

**IMPACT OF MOTIVATION AND JOB SATISFACTION ON TEACHER'S
ATTITUDE TOWARDS TEACHING AMONG PRIMARY SCHOOL TEACHERS
IN KATSINA LOCAL GOVERNMENT AREA, NIGERIA**

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Abstract

This study investigated the impact of motivation and job satisfaction on attitude towards teaching among primary school teachers in Katsina Local Government Area, Katsina State. Five research objectives were formulated to guide the study. Descriptive survey research design was employed. The population in this study consists of 1,696 primary school teachers. A sample of 306 teachers was selected using simple random sampling technique. Data was collected using self-constructed questionnaires. The values of reliability co-efficient of 0.78, 0.75 and 0.77 were obtained for Motivation, Job satisfaction and Attitude respectively. The null hypotheses were tested at 0.05 level of significance using PPMC and t-test for independent sample. Findings of the study revealed that there were significant relationship between motivation, job satisfaction and attitude of teachers towards teaching among primary school teachers and there was significant gender difference in job satisfaction between male and female teachers. Based on the findings, the researcher recommended that teachers should be sensitized by organizing workshops from time to time to motivate them intrinsically and improve their positive attitudes towards teaching in the school. The research also recommended that, the ability to provide proper condition of services will effectively help both male and female teachers to perform effectively in school and goals needed in various conditions. Similarly, it was recommended that Teacher's salary should be taken care of so that teachers develop a positive attitude toward work.

Keywords:

Motivation, Job Satisfaction, Teacher's Attitude, Attitude to work, Teaching, Primary School Teachers

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Introduction

One of the most important factors that make every human being to achieve his/her goal is motivation. Motivation continues to be the guiding principle that guides and energize people to stay focused on the path that leads to success and accomplishments despite any challenges that might come their way. These challenges may be personally or professionally (Yusuf, 2021). Armstrong (2006) said that Teachers are not an exception. This is due to the fact that teaching is a noble profession and teachers are the backbone of any society. The teacher is looked upon as the pivot of the educational process which necessitates the need for attention.

Kimengi (2014) opined that Job satisfaction is considered as one of the most important elements to measure the feelings of employees about job. It has significant effect on the development of any organization and its employees which teaching is not an exception. This can be attributed to the fact that it is an emotional state of an individual. According to Aggarwal (2008) any meaningful education system will make sure it achieves its goals by ensuring the spirit of cooperation, sense of commitment and satisfaction within the sphere of its influence (Atiya and Palwasha, 2012). It can be able to meet needs of primary school teachers and improve their performances as well as the totality of their job (Alina, 2014). These can only be achieved through motivation which in turn can help change those negative attitudes of primary school teachers because they always tend to have low perception of their job unless something is done about it.

Attitudes can be described as an individual's feelings, thoughts and predisposition to behave in some particular manner towards some aspect of one's environment. It can result to satisfaction or dissatisfaction towards a job (Inuwa and Mannir, 2017). Primary school teachers always believed that they are working harder as expected than others, but receive fewer rewards and therefore exhibit negative attitudes towards their job. These negative attitudes take a toll on the pupils because they are at the receiving end and which is attributed to lack of motivation and poor job satisfaction. This poor perception of primary school teachers about their job affects their attitudes which awoken the spirit of concern that leads to continuous discussions by governments both past and present, parents and general public on the failure of our primary education system and the need to do something about it.

Statement of the Problem

It was observed that primary school teachers are not adequately motivated and therefore develop the desire to leave the profession despite the high turnover rates which is attributed to lack of poor motivation in terms of low and delayed payment of emoluments. Teachers in primary schools are not well paid compared to what other professions are being paid coupled with delayed payment of the meager amount paid that is frustrating. Another problem in terms of motivation is lack and delayed promotions. Some teachers have been teaching for over ten years without promotion and when this promotion comes, it always comes late without any financial gain. The problem of teachers that have been teaching for a very long time without advancing in their fields of specializations and those that are willing to go for in-service training are not released to go due to the excuse of inadequate funding by the authorities in charge. This is the reason why teachers are assigned too much number of subjects to teach outside their area of specialization which renders them helpless and not have time to prepare for their lessons and as a result dissatisfied with their job.

The study would provide teachers with information on how to understand the importance of job satisfaction and that when they are satisfied; there is tendency for them to perform better. It will also be of benefit to teachers in understanding individually which type of motivation works better for them because motivation depends on individual differences. The result of this study would help the School heads and authorities concerned in understanding certain teacher attitudes towards their job like laziness, negligence of duty, lack of commitment etc which if changed will help teachers become more satisfied with their job. It would help foster good relationship with other teachers under their supervision by respecting each other's feelings.

Objectives of the Study

The present study aims at exploring the relationship between motivation and job satisfaction on attitude among primary school teachers. The study was set to:

1. Determine the relationship between motivation and attitude of teachers towards teaching in primary schools in Katsina local government area.
2. Determine the relationship between job satisfaction and teacher attitudes towards teaching in primary schools in Katsina local government area.

3. Find out the difference in job satisfaction between male and female among primary schools teachers in Katsina local government area.

Research Questions

The study guided by the following research questions:

1. What is the relationship between motivation and teachers' attitude towards teaching among primary school teachers in Katsina local government area?
2. What is the relationship between job satisfaction and teachers' attitude towards teaching among primary school teachers in Katsina local government area?
3. What is the difference in Job-satisfaction between male and female among primary schools teachers in Katsina local government area?

Research Hypotheses

The following hypotheses are formulated:

1. There is no significant relationship between motivation and teachers' attitude to work towards teaching in primary schools in Katsina local government area.
2. There is no significant relationship between job satisfaction and teachers' attitude to work towards teaching in primary schools in Katsina local government area.
3. There is no significant difference in Job-satisfaction between male and female on teachers' attitude towards teaching among primary schools teachers in Katsina local government area.

Theoretical Framework

The paper focused on theories that are related to the variables of this research study. The theories include; Maslow's theory of motivation, Affective Event Theory, Attitude Theory of Reasoned Action.

Maslow's theory of motivation (1954) as cited in Rasheed and humayon (2014) suggested a hierarchy of needs upward progress, he stated that once an individual has satisfied one need in the hierarchy, it ceases to motivate his behavior and he is motivated by the need at the next level up the hierarchy. Psychological needs such as hunger, thirst, clothing and sex are the first level on the hierarchy. Security needs such as shelter and protection from physical harm, sickness and financial disaster. Social needs such as; need for love, affection, belongingness, satisfactory and supportive relationships. The individual

then moves up to the hierarchy to higher order needs. Self-esteem needs for respect, honor, recognition and a belief in oneself. At last, the movement over upwards to the need to realize one's full potential, which is self-actualization which only a small proportion of the population usually achieves this level. In the context of teaching, teachers satisfy their subsistence needs they strive to fulfill security needs. When they are sure, their jobs secured, they will seek ways of satisfying social needs then followed by seeking means of self-esteem and finally self-actualization which can be understood as personal achievement, a key component of teacher motivation.

In relating Maslow's theory to this research work we can learn that when an individual carried out work for the satisfaction of his desire we can say that the motivation is intrinsic, also Human being and animal learn to solve problem by themselves even without any external reward, as I have said most of the primary teachers in katsina metropolis are zealous to go to school to discharge their duties on their own, as it was in Maslow the teachers elicited the behaviour of teaching from the environment where they come from, this clearly shows that teachers in this environment can easily learn how to manipulate and regulate themselves towards teaching, if they were rightly guided by government and school management.

Affective Event Theory was developed by Howard, Weiss and Russell (1996) to explain the linkages between employees internal-cognition, emotions, mental state etc and their reactions to incidents that occur in their work environment which affects their performance, organizational commitment and job satisfaction (Romina, 2014). Affective event theory further proposes that affective work behaviors are explained by employee mood and emotions while cognitive-based behaviors are the best predictors of job satisfaction (Nyagaya, 2015). Again, emphasis by this theory on positive and negative induced emotional incidents at work is distinguishable and has a psychological upon workers job satisfaction. The theory explains that, teacher emotions, their mental status affects their satisfaction in the workplace. It signifies that for Teachers to be satisfied, they need to be happy and cheerful always which calls for provision of conducive working environment (Tahseen, 2015).

The relationship of Affective Event Theory and current research is that; A teacher who understands Affective Event Theory can practice it no matter the setting whether it's teaching in a class room, counseling students with behavioral problems or modifying student who abuse their colleague. No matter their specialty, teacher will face issues and conflicts

that are a result of problematic social or behavioral reinforcements. For example, teacher encounter issues such stress, anxiety, haterness from school authority and psychological issues that affect his daily satisfactions. All of these issues could initiate or be affected by situations that can be understood with the aid of Affective Event Theory.

Fishbien and Ajzen (1967) came up with the theory of reasoned action (TRA). This theory explains the relationship between attitudes and behavior within human action (Balla, Jajoo, Kalantri, 2002). According to this model, a person's behavior is determined by its behavior intention to perform it and that this intention is itself determined by the person's attitude and his subjective norms towards the behavior like peers belief about a behavior. An individual behavior is based on the outcome the individual expects will come as a result of performing the behavior. TRA can be used to explain attitude of primary school teachers that determines their behavior. Teacher attitudes are as a result of the expectations that they have from their job which affect or influence their satisfaction. Because of the subjective norms primary school teachers have, that teaching is a second choice for almost every person in the profession and their expectations are not always met therefore their behavior which manifest itself through their attitudes is always negative.

Research Method and Design

This study employed descriptive survey research design to find out the influence of teacher's motivation and job satisfaction on teachers attitude among primary school teachers in Katsina local government area, Katsina state. This design was chosen as it involves gathering of data that describe events and then organizes, tabulates and describes the data collection. It is also efficient in collecting lots of information within a short period of time. As Daniel, Akpa, Ayeni, & Adedeji (2010) defined it as that which seeks to find out and describe the condition or opinions held by a population by collecting and analyzing data from people who are considered to be representative of the entire group.

Area of the Study

The study was carried out in Katsina Metropolis at Katsina Local Government Area in Katsina State, Nigeria. Katsina local area is a capital of katsina state which is located 260km (160mil) east of the city Sokoto caliphate and 135kn (84mil) northwest of kano, close

to the border Niger republic. In 2016, the estimate population of katsina local government was 492,000.

Population of the Study

The population of this study consists of all primary school teachers in Katsina local government area, Katsina state. There are fifty public primary schools distributed under five zones A, B, C, D and E in the area with a total population of 1,696. Below is a table that shows the population of the teachers.

Table 1: population of the study in Local Education Authority (L.E.A), Katsina.

S/N	Name of Schools	Male Teacher	Female Teacher	Total
1	Ahmadu Comassie Primary School, KT	21	40	61
2	Barau Mangal Primary School, KT	11	27	38
3	Dan Masani Bala Saulawa Primary School, KT	15	30	45
4	Dannabaso Primary School, KT	06	---	06
5	Danmarna Primary School, KT	21	18	39
6	Dikko Memorial Primary School, KT	21	30	51
7	Dr. Ibrahim Shehu Shema Primary School, KT	41	41	82
8	Dr. Kabir Usman Nagogo Primary School, KT	21	46	67
9	Farin Yaro Primary School, KT	24	12	36
10	Fatima Ibrahim Shema Primary School, KT	07	09	16
11	Garba Kaita Memorial Primary School, KT	11	09	20
12	Gidado Primary School, KT	14	20	34
13	Gobarau Primary School, KT	44	28	72
14	Girls Day Primary School Rafindadi, KT	14	09	23
15	Hamza Maigoro Primary School, KT	06	13	19
16	Hassan Rafindadi Primary School, KT	16	22	38
17	Hassan Usman Sci. Model Primary School, KT	11	55	66
18	Hassu Iro Inko Girls Primary School, KT	03	17	20
19	Isa Kaita Qur'anic Model Primary School, KT	12	39	51
20	Jabir Abdullahi Memorial Primary School, KT	36	52	88
21	Kambarawa Science Model Primary School,KT	07	19	26
22	Kadifawa Primary School, KT	12	---	12
23	Kaurar Rafa Primary School, KT	07	05	12
24	Kukar Gesa Primary School, KT	09	01	10
25	Kwado Primary School, KT	04	30	34
26	Kwarin Tama Primary School, KT	08	01	09
27	Makera Primary School, KT	16	06	22
28	Mamman Barda Memorial Primary School, KT	15	33	48
29	Morai Primary School, KT	10	---	10
30	Modoji Villege Primary School, KT	03	09	12
31	Mohammad Dodo Ibrahim Primary School, KT	15	33	48

32	Musa Yar'adua Quranic Model Primary Sch. KT	13	24	37
33	Muhammadu Buhari Primary School, KT	07	08	15
34	Nagogo Science Primary School, KT	17	25	42
35	Pilot Primary School, KT	08	01	09
36	Rahamawa Primary School, KT	11	18	29
37	Sabon Garin Bakuru Primary School, KT	12	---	12
38	Sabon Gida Primary School, KT	12	12	24
39	Sabuwar Unguwa Extension Primary School, KT	16	14	30
40	Sandanbale Qur'anic Model Pri. School, KT	04	21	25
41	Sarkin Noma Bala Kamfani Primary School, KT	11	13	24
42	Senator Ibrahim Ida Primary School, KT	24	36	60
43	Shinkafi Qur'anic Model Pri. School, KT	40	13	53
44	Talba Ibrahim Sci. Model Primary School, KT	14	36	50
45	Tsangaya Science Model Primary School, KT	---	06	06
46	Tudun Muntsira Primary School, KT	10	14	24
47	Tudun Yanlihida Primary School, KT	14	07	21
48	Tsallatori Primary School, KT	03	---	03
49	Ummarun Dallaje Primary School, KT	17	14	31
50	Waziri Zayyana Primary School, KT	40	46	86
Total		734	962	1,696

Source: Katsina Local Government Education Authority (L.E.A Katsina) 2021.

Sample and Sampling Technique

The sample for this study was drawn from the total population of 1,696 teachers and simple random sampling was used to select 306 teachers from the target population. Cluster Sampling was used to select two schools in each of the five zone. Simple random sampling was selected because it is bias free as every element has an equal chance of being selected. The sample was selected guided by the research advisors (2006) table for determining sample size

Table 2: Shows a sample size of three hundred and six (306) primary school teachers propitiatory.

S/N	Schools	Teachers		
		Male	Female	Total
1	Ahmadu Comassie Primary School, KT	12	20	32
2	Dr. Ibrahim Shehu Shema Primary School, KT	21	21	42
3	Danmarna Primary School, KT	10	10	20
4	Dan Masanai Bala Saulawa Primary School, KT	07	16	23
5	Dr. Kabir Usman Nagogo Memorial Pri. Sch., KT	15	20	35
6	Dikko Memorial Primary School, KT	11	15	26
7	Hassu Iro Inko Girls Primary School, KT	03	07	10
8	Jabir Abdullahi Memorial Primary School, KT	16	30	46
9	Shinkafi Qur'anic Model Primary School, KT	14	13	27
10	Waziri Zayyana Primary School, KT	20	25	45
TOTAL		129	177	306

Instrumentation

The instrument used for data collection was individual's responses questionnaire which was administered by the researcher. The questionnaire contains 30 questions, 10 questions from each section.

The instrument used for this study was validated to ensure that it was relevant to this research work. Both face and content validity were ascertained to ensure that the items in the questionnaire honestly represented the variables considered. test – retest method of reliability was used where 30 questions were distributed twice to primary school teachers at Kaukai Primary school Batagarawa. These questions were analysed and the correlation between the two scores was realized using Pearson product moment correlation with the help of Statistical Package for Social Science (SPSS). The reliability coefficient of 0.78 was obtained for motivation, 0.75 for job satisfaction and 0.77 for attitude. In Data analysis the researcher use Statistical Package for Social Sciences (SPSS) 20.0 version. PPMC was used to test hypothesis 1 & 2 that seeks to determine the relationship among variables of interest, t-test for dependent sample was used to test hypothesis 3 that ascertained differences among variables of interest in the study

Findings of the Study

Ho1: There is no significant relationship between Teachers' motivation and Teachers' Attitude to work among primary school teachers in Katsina local government area.

Table 3: Correlation of Teachers' motivation and Teachers' attitude to work

Variables	N	Mean	SD	r-value	p-value	Decision
Teachers' Motivation	306	45.065	5.056	.759	.002	Significant
Teachers' Attitude to Work		42.071	5.673			

Table 4.3 above shows that the r-value computed is .759 and p-value is .002 at .05 level of significance. The p-value of .002 is less than the alpha value of .05. The null hypothesis was rejected which showed that Teachers' Motivation has significant relationship with Teachers' Attitude to Work among primary school teachers in Katsina local government area. The analysis indicated that motivation determines positive attitude of teachers at any level.

Ho2: There is no any significant relationship between Teachers' Job Satisfaction and Teachers' Attitude to Work among primary school teachers in local government area.

Table 4: Correlation of Teachers' Job Satisfaction and Teachers' Attitude to Work

Variables	N	Mean	SD	r-value	p-value	Decision
Teachers' Job Satisfaction	306	42.163	5.734	.789	.000	Significant
Teachers' Attitude to Work		42.071	5.673			

Table 4.4 above shows that the r-value computed is .789 and p-value is .000 at .05 level of significance. The p-value of .000 is less than the alpha value of .05. The null hypothesis was rejected which showed that Teachers' Job Satisfaction has significant relationship with Teachers' Attitude to Work among primary school teachers in Katsina local government area. It further indicated that the higher the Teachers' Job Satisfaction the higher their Attitude to Work in academic settings.

Ho3: There is no any significant gender difference in terms of Job Satisfaction among primary school teachers in Katsina local government area.

Table 5: t-test Analysis in Teachers' Job Satisfaction between Male and Female Teachers

Variables	N	Mean	SD	DF	t-value	p-value	Decision
Male	129	39.330	7.017	304	7.430	.000	Significant
Female	177	43.941	3.818				

T-test at .05 level of significant

Table 5 above indicates that an independent t-test for difference in Teachers' Job Satisfaction was computed between male and female and the result demonstrated that a significant difference was found. Thus, t-value at 304 degree of freedom is 7.430 and the p-value is .000 indicating that Teachers' Job Satisfaction differs between male and female. Mean scores of Male and Female are 39.330 and 43.941 and standard deviation of 7.017 and 3.818 respectively. Since the mean score of female is greater than that of male, then, descriptive statistics revealed that female Teachers are having higher job satisfaction than male counterpart. The hypothesis which states that there is no significant gender difference in teachers' Job Satisfaction among primary school teachers in Katsina local government area of Katsina state is rejected.

Discussion of the Findings

This study was designed to examine the impact of motivation and job satisfaction on teacher's attitudes and findings from data analysis were discussed below:

Ho1: The results of testing the hypothesis revealed that motivation influenced teachers' attitude towards among primary school teachers in Katsina local government area. This finding is supported by Rajeev(2011) that teachers attitude to work is determined by their level of motivation, that teachers need motivation so as to influence their attitude towards discharging their duties at work and it was recommended that teachers needs to be motivated more especially in the area of salary structure and other incentives.

Ho2: The results of testing the hypothesis revealed that job satisfaction has a significant relationship with attitude among primary school teachers in Katsina local government area. These shows that teachers' attitude to work is determined by their level of satisfaction towards their job. These findings agreed with the findings of Dorozynska (2016) in which they found out attitude of teachers towards their job is determined by how satisfied they are with their work. It was recommended that teachers need to be more familiar with their level of job satisfaction and how it influences their attitudes.

Ho3: After testing the hypothesis, the null hypothesis was rejected. The results of testing the hypothesis revealed that gender difference exists in teacher's job satisfaction. In the study female teachers are more satisfied with their job than their male counterparts in Katsina local government area. This corroborated with earlier studies of Yousouf, Aktar and Hussain (2015) that female teachers are more satisfied with their work than their male counter parts in Ile-ife, Osun state and based on their findings it was recommended that promotions should be as at and when due, teachers should be sent for training from time to time and salaries should be made attractive.

In the study descriptive survey research design was employed and the target population were all primary school teachers in Katsina local government area. There were 50 primary schools in the area scattered under different locations. The sample for this study was drawn from the total population. The sampling technique employed was simple random sampling. Research advisors table (2006) for determining sample size was used in determining the sample size of 306 teachers from the target population. The instrument used for data collection was a self-designed questionnaire which was designed into three clusters titled Teachers motivation, Teachers job satisfaction and Teachers attitude. The instrument was validated and reliability co-efficient of 0.78 for motivation, 0.75 for job satisfaction and

0.77 for attitude was obtained which shows that the instruments were reliable for use. The researcher analyzed the data using descriptive statistic (mean and standard deviation) while Pearson product moment correlation was used to test hypotheses 1 and 2 and t test was used to test hypotheses 3,4 and 5 using statistical package for social science (SPSS) at (0.05) level of significance.

The data obtained using questionnaire was transformed into numerical form for statistical analysis and testing hypotheses. On the bases of the findings, the study revealed that there is significant influence of motivation and attitude among primary school teachers, there is significant relationship between job satisfaction and attitude. Also there is significant gender difference in teacher's motivation, there is significant gender difference in teacher's job satisfaction, and there is significant gender difference in attitude to work among primary school teachers.

Conclusions

Based on the findings of this study, it is concluded that teacher's motivation can promote attitude to work. This showed that primary school teachers need to be motivated as it influences their attitudes at the work place, this would determine their performance in school. It result of the study also revealed that job satisfaction influences teachers' attitude among primary school teachers, that teacher's attitude to work is determined by their satisfaction, also female teachers are more motivated and have more positive attitude toward work than male teachers, that female teachers are more satisfied than their male counter parts. And female teachers have a more positive attitude towards work than male teachers.

Recommendations

Based on the findings of the study, the researcher makes the following recommendations:

1. Teachers should be sensitized by organizing workshops and seminars from time to time. This may improve self-motivation as well as teachers' positive attitude towards teaching in their respective schools.
2. Teachers should be encouraged by organizing end of the year functions where best performing teachers will be rewarded, this will help them to become more satisfied with their job as teachers thereby keep a more positive attitude towards teaching.

3. Male teachers should be encouraged or motivated at the work place depends on some factors, those factors that motivate male teachers in teaching profession should be improved upon so as to meet up with their female counterparts.
4. The ability to provide proper condition of services will effectively help both male and female teachers to perform effectively in school and goals needed in various conditions. Teachers' salary should be taken care of so that teachers develop a positive attitude. Government should ensure *programmes to improve positive attitude more especially to male teachers so as to meet up their female counterpart.*
5. More female teachers should be employed in primary school context. Therefore, government and *school counselors should develop programmes to foster positive attitude in male teachers so as to meet up their female counterpart.*

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