

Teachers Assessment of Needs Satisfiers as Motivation for Effectiveness in Rivers State Primary Schools in Nigeria

Emmanuel Ikenyiri

Richard Ihua-Maduenyi

*Federal College of Education (Technical),
Omoku, Rivers State, Nigeria*

Abstract *This study examined teachers assessment of needs satisfiers as motivation for teachers' effectiveness in Rivers State primary schools. To collect data for the study, a questionnaire Titled, Teachers Assessment of Needs Satisfiers that Motivate Teachers Effectiveness, (TANSMTEQ) was used. The questionnaire had 20 items drawn from Abraham Maslow's Hierarchy of needs categorized into five. The items were also drawn to answer the 5 research questions of the study. The findings show that the teachers assessed physiological needs such as prompt payment of salary for provision of food and clothing, enhanced: rent, transport and medical allowances. For the security needs, teachers assessed need for protection against dismissal, need for protection against threat from pupils and parents. There were also assessment of social needs, self-esteem needs and self-actualization needs. Conclusion and recommendations such as government should provide basic needs that will make teachers happy and effective in their job.*

Introduction

The importance of job satisfaction and motivation are very crucial to the development of education and personnel's in the educational industry. In line with this, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life (Ololube, 2005). The teacher like every other worker works in order to satisfy his or her needs. Jobs satisfaction in the context of Ololube (2005), is the ability of the teaching job to meet teachers need and improve their teaching performance.

The term employee motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. However, attempts have been made to define motivation. Lewis, Goodman and Frank (1995) refer to motivation as the degree of readiness of an organization to pursue some designated goals. Dessler (2001) defines motivation as the intensity of a person's desire to engage in some activity. To Ololube (2005), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Ikenyiri (2007), states that motivation is an internal arousal, which directs and maintains achieving set goal. These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated worker is easy to spot by his or her agility. Education, enthusiasm, focus, zeal and general performance and contribution to the organizational objective and goals (Ifinedo, 2003).

In the same vein, need refers to the biological states of tissue deprivation. "It is a deficiency which may be based on specific bodily or learned requirements or contribution of the two. (Nwankwo, 2007:2006). This means that need is the deficiency or lack of what the body requires. For instance, the individual may require food, water or security. It is based on this that Oladele (2005) states that an unsatisfied need would only arouse the person to work that which will be sustained until satisfaction had been attained.

The onus of the foregoing is that there is a relationship between motivation, needs satisfaction and job effectiveness. Thus, when workers needs are met, they will be motivated to be effective in their performance thereby achieving organizational goal.

Several factors are believed to be need satisfiers that motivate workers and indeed teachers to perform work satisfactorily. The need based theories explain these needs. They explain how needs satisfaction motivate an individual intrinsically. The study will highlight two need theories; Maslow's Hierarchy of needs and Herzberg two factor theory.

Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need based theory is the most widely recognized theory of motivation and perhaps the most referenced of the need theories. Maslow in this theory explains that a person has five fundamental needs. Physiological, security, social, self-esteem and self-actualization needs Oru (2005), explains that physiological needs include pay, food, shelter and clothing, good and comforting working conditions. Security needs include the need for safety, fair treatment, and protection against threats to job security. Social needs include the need for being loved, accepted and be part of a group. Esteem needs are the need for recognition, respect, achievement, autonomy and independence. Finally, self-actualization needs are need for achievement, realization of one's full potentials, attainment of self fulfillment and development.

Herzberg two Factor Theory

Herzberg two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers, (Ololube; 2005). Herzberg (1954) carried out several studies to find out those things that cause workers to be satisfied and dissatisfied. In the study, Herzberg found out the environmental factors that cause workers to be dissatisfied. He referred to these environmental factors as Hygiene factors. These factors are; company policy and administration, technical supervision, salary, interpersonal relationship. The second factor of Herzberg two factor theories is motivating factors. He identified motivating factors as those factors that make workers work harder. He posited that these factors are associated with job context and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is challenging tasks and achieving standard of excellence. The individuals need for advancement, growth, increased responsibility and work itself are said to be motivating factors (Ololube, 2005). From both theories, one would conclude that need satisfiers should be provided to motivate teachers.

Applying job satisfying factors is therefore necessary in the field of education because needs satisfied teachers can create a good social, psychological and physical climate in the classroom.

Statement of the Problem

Over the years, primary school teachers in Nigeria have complained of government inability to satisfy their needs. Among teachers in the education system, the primary school teachers are the least motivated. Their salaries are not paid when month ends, their promotion is delayed and when implemented, the financial involvement is not paid from the time the promotion took place. The classroom where they carry out their job is over crowded and in some cases, the children sit on the floor to learn. This makes it difficult for the teacher to manage his class effectively. Besides, government officials from ministry of education, parents, and members of the community where they teach do not have respect for them. To enhance their economy and improve their living standards most of them engage in other business ventures during the school period. The time and energy devoted to the business affect commitment to duty as a teacher and consequently hinders the performance of the pupils (Nwuju and Uzoaru; 2010). Moreover, Idogho (2002) states that when teachers are not adequately taken care of especially with regards to regular and prompt payment of their salaries and other entitlements, their attitude to work automatically changes. They refuse to obey laid down rules for their work. They could come to work, but no meaningful work will be done, no effective teaching and learning.

Instead of teaching, many of them resort to discussing their personal woes in their staff rooms and offices. This study is therefore directed to examine the needs that teacher value as motivator to their teaching effectiveness. This will be based on Mallow's hierarchy of needs theory.

Purpose of the Study

The main purpose of the study was to find out teachers' assessment or rating of needs satisfiers that motivate them to teach effectively.

Primarily, the study will find out:

1. The assessment of teachers on the physiological needs that motivate teachers to be effective in their job
2. The assessment of teachers on security needs that motivate teachers to be effective in their job
3. The assessment of teachers on social needs that motivate teachers to be effective in their job
4. The assessment of teachers on self-esteem needs that motivate teachers to be effective in their job
5. The assessment of teachers on self-actualization needs that motivate teachers to be effective in their job.

Research Questions

The following research questions were answered in this study.

1. What are the teachers' assessment of physiological needs as motivators for teachers' effectiveness?
2. What are the teachers' assessment of security needs as motivator for teachers' effectiveness?
3. What are the teachers' assessment of social needs as motivators for teachers' effectiveness?
4. What are the teachers' assessment of self-esteem needs as motivators for teachers' effectiveness?
5. What are the teachers' assessment of self-actualization needs as motivators for teachers' effectiveness?

Research Design

A survey research design was used in this study to find out teachers assessment of needs that when satisfied, motivate them to be effective in their job.

Population of the Study

The population of this study consisted of 787 primary school teachers in government owned primary schools in Ahoada East and Ogba/Egberma/Ndoni Local Government Areas Rivers State. (322 from Ahoada East and 465 from Ogba/Egbema/Ndoni Local Government Areas. Source; zonal education office of the two Local Government Areas).

Population Sample

From the given population, a sample of 240 was purposively sampled from the schools in the urban centres of the two local government. 140 from Ogba/Egbema/Ndoni Local Government and 100 from Ahoada East Local Government Area.

Instrument for data Collection

The research instrument used was a research questionnaire titled: Teachers Assessment of Needs Satisfiers as motivators for Teachers Effectiveness Questionnaire (TANSMTEQ). The instrument was made up of 20 items ranked from 5 to 1. The rank 5 was regarded as the most important motivator while the rank 1 was

regarded as the least motivator. The instrument has 5 sections based on the five categories of Maslow's hierarchy of needs. Each of the sections had 4 variables that were ranked.

Validity of the Instrument

The instrument was given to four experts in educational psychology and two career guidance counselors. The experts went through the items and confirmed that they had content validity.

Reliability of the Instrument

In establishing the reliability of the instrument, the researchers adopted the test retest method with an interval of two weeks. Piason product moment correlation coefficient formula was used in computing the correlation coefficient of the instrument. A reliability coefficient of 0.82 was obtained.

Data Analysis

The data were analyzed using simple percentage and ranking.

Research question 1: What are the teachers' assessment of physiological needs as motivators for teacher's effectiveness?

Table 1: Frequency, percentage and ranking of physiological needs variable, by primary school teachers.

S/N	Physiological needs variable items	5		4		3		2		1		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	%	Frequency	
1.	Prompt payment of salaries for provision of food and clothing	225	94	15	6%							1 st
2.	Enhanced rent allowance	188	78%	40	16%	12	6%					2 nd
3.	Enhanced transport allowance	170	71	56	23	14	6					4 th
4.	Provision of medical and entertainment allowance	180	75	49	20%	11	5%	0				3 rd

Table 1, indicates that prompt payment of salaries (ranked 1st), enhanced rent allowance (2nd) provision of medical and entertainment allowance (3rd), and enhanced transport allowance (4th) are physiological satisfiers that motivate teachers effectiveness

Research Question 2: What are the teachers' assessment of security needs as motivators to teachers' effectiveness?

Table 2: Frequency Percentage and ranking of security needs variable by primary school teachers.

S/N		5		4		3		2		1	Rank
	Security needs variable items	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	
5.	Need for safety in the classroom and school environment	180	78	44	18	10	4%				3 rd
6.	Need for fair treatment by the school authority and parents.	155	65%	60	25%	15	10%	10			4 th
7.	Need for protection against threat from pupils and parents.	218	91%	22	9%						2 nd
8.	Need for protection against dismissal and undue transfer	234	96%	6	4%						1 st

Table 2: indicates that primary schools teachers assessment of security needs as motivator to teachers effectiveness in the following descending order. Need for protection against dismissal and undue transfer (1st), need for protection against threat from pupils and parents (2nd) need for safety in the classroom and school environment (3rd) and need for fair treatment by school authority (4th).

Research Question 3: What are the teachers' assessments of social needs as motivators for teachers' effectiveness?

Table 3: Frequency, percentage and ranking of social needs as motivators for teachers' effectiveness.

S/N		5		4		3		2		1	Rank
9.	Need to be loved by pupils and parents	172	72%	50	21%	18	7%				3 rd
10.	Need to be respected by pupils and parents	196	82%	44	18%						1 st
11.	Need to be accepted in club formations in the community.	160	67%	76	31%	15	2%				4 th
12.	Need to be appreciated by the school authority	189	76%	42	18	9	3%				2 nd

Table 3: Shows primary school teachers' assessment of social needs as motivators to teachers' effectiveness in the following descending order. Need to be respected by pupils and parents (1st), need to be appreciated by the school authority (2nd), need to be loved by pupils and [parents (3rd) and need to be accepted in club formation (4th).

Research Questions 4: What are the teachers' assessment of self esteem needs as motivators for teachers effectiveness.

Table 4: Frequency, percentage and ranking of self esteem needs as motivators for teachers' effectiveness.

S/N	Security needs variable items	5		4		3		2		1	Rank
		Freque ncy	%	Freque ncy	%	Freque ncy	%	Freque ncy	%	Freque ncy	
13.	Need to be allowed to exert authority when dealing with pupils.	190	79	45	19%	5	2%				2 nd
14.	Need to be consulted by the school authority in decision-making.	188	78	50	21	2	1%				3 rd
15.	Need for conducive teaching environment.	186	78	54	22						4 th
16.	Need for regular promotion.	222	93	18	7						1 st

Table 4: Shows primary school teachers' assessment of self-esteem needs as motivators to teachers' effectiveness in the following descending order. Need for regular promotion (1st), need to be allowed to exert authority when dealing with pupils (2nd), need to be consulted by the school authority in decision making (3rd) and need for conducive teaching environment (4th).

Research question 5 What are the teachers' assessment of self-actualization needs as motivators for teachers' effectiveness?

Table 5: Frequency, percentage and ranking of self-actualization needs as motivators for teachers' effectiveness.

S/N	Need for self actualization variable items.	5		4		3		2		1	Rank
		Freque ncy	%	Freque ncy	%	Freque ncy	%	Freque ncy	%	Freque ncy	
17.	Need for regular in service training.	198	82	35	15	7	3				3 rd
18.	Need for regular workshops and conferences	190	76	42	18	8	3				4 th
19.	Need for long service awards.	215	90	25	10						2 nd
20.	Need for enhanced pension and gratuity on retirement.	235	98	5	2%						1 st

Table 5: Shows teachers' assessment of self-actualization need as motivation for teachers' effectiveness in the following descending order: Need for enhanced pension and gratuity on retirement (1st), need for long service awards (2nd), need for regular in-service training (3rd) and need for regular workshops and conferences (4th).

Discussion of Findings

The finding from responses of research questions one which sought to find out teachers' assessment of psychological needs satisfiers as motivators to teachers effectiveness indicates that teachers value prompt payment of salaries to enable them provide food and clothing for their families, enhanced rent allowance, provision of medical allowance and enhanced transport allowance in that order as need satisfiers.

This finding is in agreement with those of Ulom (2001), Ifinedo (2004), Ulom and Joshua (2005), Ololubo (2005) and Nwuju and UzOaru (2010). These findings affirm that there are relationships between job satisfaction, need satisfaction, motivation and job effectiveness. Nwuju and uzoaru (2010) specially found out that prompt payment of teacher's salaries, medical services, transport allowances and rent subsidy are incentives for job satisfaction.

Evidence from the responses from research question 2 on assessment of security needs as motivators for teacher's effectiveness shows that security needs satisfiers valued mostly by teachers are in the following descending order of magnitude: need for protection against dismissal, need for protection against threat from pupils and parents, need for safety in the classroom environment and need for fair treatment by the school authority. The finding agrees with those of Ladipo (2005), Olulube (2005), Nwuju and Uzoaru (2010). These studies found out that every teacher desires job security and that once he or she is sure of protection in the place of work, he will be very effective.

Findings from research question three indicate that social needs valued by teachers as need satisfiers are respect from pupils and parents; appreciation from school authority, love from pupils and parents and acceptance in club formations.

The finding agrees with Idogho (2002), Ladipo (2005) and Adewuyi (2010) who found out that teachers like any other worker needs love, respect, appreciation and affiliation.

The result of research question 4 on self-esteem needs shows that teachers are motivated by regular promotion, freedom to exert authority, being consulted in decision making and conducive teaching environment. That once these things are in place, the self-esteem needs of the teachers is enhanced. This agrees with the findings of Ulom and Joshua (2004) and Uwuju and Uzoaru (2010) who found out that workers are happy when their importance and status are recognize and rebel when they are treated with contempt.

Finally, the result of research question 5 on teachers, assessment on self-actualization needs as needs satisfiers to teacher's effectiveness shows that enhanced pension and gratuity, long service award, regular in-service training and seminars as well as workshops and conferences motivate teachers' effectiveness. The result is in line with Adewuji (2010) Nwuju and Uzoaru (2010) which found out that teachers are effective when they realize that they will at the long run achieve their life aspirations in the teaching career. Besides, the study also agree with that of Ikenyiri (2007) which shows that teachers have anxiety when they approach retirement because of poor and delayed pension and gratuity. But if these are improved, they will approach retirement in high spirit.

Conclusion

The study of teacher's assessment of need satisfiers as motivation for teacher's effectiveness is very crucial in this period of national transformation. The result of the findings indicate that physiological needs, social needs, self esteem needs and self actualization needs are significant predictors of the job performance of the

Nigerian teachers. Nigerian teachers especially those in the primary school need adequate education and administration in terms of reasonable payment of salaries and fringe benefits commensurate with the job they perform for them to be able to satisfy their basic needs in life such as food, clothing, shelter and health care. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Olulube 2005).

Recommendation

To actualize the yearnings of primary school teachers as shown in the findings of this study, the following recommendations are made:

Government should provide need satisfiers: such as regular payment of salaries, improved rent, transport and medical allowance.

Teachers' job security and protection in work place should be guaranteed.

Teachers should be respected, loved and consulted in decision making by the school authority.

Finally, teachers' pension and gratuity should be improved and paid regularly on retirement to remove anxiety from those approaching retirement.

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