

**A COMPARATIVE SURVEY OF MOTIVATION AND JOB  
SATISFACTION AMONG SELECTED PUBLIC AND PRIVATE  
SECONDARY SCHOOL TEACHERS IN MAIDUGURI  
METROPOLIS (1999-2007)**

**BY**

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**ABSTRACT**

*There is growing complain that teachers, particularly in secondary schools are poorly motivated with abysmal level of job satisfaction. Motivation and job satisfaction constitute an integral part of personnel management functions in an organization. This is because, for workers to put in more effort for the realization of organization's goals, attitudes of workers need to be positively influenced and streamlined towards the attainment of the goals. The study therefore, investigates on a comparative bases motivation and job satisfaction of teachers in public and private secondary school in Maiduguri Urban Area. The sources of data for the study were primary and secondary data. Questionnaires were administered to 127 respondents collectively selected from eight (8) secondary schools which comprise four (4) secondary schools each from private and public sector. Simple percentages, frequency distribution and Chi-square ( $X^2$ ) were used in the analysis of data. The findings revealed that teachers in public schools have higher sense of job fulfillment (satisfaction) than their counterparts in private schools. The study therefore, recommended amongst others that salary and promotion policies must be inline with present economic situation.*

## **INTRODUCTION**

The attitude of workers needs to be positively influenced, guided and directed towards the realization of organizational goals. This is because, Vroom (1964) motivation plus effort leads to performance which then leads to outcome. This is imperative because every employee compares his or her remunerations (rewards) with the effort expended. If the remuneration meets his expectations, he gets satisfied and if the reverse is the case, he may get dissatisfied.

What human resource managers must bear in mind is that there must be proper understanding of employees need and the use of motivation to enhance performance.

An individual accepts a job offer because he has certain expectation he want to fulfill or satisfy. The satisfaction of these expectations in turn affects the work attitude of the individual. The act of motivation brings satisfaction which helps to affect attitude.

Teachers are indispensable in the realization of educational objectives. Teaching staff in both public and private secondary schools like their counterparts in other human organizations accept the job offer because they have certain expectation and needs which they anticipate the condition of and rewards from the job to satisfy. Teaching staff in both public and private secondary schools in Maiduguri look forward to seeing their needs being met and expectation being fulfilled by their employers. It is therefore a challenge on the part of school management to understand the needs of their employees and devise certain strategy to meet these needs.

## **STATEMENT OF THE PROBLEM**

Motivation and job satisfaction have direct impact on the output of workers in an organization. The problem with which the study is concerned has to do with the level of job satisfaction of secondary school teachers. This is also peculiar with the public and private secondary school teachers in Maiduguri metropolis. "Many secondary school teachers in Borno State are however said to be discontented. While more have withdrawn from the teaching profession to other jobs. The common complain of most teachers is that they are poorly motivated" (Gwama 2000).

Ineffectiveness in motivating teachers and raising their levels of job satisfaction by the management of private and public secondary schools has been an impediment to qualitative education delivery services. This paper comparatively investigates the level of motivation and job satisfaction of teaching staff in secondary school in Maiduguri Metropolis with the view to suggest practical ways of improving their levels of satisfaction on the job.

### **OBJECTIVES OF THE STUDY**

The general objective of this paper is to conduct empirical survey of motivation and job satisfaction of secondary school teachers in Maiduguri Metropolis. The specific objectives are to:

- i. examine the level of job satisfaction among the public and private school teachers;
- ii. assess the level of job satisfaction among public and private secondary school teachers;
- iii. proffer based on the findings, effective ways of motivating teachers in public and private secondary schools.
- iv. To ensure effective realization of the objectives, a hypothesis is formulated:

### **HYPOTHESIS:**

**H<sub>0</sub>:** There is no significant difference between the levels of job satisfaction of teachers in public and private secondary schools in Maiduguri Urban Area.

### **SIGNIFICANCE OF THE STUDY**

The study is significant in the following ways:

- i. Managers and head of human resources in schools will find this study beneficial because it provides effective and simple ways of understanding the needs of the teaching personnel
- ii. Specifically, it is useful to all involved in the delivery of educational services; like educational planners, policy makers and administrators in their effort towards the improvement of school effectiveness and the quality of working life of academic personnel.
- iii. It provides an insight into the feeling and satisfaction of teachers on their job and therefore serves as a base for appropriate policies and welfare schemes by relevant authorities.

- iv. It will help to improve academic performance in secondary schools which would in turn help the tertiary institutions to absorb well baked students into the system.
- v. Secondary schools are bedrock of strong educational system. The study would improve the quality of secondary school education for academic prosperity of the entire country.

### **SCOPE OF THE STUDY**

This survey focuses on motivation and job satisfaction among public and private secondary school teachers in Maiduguri metropolis, Borno State, Nigeria. It covered the teaching staff in eight (8) selected secondary schools, four (4) each from public and private sector. The period covered was 1999-2007. The choice of the time frame was informed by the fact that the period witnessed democratic government which has provision of qualitative education as one of its cardinal objectives.

The selected public secondary schools were: Government College Maiduguri, Government Day Secondary School Maiduguri, Government Girls College and Government Day Secondary School Mafoni. On the other hand, the selected private secondary schools were: Namu Model Secondary School, Saviour Model Secondary Schools, Ruby Springfield College and El-kanemi College of Business Administration (ECOBA), all at different locations within Maiduguri Urban Area.

### **LITERATURE REVIEW/THEORETICAL FRAMEWORK**

Relevant literature for this study is reviewed based on the specific objectives of the study.

### **MOTIVATION IN ORGANIZATION**

Like many terms in social sciences, motivation has been subjected to many definitions by different literature. Oxford English Dictionary (second edition) defines motivation as “the conscious or unconscious stimulus for action towards a desired goal provided by psychological or social factors that give purpose of or direction to behavior” (Simson and Weiner 1989:1131). This definition points out the fact that motivation is aimed at influencing human behaviour due to the following points:

- i. Every individual has a set of needs and a different set of goals.
- ii. Individuals behave in their own ways as to satisfy their needs and fulfill their goals
- iii. Therefore, individuals behave differently
- iv. Organizations are in a position to offer some of the satisfactions that individuals seek; e.g. relationship, sense of belonging, intellectual stimulation, mental and physical challenge, self-development etc.

Nwachukwu (1988:181) maintains that “motivation is that energizing force that induces or compels and maintains behaviour”. This conception of motivation is a pointer to the following facts:

- i. Motivation is a force that affects the psychological being of workers
- ii. It is always channeled to achieve certain goals and objectives
- iii. It is an obvious result of a felt need. Motivation tends to influence and direct human behavior so as to meet the organizational goal at a given time.

Motivation is therefore a process which maintains and sustains for a long time until the need is satisfied.

Blunt and Jones (1992:277) put forward that “motivation refers to a driving force or state of need deficiency which inclines a person to behave in a particular manner or to develop a capacity for certain types of behavior”. This conception of motivation is congruent to that of Nwachukwu (1988) because of their belief that motivation is a process which is always kick-started by the state of need deficiency and desire to satisfy it. Okorie (1979:11) defines motivation “as the reason why people generally strive to achieve a need or certain objective”.

Yahaya and Akinyele (1992:154) viewed motivation as whatever it takes in encouraging workers to perform by fulfilling or appealing to their needs. This conception of motivation and one given by Okorie (1979) are unanimous on the fact that needs are what makes employees to choose certain behavior. Understanding the needs of employees is a vital clue on how they can be motivated. Knowing how and reason for motivating employees is an important managerial skill. The understanding of the manifestation of these assumptions at work places especially in the schools may help to spur the

teachers and increase their satisfaction which may also result in improved performance and academic excellence.

Motivation can therefore be defined as the art of understanding people's need and the ability to meet those needs and get them working willingly and efficiently for the achievement of a stated goal. In a nutshell, it is the set of forces that cause people to choose certain behavior from among the many alternatives open to them.

Maslow (1970) contributes in no small measure to the understanding of motivation of workers in organization and its processes. He categorized human needs into hierarchies starting in an ascending order from the lowest to the highest. He identified physiological needs, security or safety needs, affiliation or acceptance needs, esteem needs and need for self-actualization. He further added that when one set of need is satisfied, it ceases to be a motivator.

## **JOB SATISFACTION IN ORGANIZATION**

An employee expects organization to satisfy his own set of needs while he is engaged in the activities that may lead to the achievement of organizational goal. The extent to which the organization helps to meet this needs greatly determine his level of satisfaction on the job. Each individual is conceptualized as bringing to the employment situation his own unique set of expectations for the job. Most employees seem to place a fairly high valence (important value) on the attainment of their expectations in certain areas such as pay, promotion, supervisory-relations and peer-group interaction (Poter and Steers 1973:162). Such set of needs brought into an organization by different employees who yearn for fulfillment can be understood and satisfied by the employers through motivation which aimed at influencing employees' attitude to the job.

Keith and Davis (1977:73) conceived job satisfaction as the comfort and pleasure which employees derive from their job. It expresses the amount of congruence between one's expectation of the job and the rewards that the job provides.

Job satisfaction according to Koontz et al (1983:683) refers to the contentment experienced when a want is satisfied. Job satisfaction and

dissatisfaction could therefore be described to be a function of the perceived relationship between what one wants from his job and what the job is perceived to be offering.

In a study carried out by Eneasator (1985) with post primary school teachers in Anambra State, the result shows clearly that a larger proportion of the teachers appear to be motivated and derives satisfaction from adequate salary and fringe benefit paid on time, promotions, job security, school policy, and administration, interpersonal relations and the overall school climate.

Audu (1991) reported that, problems of poor pay, delayed payment of salaries and allowances, lack of financial incentives among others as being responsible for the low morale and poor attitude of teachers towards the profession, these cause dissatisfaction among the teachers and hence their unwillingness to stay.

Kazaure (1998) revealed that, teaching profession has been reduced to a stepping stone in labour market. Gwama (2000) also revealed that “many trained teachers accepted teaching appointments only when they failed to get a job in other places and also with draw from the teaching job without hesitation when offered jobs in other organization”. The reasons adduced for these ugly trends are; discontentment in the area of compensation, remuneration and poor method of evaluation of performance, advancement and general poor condition of service. The relevance of these research reports is that they attempt to spot out areas where teaching staff in secondary schools are facing adverse challenges in their teaching profession.

It should be noted that because of this poor condition of service, there are agitations in public and private secondary schools for the implementation of Teachers’ Salary Scale (TSS) and National Minimum Wage. The impact of such implementations on job satisfaction of secondary school teachers in Maiduguri Metropolis will be a product of another research work.

## **THEORETICAL FRAMEWORK**

This study is guided theoretically by Fredrick Herzberg’s two factors theory of motivation. According to Herzberg (1966) motivation can be

described in terms of motivators and dissatisfiers. The motivator factors that are intrinsic to the job are: achievement, recognition, the work itself, responsibility and growth or advancement. The hygiene factors that are extrinsic to the job include: company policy, and administration, supervision, interpersonal relationship, working conditions, salary, promotion and job security.

The implication and thus the relevance of this theory is that the level of job satisfaction among the teachers was assessed based on Fredrick Herzberg's extrinsic hygiene factors and intrinsic motivating factors. Precisely, the six indicators selected for assessing job satisfaction were: salary, promotion, personnel policy, recognition, achievement and responsibility.

Although, there have been problem of applying most of the theories based on studies conducted in developed societies like America to developing country like Nigeria due to environmental diversity. Suffice it to say that Herzberg two factors theory has created an important insight into some factors that can give job satisfaction to workers.

## **RESEARCH METHODOLOGY**

The source of data for this study comprised of both primary and secondary sources. The secondary source of data consisted of information from Borno State Ministry of Education, Journals, Seminar Papers, Books and Internet Facilities. The primary source is made up of information obtained from questionnaire administered to eight (8) selected secondary schools in the study area.

## **POPULATION AND SAMPLE SELECTION**

All the teaching personnel of the eight (8) selected private and public secondary schools (318 teachers) served as the population of the study. The secondary schools were selected through random sampling and the justification for their selection was based on their accessibility and proximity. The selected public secondary schools were: Government College Maiduguri, Government Day Secondary School Maiduguri, Government Girls College and Government Day Secondary School Mafoni. On the other hand, the selected private secondary schools were: Namu Model Secondary School,



Saviour Model Secondary Schools, Ruby Springfield College and El-kanemi College of Business Administration (ECOBA), all at different locations within Maiduguri Urban Area.

## **INSTRUMENT OF DATA COLLECTION**

The instrument used in data collection in the study area is the questionnaire. To achieve the objectives of the study, six (6) indicators of Herzberg's two factors theory were used to ascertain the level of job satisfaction of the teachers out of which set of staff derives higher job satisfaction than the other. "Yes" and "No" answers checklist were provided against job satisfaction related questions.

The level of job satisfaction against the six (6) indicators were measured under four (4) point rating scale level of satisfaction as it appears thus;

HS	-	Highly satisfied	-	4 points
S	-	Satisfied	-	3 points
D	-	Dissatisfied	-	2 points
HD	-	Highly dissatisfied	-	1 point

The undecided response is often omitted in this scale for the obvious reason that it lies half way between the positive and negative responses to an item and because the stand of such respondent is not well defined or clear on the issue. Whenever the undecided response option is removed, it is called a four point rating scale instead Likert Scale (Emaikwu 2008:307).

## **ADMINISTRATION OF QUESTIONNAIRE**

The choice for the use of questionnaire was based on the fact that all the study populations are literate as they can read and write. The questionnaire contained 22 questions in all. They were tailored to gather information about job satisfaction based on motivational factors and suggestions for adequate motivation. To ensure fair presentation, twelve (12) teaching personnel were selected each from the selected private schools

under study while twenty-five (25) teaching personnel were selected from the public secondary schools under study. This was obtained through simple random sampling. The larger number of respondents in the public secondary schools was justified by the fact that there were more teaching personnel in public secondary schools than in private ones.

### **STATISTICAL TOOLS AND DATA ANALYSIS PROCEDURE**

The data obtained, were analyzed with the aid of frequency distribution tables and simple percentages. However, the testing of hypothesis that “there is no significant difference between the level of job satisfaction in public and private secondary school”, Chi square ( $X^2$ ) was applied.

### **DATA PRESENTATION AND ANALYSIS**

The analysis of data was done based on the number of the questionnaire retrieved as depicted in the table below:

**Table 1.1: Questionnaire Distributed among Selected Public Secondary Schools**

S/N	Schools	No. of Teaching Staff	No. of Questionnaire Distributed	No. of Questionnaire Retrieved	%
1	Govt. Girls' Coll. Maiduguri	61	25	16	19.75
2	Govt. Day Sec. Sch., Mafoni	46	25	22	27.16
3	Govt. Coll. Maiduguri	70	25	19	23.46
4	Govt. Day Sec. Sch. Maiduguri	45	25	24	29.63
	<b>Total</b>	<b>222</b>	<b>100</b>	<b>81</b>	<b>100</b>

**Source:** Field Work, 2005.

Table 1.1 shows the selected public secondary schools for this study. One hundred questionnaires (100) were distributed and eighty-one (81) were retrieved which formed the basis of analysis. The major reason put forward for not returning some questionnaires was that they have responded to such questions previously with no improvement in their condition of service.

**Table 1.2: Questionnaire Distributed among Selected Private Secondary Schools**

S/N	Schools	No. of Teaching Staff	No. of Questionnaire Distributed	No. of Questionnaire Retrieved	%
1	Namu Model Secondary Sch.	23	12	11	23.92
2	Ruby Springfield College	35	12	12	26.08
3	Elkanemi Coll. Of Biz. Admn.	21	12	12	26.08
4	Saviour Model Secondary Sch.	17	12	11	23.92
	<b>Total</b>	<b>96</b>	<b>48</b>	<b>46</b>	<b>100</b>

**Source:** Field Work, 2005.

Table 1.2 shows the selected private secondary schools for this study. Forty-eight (48) questionnaires were distributed and forty-six (46) were retrieved and used in the analysis.

**Note:** Teaching staff here excludes serving youth corps members (NYSC) and teachers on contract with the schools.

The analysis of the data is based on 127 questionnaires out of 148 that were distributed. This proportion presents 40% of the teaching staff in the entire schools.

**Levels of job satisfaction derived by the teaching personnel from the motivation factors on comparative bases;**

**Table 1.3: Comparative Levels of Job Satisfaction based on salaries of employees**

	Public Schools		Private Schools		
Levels of satisfaction	Freq.	Percentage	Freq.	Percentage	Total
Highly satisfied	-	-	1	2.2	1
Satisfied	22	27.2	15	32.6	37
Highly dissatisfied	7	8.6	5	10.9	12
Dissatisfied	52	64.2	25	54.3	77
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

$$X^2 = (df = 3), 23.49, P < 0.05$$

In table 1.3, salary related questions like perception of the amount paid as salary, schedule of payment and review of salary were asked. The results were obvious as the highest proportion of 52 (64.2%) in the public schools and 25 (54.3%) in the private schools were dissatisfied with their salary. This confirms the position of Audu (1991) when he said; "Poor pay, delayed payment of salaries and allowances, lack of financial incentives among others are responsible for the low morale and poor attitude of teachers towards the profession." Only 22 (27.2%) and 15 (32.6%) of the respective

schools were satisfied while 7 (8.6%) and 5 (10.9%) of the respondents respectively were highly dissatisfied.

**Table 1.4 Levels of Job Satisfaction on Promotion basis**

	<b>Public Schools</b>		<b>Private Schools</b>		
<b>Levels of satisfaction</b>	<b>Freq.</b>	<b>Percentage</b>	<b>Freq.</b>	<b>Percentage</b>	<b>Total</b>
Highly satisfied	-	-	2	4.3	2
Satisfied	22	27.2	12	11.1	34
Highly dissatisfied	10	12.3	4	8.7	14
Dissatisfied	49	60.5	28	60.9	77
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

On promotion with respect to job satisfaction in Table 1.4, an overwhelming number of 49 (60%) of respondents in the public schools were dissatisfied while 28 (60.9%) of those in private schools were dissatisfied. The 22 (27.2%) and 12 (26.1%) were satisfied in the public and private schools respectively. None of the public schools was highly satisfied with promotion pattern while a negligible proportion of 2 (4.3%) were highly satisfied in the private schools.

**Table 1.5: Levels of Job Satisfaction from personnel Policy**

	Public Schools		Private Schools		
Levels of satisfaction	Freq.	Percentage	Freq.	Percentage	Total
Highly satisfied	1	1.2	2	4.3	3
Satisfied	40	49.4	16	34.8	56
Highly dissatisfied	10	12.3	3	6.5	13
Dissatisfied	30	37.1	25	54.4	55
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

When questions relating to personnel policy were raised based on Table 1.5, the level of satisfaction on the job in the public schools showed that 40 (49.4%) of the respondents were satisfied. However, this contrasted sharply with the private schools where 16 (34.8%) were satisfied with personnel policy. The 30 (37.1%) were dissatisfied, 10 (12.3%) were highly dissatisfied while 1 (1.2%) was highly satisfied in the public schools. In the private schools, 25 (54.4%) were dissatisfied, 3 (6.5%) were highly dissatisfied and only 2 (4.3%) were highly satisfied.

**Table 1.6: Levels of Job Satisfaction from Job Recognition**

	Public Schools		Private Schools		
Levels of satisfaction	Freq.	Percentage	Freq.	Percentage	Total
Highly satisfied	1	1.2	1	2.3	2
Satisfied	25	30.9	19	41.3	44
Highly dissatisfied	9	11.1	2	4.3	11
Dissatisfied	46	56.8	24	52.1	70
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

On the level of job satisfaction with respect to recognition which is one of the motivation factors postulated by Herzberg, it is indicated in Table 1.6 that a major proportion of the respondents were dissatisfied i.e. 46 (56.8%), 24 (52.1%) of the public and private schools respectively. In the private schools 19 (41.3%) were satisfied, 2 (4.3%) were highly dissatisfied while only 1 (2.3%) was highly satisfied. In the government (public) schools, 25 (30.9%) were satisfied, 9 (11.1%) were highly dissatisfied and only 1 (1.2%) was highly satisfied. The level of dissatisfaction expressed by the respondents in respect to job recognition in this study affirmed the position of Komia (1989) when he observed that apart from a few Francophone African States like Cameroon and Gabon where teachers at all levels are well paid and enjoy some respectable status in their respective communities, teachers in most African countries are treated as riff-raffs and dregs of their societies.

**Table 1.7: Levels of Job Satisfaction from Achievement**

	<b>Public Schools</b>		<b>Private Schools</b>		
<b>Levels of satisfaction</b>	<b>Freq.</b>	<b>Percentage</b>	<b>Freq.</b>	<b>Percentage</b>	<b>Total</b>
Highly satisfied	2	2.5	3	6.5	5
Satisfied	32	39.5	25	54.3	57
Highly dissatisfied	14	17.3	2	2.4	16
Dissatisfied	33	40.7	16	34.8	49
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

The levels of job satisfaction as it relates to achievement depicted in Table 1.7, 33 (40.7%) were dissatisfied, 32 (39.5%) were satisfied, 14 (17.3%) were highly dissatisfied and only 2 (2.5%) were highly satisfied in the public secondary schools. On the other hand, in the private secondary schools, a large proportion of 25 (54.3%) were satisfied with achievement, 16 (34.8%) were dissatisfied, 2 (4.4%) were highly dissatisfied and a fair proportion of 3 (6.5%) were highly satisfied.

**Table 1.8: Levels of Job Satisfaction from Responsibility**

	Public Schools		Private Schools		
Levels of satisfaction	Freq.	Percentage	Freq.	Percentage	Total
Highly satisfied	3	3.7	1	2.2	4
Satisfied	44	54.3	31	67.4	75
Highly dissatisfied	4	4.9	1	2.1	5
Dissatisfied	30	37.1	13	28.3	43
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

On responsibility and job satisfaction in public schools, Table 1.8 shows that a reasonable proportion of the respondents 44 (54.3%) were satisfied, 30 (37.1%) were dissatisfied, 4 (4.9%) were highly dissatisfied while, 3 (3.7%) were satisfied. On the other hand, 31 (67.4%) were satisfied, 13 (28.3%) were dissatisfied, 1 (2.2%) was highly satisfied.

Based on the analysis done so far, it could be deduced that the profession of teaching at the secondary level is not reasonably attractive. The reaction to most of the motivation factors used to assess the level of job satisfaction has been that of dissatisfaction.

Gwama's view captured the solution clearly;

*Thus, teachers morale today is highly eroded as his counterparts in other profession enjoy better conditions of service (several forms of remuneration) while he is left to contend with salary and one or two forms of incentives that he perceives as unsatisfactory. This condition is a fertile ground for grievances and dissatisfaction which could result in turnover (Gwama 2000:16).*



**Table 1.9: Perception of Sense of Self Fulfillment**

	<b>Public Schools</b>		<b>Private Schools</b>		<b>Total</b>
<b>Response</b>	<b>No.</b>	<b>Percentage</b>	<b>No.</b>	<b>Percentage</b>	
Yes	42	51.9	15	32.6	57
No	39	48.1	31	67.4	70
<b>Total</b>	<b>81</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>127</b>

**Source:** Field Work, 2005.

Table 1.9 indicates that 42 (51.9%) of teacher in the public schools derive fulfillment from their job as against 15 (32.6%) in the private schools. The 39 (48.1%) of the teaching personnel in the public schools and 31 (67.4%) in private schools does not derive fulfillment from teaching job.

The Chi-square ( $X^2$ ) analyses reveal that there are significant differences between the levels of job satisfaction in the public and private secondary schools in Maiduguri Urban Area. We therefore reject the hypothesis and conclude that there are significant differences between the levels of job satisfaction in the public and private secondary schools within Maiduguri Urban Area.

## **DISCUSSION OF MAJOR FINDINGS AND IMPLICATIONS**

The major findings of this study is based on the comparative analysis of motivation and job satisfaction carried out among 127 teaching personnel of both public and private secondary schools within Maiduguri metropolis.

As shown in Table 1.3 for the public and private secondary school, large number, 52 (64.2%) and 25 (54.3%) of the respondents respectively were dissatisfied with their salary. The implication of this is that high rate of staff turnover is occasioned by need to search and go for greener pasture or fat salary. This trend will be comparatively high in private secondary schools because of higher percentage of dissatisfaction obtained from the respondents.

The level of job satisfaction from promotion of respondents is also worth commenting on. The 49 (60.5%) from public schools and 28 (60.9%) of respondents from the private schools were dissatisfied with the pattern of promotion in their schools. The implication is that promotion is not regularized and this might lead to discouragement and frustration on the part of the teachers.

On personnel policy in public schools, 40 (49.4%) were satisfied. This is an indication that the policies were friendly. But this is not so in the private secondary schools as a fair proportion of the respondents i.e. 25 (54.4%) were dissatisfied with the personnel policy. The proprietors of private schools need to make more friendly personnel policy that will make the teachers secured in their job.

The simple percentages show that there are significant differences between the level of job satisfaction in the public and private secondary schools. Besides, there is high level of sense of fulfillment derived from the job on the part of teachers in public secondary schools than those in private schools as revealed in Table 1.9.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are offered:

1. A better remuneration scheme that is in line with the economic reality of the time should be fashioned and implemented for teachers.
2. Promotion of teachers should be done with utmost fairness, timelines and regularity.
3. Private schools should evolve teacher-oriented personnel policies. This could be achieved by involving appreciable number of teachers in decision making.
4. Teachers who have served for long and are hardworking should be given meritorious service award as a form of recognition which should attract some financial rewards. This can best be arranged and merged with End-of-year Graduation Ceremony of the schools. Schools that are operating this principle should keep it up while those that are not should embrace it.

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