material needs of workers but also gives them psychological satisfaction. The job satisfaction of teachers, particularly at primary school level, is vital. The value of primary education is equally undeniable. It is very important to provide teachers with needed facilities so that they can be satisfied with the status of their job. Better performance of teachers can only be expected if they are satisfied with their jobs (Arubayi, 1991).

Succinctly, teachers' productivity could be described as the duties performed by a teacher at a particular period in the school system in achieving desired goal. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Orodho, 2013). Productivity on the part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, students' level of discipline, proper use of instructional materials to facilitate learning process. It is noted that teachers behave differently under different situations (Ouma, 2007). School administrators can therefore encourage effective productivity of their teachers by identifying their needs trying to satisfying or meeting them through appropriate, relevant and adequate motivational strategies (Orodho, 2013).

Also, Oweye (1999) asserted that variables of teachers' productivity such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to their job and extracurricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers (Oweye, 1999).

There is a declining productivity of teachers in public schools which today has become a major source of worry among stakeholders in education sector. In recent times, it has been noted that

many primary school leavers can neither read nor write accurately. Judging from the products of Nigerian schools, there is a big question mark on level of performance and productivity of their teachers (Ogbu, 2015). Effective teachers are important in addressing some of the challenges of education in Nigeria, but this can only partly be achieved through increasing teachers' motivation and job satisfaction (UNESCO-IICBA, 2017).

Within basic primary education, there have been reports of poor work environment, lack of teaching and learning materials, poor remuneration, poor human resource development and delay in payment of teachers' salaries. These often manifest in a dissatisfied group of teachers. Reports of this nature are common in sub-Saharan Africa (Richardson 2014). The worst hit based on most accounts is Nigeria (Adesulu, Youdeowei, Ekwenuya, Iruoma, and Enwere, 2019). This study therefore examines the effects of level of job satisfaction on the productivity of teachers in public primary schools in Nigeria.

## **Clarification of Concepts**

### **Job Satisfaction**

Luthans (2005) described job satisfaction as an attitude developed by individuals towards their job and job conditions. According to Spector (1997), job satisfaction constitutes an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. The most important information to have regarding an employee in an organization is validated measures of his/her level of job satisfaction. In the actualization of organizational goals, each organization has the responsibility to create an enabling environment that will boost job satisfaction while reducing burnouts and frustrations among workers. However, achieving this enabling environment requires proper understanding of the various factors that influence job satisfaction (Musa, 2016).

### **Productivity**

Productivity is a measure of job performance. Productivity is that which people can produce with the least effort. Productivity is a ratio used to measure how well an organization (or individual, industry, country) converts input resources (labor, materials, machines etc.) into goods and services (French, 2003). An employees' productivity is a measure of how much the goals of the organization is being achieved through his commitment and performance on the job. The

productivity might be high or low depending on the input. Teachers' productivity can be determined through job evaluation and appraisal to determine the extent to which the objectives of education have been attained. This can be done or determined through classroom climate and management, evaluation of teachers teaching techniques and methods, effective communication skills and so on (Musa, 2016).

### **Theoretical Framework**

The theoretical thrust of this paper is equity theory. Stacy Adams (1963) developed the equity theory to explain people's perception of reality. Individuals in work organization compare their fortunes with those of others- their colleagues, or even workers in other establishments. They tend to ask basic questions namely; am I getting as much as I should in terms of remuneration, recognition and respect? Is my salary commensurate with my training, skills and effort? (Robbins 2005). People therefore compare their inputs and outcomes. This comparison goes with the notion of fairness or what has been called equity (Adams 1963). In the work environment, an individual usually brings some variables to the job. The variables are called inputs by Adams and include such things as age, education, skill, experience, social status, efforts put on the job, etc. In bringing these variables, the individual expects some reward or outcome as Adams prefers to label it. Against the above, Adams defines inequity as that which exists for a person whenever, 'his perceived job inputs and outcomes stand psychologically in an obverse relation to what he perceives as the inputs and / or outcomes of others (Adams 1963:424). The feeling of inequity may affect a worker's commitment and job performance. Actually, studies by Adams and Rosenbaum found out that people will generally alter their performance if they feel that they are underpaid or overpaid (Huczynski and Buchanan 2011). Perceptions of lack of fairness in relation to workplace rules and pay may be associated with such organizational malaise as absenteeism and dissatisfaction. Equity thus exists when these ratios are equal (Huczynski and Buchanan 2011).

Three constructs therefore form the core of the equity formulation, namely: inputs, outcomes and comparison. Equity theory has significant implications for management practice (Huczynski and Buchanan 2011). Adams equity theory calls for a fair balance to be struck between an employee's inputs (hard work, skill level, tolerance, enthusiasm and so on) and an employee's output (salaries, benefits, intangibles such as recognition, and so on). This fair balance serves to

ensure that a strong and productive relationship is achieved with the employee, and the overall result being contented and motivated employees.

Seniwoliba (2013) carried out a study on the underlying factors that are important to teachers, those that motivate and satisfy them and those that lead to dissatisfaction and cause them to leave the teaching profession using teachers from seven (7) public senior high schools in the tamale metropolis. The study found that there was the general perception of inequity among teachers when they compare themselves with their colleagues with same qualifications, experience and responsibility in non-teaching organizations and therefore feel unfairly treated as teachers. They were equally dissatisfied with their pay compared to their inputs (skills, ability, and workload) as espoused by Adams' equity theory.

However, criticisms have been directed towards both the assumptions and practical applications of equity theory in spite of its usefulness in providing insights into why employees feel dissatisfied with their job. Scholars have questioned the simplicity of the theory, arguing that a number of demographic and psychological variables affect people's perception of fairness and interactions with others (Huseman, Hatfield and Miles, 1987). Critics have also argued that people might perceive equity and inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs. Thus, in a business setting, one might feel that his or her compensation is equitable to other employees; but one might view the entire compensation system as unfair.

## **Review of Related Literature**

### **Effect of Teachers' Perception of Their Job Satisfaction and Productivity**

According to Ohida and Mbogo (2017), teachers often find themselves frustrated at work because of conflicting expectations concerning their profession and social roles within the community. High level of dissatisfaction with work and occupational stress have been associated with teachers' low level of productivity, absenteeism and leaving the job. With regard to this, teachers feel frustrated and depressed and they also experience a feeling of lack of motivation and dissatisfaction. Consequently, some teachers quit the teaching profession for greener pastures while others consider this situation as part of their fate. They remain in the teaching

profession, but however, they demonstrate lack of interest in their job, which ultimately has adverse effects on students' performance (Ohida and Mbogo, 2017).

Job satisfaction influences job performance. It increases teachers' motivation and commitment to teaching (OECD, 2014). Satisfied teachers are more likely to provide higher quality teaching that benefits students' and enhances their success (Collie, Shapka, and Perry, 2012). Teachers are among public servants who suffer from job dissatisfaction. Job dissatisfaction among teachers reflects in high labour turnover year after year due to low morale. Job satisfaction of teachers has serious implications for school and teachers' development. It can influence teacher absenteeism, productivity and school effectiveness. Satisfied and motivated teachers are more interested in professional development, which subsequently improves the quality of teaching (OECD, 2014).

### **Influence of Teachers' Treatment and Features of Work on the productivity of Teachers in Public Primary Schools in Nigeria**

Many factors affect teachers' job satisfaction levels in Nigeria. Some of those factors are discussed below as follows:

#### **Poor Physical Work Environment**

Physical environment includes infrastructures such as school buildings, staff offices, laboratories, libraries, conveniences for staff and pupils' recreational facilities etc. The presence of the above has positive influence on teacher's attitude towards their job. When facilities are poor or not provided, teachers' morale is low and their level of commitment is very minimal (Adelabu, 2005). The work environment is also an important determining factor in motivation of teachers. Teachers' work environment in public schools in Nigeria has been described as the poorest of all sectors (Nigeria Primary Education Commission, 1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2005). Kazeem (1999) has recommended that greater attention be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve students' learning.

Many teachers have taught for several years without any form of retraining or professional development to update their skills and methods. The organizational climate in most schools is very poor. Organizational climate is related to job satisfaction in terms of interpersonal relations, group cohesiveness and getting involved in tasks (Jonathan, 2017). The workers' general

perception of work environment has a great influence on job satisfaction and productivity. A healthy organizational climate is desirable for greater commitment and productivity. A healthy organizational climate could be regarded as one which facilitates job satisfaction, high productivity, low tension and high morale (Jonathan, 2017).

There are 3 types of work environment, namely, good, moderate and poor work environment.

Good work environment is the type that provides job satisfaction to employees. It is a situation where all the necessary conditions and facilities that assist teachers to do their work well are provided (Griffin, 2010). These include; good and well-furnished air-conditioned offices with good communication and information technology network, teaching facilities and materials, good work atmosphere and open organizational climate, etc. In these situations, the teacher will have a good image and high esteem. He will love his job and put in his best.

The moderate work environment is one whereby facilities are provided but are not in very good condition and the working conditions are just fair but not good enough for effective learning. Teachers under this condition are not very zealous about their job and their productivity level is usually a reflection of not too good environment.

The poor work environment is the type we have in most schools today where teachers' offices are either non-existent or very poorly equipped. Many schools lack chairs for teachers and students. Some schools are in such dilapidated condition that teachers feel ashamed of being associated with them (Griffin, 2010; Gesinde and Adejumo, 2012).

### **Lack of Teaching and Learning Materials**

Learning involves the acquisition of new knowledge, ideas, skills, values and experiences which enable the individual to modify or alter his actions (NTI Manual, 2006). Learning is a gradual process and presenting any learning concept to learners must be done to appeal to students of varied interests and abilities moving from the known to the unknown and encouraging active class participation. The teacher cannot be said to have achieved his instructional objectives until there is the desired change in the pupils' behaviour. The teacher is therefore expected to use instructional materials to make the learner learn profitably.

Abdu-Raheem (2016) defines instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. Instructional materials are objects or devices that assist teachers to present their



lessons logically and sequentially to the learners. This means that they serve as a guide to the teaching and learning processes through the logical and sequential preparation and presentation of lessons. Instructional materials can be collectively said to be all the things that are used to support, facilitate, influence or encourage acquisition of knowledge, competence and skill (Abiodun-Oyebanji and Adu 2007). Instructional materials therefore are those things that a teacher or the learner uses in the course of teaching/learning to make learning simple, easy to understand, aid retention and recall whenever it is necessary.

Instructional materials allow pupils to have relatively uniform attention and opportunities to practice and acquire skills. They make teaching experiences flexible and rich enough to meet individual pupil's learning styles. Olumiran, Ajidagba and Jakeyinfra (2010) noted that instructional materials have direct contact with the sense organs. Pupils are able to use a combination of senses (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught. Instructional materials enable pupils to see as a whole certain relationship that are difficult to conceptualize in parts. For instance, pupils in the kindergarten learn to identify and differentiate the shapes more accurately when they see the real objects. It allows them to compare and contrast the shapes and make a mental note of their similarities and differences. By means of instructional resources, pupils could learn about things too dangerous, too small or not just expedient to bring to the classroom e.g. a lion or a waterfall or a mountain. Any of these can be effectively taught to the pupils in the classroom by the use of appropriate instructional materials (Omojuwa, 2000).

Instructional materials can facilitate learning by arousing the learners' interest, sustain attention, provide the learners with opportunities of interacting with their social and physical environment (e.g. during excursion), offer opportunity for independent and individualized learning, create concrete basis for conceptual thinking, offer opportunities for learners to develop their abilities and skills (NTI Manual, 2006). The need for the utilization of instructional materials cannot be over emphasized. It is the life wire of the instructional process and has far-reaching successful outcomes. Abdu-Raheem (2011) attributes the ineffectiveness of the school system and poor performance of students in schools to the non-availability and inadequacy of instructional materials. The contention is that availability of instructional materials in the right quantity improves pupils' learning achievement. Adequacy of instructional materials alone however, may

not guarantee learners' achievement. These materials need to be utilized effectively to achieve the desired objective. Hence there is the need to find out the effect of utilization of instructional materials on academic performance of pupils (Abdu-Raheem, 2011).

The importance of the provision of the relevant facilities and equipment in work places should not be over emphasized. The provision of desks, seats, chalks, teaching aids and chalkboards are part of the ingredient of effective learning. In a school system, the school library is an inseparable part of the instruction serving as a reading Centre as well as repository of information for both teachers and students (Yakubu, 2018).

### **Poor Work Condition**

The work condition has to do with the relationship with colleagues, administrators of schools as well as staff of the Ministry of Education who are the supervisors. Most of the time, school supervisors look down on the teachers in the field and they do not put in concentrated efforts in achieving the goals of the education industry (Ige, 2014). Teachers need to be encouraged to have self-esteem and prestige in carrying out their duties. The society generally looks down on the teachers as inferior government workers because of the position given them by virtue of their poor work environment (Ige, 2014).

The community in which the school is located expects much from the teachers. They become hostile to teachers who are not committed to their work and they are friendly to hardworking teachers (Gupta and Subramania, 2014). However, the kind of relationship that exists between teachers and colleagues can affect their level of commitment as well as their attitude towards the job. Organizational climate is related to job satisfaction in terms of interpersonal relationship, group cohesiveness and involvement in delivering job assignments. Workers' general perception of work condition has a great influence on their level of satisfaction and productivity (Gupta and Subramania, 2014).

### **Lack of Promotion**

Promotion is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus, workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs ( Eze, 2008). Eze (2008) further stated that staff promotion helps to boost the morale of teachers and motivates

them to high performance thereby increasing their productivity, efficiency and job satisfaction. Some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pastures. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. A research carried out by Morris (2004) revealed that the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how they have moved from the starting point rather than how far they desire to move. It therefore means that promotion can be a source of job satisfaction to a particular level and therefore no longer influences job satisfaction (Morris, 2004).

### **Poor Human Resource Development**

Human resource development is an organized learning experience, conducted in a definite time period, to increase the possibility of improving job performance and growth. Further training of teachers is an inevitable factor in the teaching and learning process (French, 2003). The government and all employers of labour normally embark on staff development programmes in order to improve the performance of workers and greatly enhance productivity. In the case of teachers, the sandwich programme has been introduced so that they (teachers) will improve themselves academically without disrupting the schools' academic calendar (Ige, 2016).

Effective performance on the part of staff is essential for the success of the organization. Such performance to a large extent will depend on their knowledge, skills, and confidence in originating ideas as to how best to carry out their job tasks. Hence, the need for staff development programmes aimed at improving the effectiveness of individuals at work and for greater responsibilities (Musa, 2016). Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Teaching as a profession demands continuous development of knowledge and ability through training programmes, such as in-service training, conferences, workshops, seminars and mentoring staff (Gesinde and Adejumo, 2012). Generally speaking, staff development through the above-mentioned means offer one of the most promising ways of improving classroom instruction. It is an attempt to assist classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials and acquire necessary information and skills required for effective lesson delivery (Mtyuda and Chinedu, 2016).

**Poor Remuneration**

Baraza (2008) observed that money is the main reason for working in many cases in developing countries, although there are many other factors that people take into account when deciding to take or remain in a job. Ingersoll (2003) observed that it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, teachers) also need money to enable them take care of members of the extended family (Ingersoll, 2003).

Maicibi (2005) opines that remuneration is pay or reward given to individuals for work done. He further identified the components of remuneration to include: basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowance and responsibility allowances. Remuneration can also be referred to as monetary or financial benefits in form of salaries, wages, bonuses, incentives, allowances and benefits that accrue or given to an employee or group of employees by the employer (firm) as a result of services rendered by the employee(s), commitment to the organization or reward for employment (Maicibi, 2005).

**Salaries and Wages**

Different definitions have been advanced on salaries and wages usually to show the differences that exist between both terms. Basic salary is a fixed periodic payment for non-manual employees usually expressed in annual terms, paid per month with generally no additions for productivity. Wage refers to payment to manual workers, always calculated on hourly or piece rates (Griffin, 2010). Surbhi (2015) sees salary as a fixed amount paid to the employees at regular intervals for their performance and productivity whereas wages are the hourly-based payment given to laborers for the amount of work finished in a day. Surbhi (2015) further stated that while salaried persons are generally said to be doing “white collar office jobs” which implies that the individuals are well educated, skilled, employed by organizations whereas the waged persons are said to be doing “blue collar labour job” which implies that an individual is engaged in unskilled or semi-skilled job and is drawing wages on a daily basis. Agburu (2012) argued for the importance of salaries and wages in Nigeria. He stated that wages should not only be

adequate but they must also show some element of equity, this is particularly true from the point of view of the employees. Anything short of a fair and equitable wage or reward can quickly attract the wrath of employees in an economy such as Nigeria's (Agburu, 2012).

### **Bonuses and Incentives**

According to Investopedia (2016), bonuses are an additional compensation given to employees above their normal wage. A bonus can be used as a reward for achieving specific goals set by the company, or for dedication to the company. Heathfield (2017) regards bonus pay as compensation over and above the amount of pay specified as a base salary or hourly rate of pay. The base amount of compensation is specified in the employees' offer letter, in the employees' personnel files, and in their employment contracts. Employers can distribute bonus pay randomly to employees as the company can afford or it can be specified by contract. To Bardot (2014) a bonus is a payment which is backward-looking and usually discretionary or at least not expected from the employee(s). A decision is made to pay it to a person, a group or all employees, based on criteria decided by management to reward past achievements, such as reaching some important milestones for the organization. Payment is tied to the achievement of specific objectives that have been predetermined and communicated to the employees. The purpose of the incentive scheme is to influence behaviour by motivating employees to reach organizational goals (Bardot, 2014). She further stated that incentive can be paid in cash or as non-monetary award. The incentive plan is not discretionary: if they are upfront, agreed objectives are reached, the payment or award is made. Romanoff (2008) regards bonus as a single payment made at the end of the performance period typically a year to reward extraordinary effort or achievement while incentive is a tangible or intangible reward that is designed to motivate a person or group to behave in a certain way. Romanoff (2008) further stressed that incentives differ from bonuses in that incentives define both what need to be accomplished and what the employee will receive in return for accomplishing them. As a result, incentives have greater behavioral and motivational impact.

### **Delay in Payment of Salaries**

Ige (2014) noted that motivators were things, situations and conditions that encourage individuals to perform better in an organization which could be tangible or intangible. According to him tangible motivators are the physical objects or materials such as gifts and money. This

money could be salary. Okendu (2012) identified payment of salary as a satisfier and a hygiene factor. Regular payment of salary motivates workers to achieve desired performance and improve morale and complies with labour contract and governmental regulations. It is a major factor in attracting individuals to an organization, persuading them to remain and motivating them to contribute positively to achieve corporate goals. Ige (2014) pointed out that teachers need to be motivated both tangibly and intangibly so that the schools and the educational system as a whole would enjoy their fullest contribution. This according to him could only be achieved by their being motivated enough to enter the classrooms to teach when they have classes.

When teachers' salaries are not promptly paid, the level of commitment is reduced. Incessant industrial actions due to non-payment or delay in payment of teachers' salaries and other allowances are common occurrences in public primary schools in Nigeria (Yakubu, 2018). Many teachers now resort to engaging in other businesses that take so much of their time thereby turning their primary assignment of teaching to a part-time one. They do this because they are never sure when the next salary would be paid. The culture of not paying primary school teachers' salaries well and on time has negatively affected teachers' morale which has taken its toll on their productivity (Jonathan, 2017).

The key finding of a study by Kazeem (1999) is that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Earlier, Eton (1984) also identified the payment of salaries, allowances and promotion as the key factors that shape teachers' attitudes towards their work. Amadi (1983) also concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria.

### **Conclusion**

Government had since removed its attention from public primary and secondary schools in Nigeria. It is no longer strange see pupils and students studying in dilapidated school buildings and sometimes under the tree. This neglect has also affected teachers that teach the pupils in terms of their welfare. Withdrawal of attention by government has also encouraged the proliferation of private primary schools to the extent that the public schools have been relegated to the background. Most people now prefer to send their wards to private schools while the public schools are now left to the children of the poor who cannot afford private schools.

Teachers in public primary schools in Nigeria are therefore not well taken care of by the government as their employer. Their remuneration and general working conditions are ridiculously poor, the work environment is nothing to write home about, in-service training does not exist anymore, the poor salaries most times are not paid promptly. Even when teachers retire from service, getting government to pay their entitlements is usually an uphill task.

The general very poor working conditions of public primary schools in Nigeria tend to demotivate them and ensures that their moral remains low. It has also made the teachers to be dissatisfied with their job. It is only logical that an employee that is dissatisfied with his job can never be productive. When employees are not adequately motivated their productivity will naturally be low. So, it is not surprising that teachers in public primary schools in Nigeria are not productive and the quality of their service and their products are not top - notch.

### **Recommendations**

The paper has made the following recommendations;

1. Government needs to take improvement in the welfare public primary school teachers in Nigeria more seriously so as to increase their motivation for higher productivity.
2. Government should always increase teachers' salaries at regular intervals, say every three years so as to keep up with the inflationary tendencies in the economy.
3. Teachers' monthly salaries should not be delayed for any reason. They should be paid before the last day of every month.
4. The general work environment of public primary school teachers in Nigeria needs be drastically improved upon coupled with the provision of comfortable classrooms, offices, and provision both teaching and learning materials.
5. Teachers' promotion should not be delayed because it is one of the things that leads to job dissatisfaction and low productivity among teachers.
6. At retirement, teachers should not face any challenges in accessing their benefits and other entitlements, including pensions.

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