

379
NB/D
No. 2483

JOB SATISFACTION OF SECONDARY SCHOOL PRINCIPALS
IN THE RIVERS STATE OF NIGERIA

A DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

Doctor of Philosophy

By

Samuel Nwankwo Maduagwu, B.S., M.A.

Denton, Texas

May, 1986

COPYRIGHT BY SAMUEL N. MADUAGWU
MAY, 1986

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS	vi
Chapter	
I. INTRODUCTION	1
Statement of the Problem	8
Purposes of the Study	8
Hypotheses	9
Definition of Terms	10
Limitations	11
Basic Assumptions of the Study	11
Significance of the Study	11
II. REVIEW OF THE LITERATURE	17
Introduction	17
Definitions of Job Satisfaction	18
Criticisms	25
Job Satisfaction and Productivity	27
Group Differences in Job Satisfaction	29
Age	29
Sex	30
Level of Education	32
Pay	34
Level in Hierarchy	35
Location, Organizational, and Cultural Factors	35
Summary.	38
III. RESEARCH METHODOLOGY	45
Introduction	45
Identification of the Variables	46
Description of the Instruments	49
Population and Sample	52
Data Collection	53
Analysis of the Data	54
Summary of the Statistical Procedure for Testing the Hypotheses	56
Conclusion	58

Chapter	Page
IV. PRESENTATION AND ANALYSIS OF DATA	62
Introduction	62
Secondary School Principals' Job Satisfaction	65
Effect of Demographic Variables on	
Principals' Job Satisfaction	66
Level of Education	66
Size of School	67
Salary	68
Location of School	69
The Relationship Between Two Measures	
of Job Satisfaction (JDI and JIG)	71
Summary	71
V. SUMMARY, FINDINGS, IMPLICATIONS, DISCUSSION,	
CONCLUSIONS, AND RECOMMENDATIONS	73
Summary	73
Findings	74
Implications	80
Discussion	81
Conclusions	81
Recommendations	81
 APPENDICES	
A Background Importance of This Study to	
Rivers State	86
B Letter to Principals, Survey Instrument, Job	
Descriptive Index, Job in General	96
C Letter of Permission	105
D Job Factor Code Numbers	106
REFERENCES	107

LIST OF TABLES

Table		Page
1	Expected Scores on JDI and JIG under Various Assumptions	55
2	Comparison of Number of Secondary Principals Responding with Total Number of Secondary Principals in Each Local Government Area	62
3	Characteristics of the Sample	63
4	The Mean Scores on the Five Job Factors Plus Job in General	64
5	Mean Scores: Level of Education	66
6	Mean Scores: Size of School	67
7	Mean Scores: Salary Grade Level	68
8	Mean Scores: Location of School	69

LIST OF ILLUSTRATIONS

Figure	Page
1. Herzberg's Two Factor Theory of Job Satisfaction and Dissatisfaction	21

CHAPTER I

INTRODUCTION

Since the 1967-1970 civil war, secondary education in Nigeria has expanded dramatically. In 1971, there were 32 secondary schools in the Rivers State of Nigeria with an enrollment of 10,219 students. By 1973, the number of secondary schools had increased to 246 secondary schools with 18,469 students. Currently, there are 244 secondary schools in the Rivers State. Secondary schools can be found in each of the ten local government areas of the state, making advanced education available to more children who do not have the resources to attend boarding school away from home. As a result, the number of school principals has increased. (For background on education in the Rivers State, see Appendix A.)

The National Education Policy in Nigeria gives each state the responsibility for secondary education with some financial assistance from the federal government. However, the federal government also maintains a system of secondary schools along side with the state-owned secondary schools that primarily serve the nation elite. In contrast with state school systems, the federal system receives adequate financial support. The federal government schools are well

staffed, pay the workers regularly and provide school amenities such as libraries, staff quarters, and laboratories to both the students and workers. In contrast, most of the state-owned secondary schools lack these amenities. In addition, in the state schools delays in payment of workers occur frequently. Enahwo (1983) pointed out that lack of essential amenities in rural state-owned schools in Nigeria has resulted in problems of unqualified staff in these areas.

A review of the history of Nigeria's educational, social and economic development shows that the country is faced with the problem of uneven development among the different ethnic groups in Nigeria (Margolis, 1977). With the creation of states in Nigeria, states like Rivers State have been given the opportunity to develop, and the citizens have also been given the opportunity to aspire to positions as school principals, positions that eluded many of them before the states were created in Nigeria in 1967.

Secondary education in Nigeria has always occupied a prominent position on the road to educational development and to human resource development because it has been the terminal level of education for many Nigerians. Moreover, it has also provided the bulk of Nigeria's needed trained manpower. As a result of the importance of secondary school education in Nigeria, secondary school principals

have become important in their roles as educators and leaders in the country's educational system. Margolis (1977) points out that the quality of secondary school education in Nigeria depends largely on the "quality and the pattern of the teaching staff" and this, in turn, depends on the caliber of the school leadership.

Research in the United States has shown that the building principal has a significant impact on the school. Some researchers argue that the principal's leadership makes the difference between effective and ineffective schools. Effective leadership in school administration can be seen in principals who make decisions that bring about good changes in the school system. Duvall and Erickson (1981) proposed that

Teachers whose principals have influence on decisions made at the top of the organizational hierarchy will demonstrate higher job satisfaction than those whose principals do not have the influence.

In other words, teachers will be more satisfied if their principal has control over decisions from the top. Swift (1981) believes "visionary principals" are what school organizations today need in the organization and management of instructional activities. These are principals who can see beyond the immediate needs of the school. Watts (1981) agreed that effective school leadership is critical in achieving the goals and objectives of any school

organization; therefore, the ability of the principal to develop school programs, communicate, organize, and coordinate school programs is an important ingredient in effective leadership.

Deal and Kennedy (1983, p. 15) argue that "effective principals are symbolic leaders who pay attention to small but important cultural details" such as maintaining school discipline, maintaining good school community relationships, making sure school rules and regulations are kept and introducing changes within the school. Effective principals create school climates conducive to learning, an atmosphere of high expectations and trust among the teachers and students. They also set clear and well-defined instructional objectives (Bossert, Dwyer, Rowan, & Lee, 1982).

Some theorists feel that changes in the role that allows the principal to develop better relations with teachers that make the job more interesting will make principals more effective. Drawing from Theory Z as applied to school administration, O'Hanlon (1983, p. 16) states that

Successful management of an American school like the operation of a Japanese industry involves long-term development of personal trust between workers, participative decision making, and a shared philosophy.

Therefore, school administrators in the Rivers State of Nigeria have to examine the wisdom of this theory in line with the problems facing them in their job. Also, a study by Jaggi (1977) linked higher job satisfaction to participative and consultative leadership style in India.

Effective planning for organizational change that will make the job of administrator more congenial, absorbing, and stimulating requires knowledge of how administrators perceive their job environments and the consequences of their perception (Schmidt, 1976, p. 68).

Therefore, principals in the Rivers State of Nigeria cannot isolate these facts in facing the realities of educational problems of the state.

In Nigeria, the principal also is the key to the success of the secondary school. Taiwo (1980) lists seven responsibilities of the position, ranging from the legal responsibility to "maintain discipline and ensure the safety of the premises to serving as the "father" of the school community. Recent developments such as development of local school boards and school management boards require that principals develop skills in public relations as well.

Despite the importance of the role, principals in Nigeria have waged a long struggle to improve their status and the conditions of their jobs. In 1967 the Asabia Committee report showed that principals' salaries were lower than the salaries of officials in other public service agencies. A reclassification of principals

in 1967 failed to bring compensation to the level of other public officials. In 1981 principals were brought under a unified federal government grading and salary structure (UGSS), making salaries comparable with those of other civil service administrators for the first time.

However, principals continue to experience frustration with their job conditions. Principals complain about unsatisfactory working conditions associated with inadequate buildings, lack of equipment, overcrowding, and transportation problems that make communication with the Ministry of Education difficult. In rural areas, as well as in the cities, principals bear the blame for deteriorating relations with teachers that occur when the ministry fails to pay teachers on time, and for the deteriorating discipline standards that have developed since many students are no longer in boarding school subject to constant supervision. This study will examine principals' reactions to such working conditions.

Why study job satisfaction? Early studies indicate that a satisfied worker is a productive worker (Fleishman & Bass, 1974). These early findings are not consistent with most of the present day findings which indicate no such connection. However, Smith (1975) argues that job satisfaction and dissatisfaction may or may not result in any overt behavior depending on the personality of the

person concerned, but by the same token, job satisfaction/dissatisfaction may lead to a behavior which may be of interest to organizations. To answer the question why study job satisfaction, job satisfaction may be a criterion by which organizations can judge the success and failures of management policies and practices and a means of making recommendations for improvement (Fleishman & Bass, 1974).

Job satisfaction of secondary school principals also may be affected by efforts in Nigeria to increase the prestige of school administrators. Industrial psychologists, sociologists, and those in positions to make judgments regarding the individual and his work conditions believe occupational prestige is related to job satisfaction. Durojaiye (1973), Morgan (1965), Olayinka (1972), and Owuamanam (1982) surveyed Nigerian students on their perceptions of occupational prestige from the time of the missionary activities in Nigeria to 1967, when various state governments in Nigeria assumed management of secondary schools. They believe individuals make decisions about accepting a job after considering the prestige and the benefits associated with the job. When a list of 31 occupations was rank-ordered according to prestige, Owuamanam (1982) found educators fell in the middle, with occupations such as engineering and university lecturing

ranking higher, and fields such as dancing, painting, and other arts ranked lower.

The relationship between working conditions and job satisfaction and between job satisfaction and productivity have concerned researchers in educational administration in the United States. Application of theory and research methods developed and tested in American schools to educational settings in Nigeria can serve two purposes. First, it can contribute to understanding of the concept of job satisfaction by examining it in a different cultural context. Second, it can help policy makers in the Rivers State of Nigeria to assess the effects of their efforts to upgrade working conditions for educators as part of the effort to expand and improve education. Finally, this research can show that theories of job satisfaction can be applied to educational settings in the Rivers State of Nigeria.

Statement of the Problem

This study addresses these questions: (1) What is the relationship between secondary school principals' job satisfaction and their ages, educational level, salary, and years of experience on the job, size of school, and location of school? and (2) What is the relationship between two instruments that measure job satisfaction--The Job Descriptive Index (JDI) and The Job in General (JIG).

Purposes of the Study

The general purposes of this study are to determine the job satisfaction and job dissatisfaction (as defined by P. C. Smith, 1975) of secondary school principals in the Rivers State of Nigeria, to use the findings to recommend changes in the administrators' working conditions, and to examine Smith's theory of job satisfaction in the context of a Nigerian state school system. The effects of age, level of education, experience, salary, location of school, and size of school on job satisfaction will be examined. Gender will not be an issue in this study since the small number of women holding school principalships (less than 5%) precludes an adequate number in the sample.

Hypotheses

The following hypotheses will be tested in relation to this study.

1. There are no significant differences in the job satisfaction profile scores among secondary school principals who have less than bachelors, bachelors, or masters degrees in the Rivers State of Nigeria.
2. There are no significant differences in the job satisfaction profile scores between secondary school principals in class V secondary schools and those in less than class V secondary schools in the Rivers State of Nigeria.

3. There are no significant differences in job satisfaction profile scores between secondary school principals on salary grade levels 01 to 08 and those on 09 to 16 in the Rivers State of Nigeria.
4. There are no significant differences in job satisfaction profile scores between secondary school principals located in the Inland Rivers and Upland Rivers areas of the Rivers State of Nigeria.
5. There is no significant relationship between measures of overall job satisfaction (JIG) and measures of job satisfaction as measured on the Job Descriptive Index (JDI).

Definition of Terms

The following terms are defined in relation to this study.

Job satisfaction is the score of the individual respondent on the Job Descriptive Index (JDI) and on the Job in General (JIG). Factors are job elements identified in the JDI which comprise the work on the present job. These include work, pay, promotion, supervision, and co-workers or people.

Principals are the building administrators for each secondary school unit in the Rivers State of Nigeria.

Class I through Class IV secondary schools contain from one through four grade levels, respectively.

Class V secondary schools have five grade levels and have larger enrollments than Class I through Class IV secondary schools.

Years of experience refer to the number of years a position has been held. The maximum number of years allowed for civil servants in active service is 30 years.

Inland Rivers includes all the areas in the Riverrine areas of Rivers State, Nigeria.

Upland Rivers includes all the areas in the dry Upland Rivers within Rivers State, Nigeria.

Limitations

This study will be limited to principals in secondary schools in the Rivers State of Nigeria and will not include Federal Government Secondary Schools within Rivers State.

Basic Assumptions of the Study

It is assumed that the responses of the principals to the survey instrument used for this study will represent the feelings concerning job satisfaction of the principals in the secondary schools in the Rivers State of Nigeria.

Significance of the Study

The concept of job satisfaction as developed from Smith's definitions and theory has been used extensively in both educational and industrial organizations for studies in many western cultures. This particular study

may enable the principals in the Rivers State of Nigeria to assess the impact of particular job conditions on their job satisfaction. It may also enable the principals to look at each facet of their jobs as a single factor that can produce satisfaction or dissatisfaction. Finally, this study will enable the principals to express their feelings or affective responses for their jobs as principals of secondary schools. It will be interesting to examine how each of the variables and factors in this study interact to produce certain attitudes in principals. This study on the job satisfaction of the secondary school principals in the Rivers State of Nigeria can provide information about many of the conditions of work for principals and can also help policy makers in the Rivers State of Nigeria as they assess the effects of changes such as improving salary schedules and other aspects of work conditions for principals in the Rivers State of Nigeria.

Whether Smith's (1975) theory of job satisfaction is applicable to educators in a developing country such as Nigeria remains to be discovered. So far, administrative theories and techniques developed in western cultures have been found to have a strong fit when used in developing countries, and there are no significant problems in the use of conventional theory in developing countries (Kiggundu, Jorgensen, & Hafsi, 1983). Sara (1981) concludes in his

findings on comparative study of leader behavior of school principals in four developing countries that cultural variables seem to be insignificant in the study of leadership. As Miskel, Glasnapp, and Hatley (1975) state, the conceptualization of job satisfaction is still in a developmental stage.

CHAPTER BIBLIOGRAPHY

- Bossert, S. T., Dwyer, D. C., Rowan, R., & Lee, G. (1982). The instructional management tool of the principals. Educational Administration Quarterly, 18(3), 34-64.
- Deal, T. E., & Kennedy, A. A. (1983). Culture and school performance. Educational Leadership, 40(5), 15.
- Durojaiye, M. O. A. (1973, October). Education and occupational prestige in Nigerian secondary school pupils. West African Journal of Education, XVII, 409-421.
- Duvall, L. A., & Erickson, K. A. (1981). School management teams: What are they? How do they work? (Vol. 65, #445, pp. 63-64). National Association of Student Personnel Administrators, Inc.
- Enaohwo, O. J. (1983). Resource distribution in Nigerian secondary schools: Issues of urban-rural inequality. Educational Review, 35(1), 25-29.
- Fafunwa, B. A. (1974). History of education in Nigeria. London: George Allen and Union Ltd.
- Fleishman, E. A., & Bass, A. R. (1974). Studies in personnel and industrial psychology. Homewood, IL: The Dorsey Press.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work. New York: John Wiley and Sons, Inc.
- Jaggi, B. (1977). Job satisfaction and leadership style in developing countries: The case of India. International Journal of Contemporary Sociology, 14 (3 & 4), 233.
- Kiggundu, M. N., Jorgensen, J. J., & Hafsi, T. (1983). Administrative theory and practice in developing countries: A synthesis. Administrative Science Quarterly, 28, 66.

- Margolis, A. M. (1977). Nigeria: A study of the educational system of Nigeria and a guide to the academic placement of students in educational institutions of the United States. New York: National Council on the Evaluation of Foreign Educational Credentials.
- Miskel, C., Glasnapp, D., & Hatley, R. (1975). A test of the inequity theory for job satisfaction using educators' attitudes towards work motivation and work incentives. Educational Administration Quarterly, 11(1), 38-54.
- Morgan, R. W. (1965). Occupational prestige rating by Nigerian students. Nigerian Journal of Economics and Social Studies, VII, 325-332.
- O'Hanlon, J. (1983). Theory Z in school administration. Educational Leadership, 40(5), 16.
- Olayinka, M. S. (1972). Job aspirations of youth and educational provisions in Lagos. West African Journal of Education, VI, 357-366.
- Owuamanam, O. D. (1982). Occupational prestige and occupational aspirations of Nigerian adolescent students. The Journal of Negro Education, 51(2), 157-164.
- Richardson, E. L. (1976). Nigeria: A survey of U. S. business opportunities. Washington, DC: U. S. Department of Commerce, Bureau of International Commerce, Government Printing Office.
- Rivers State Ministry of Education, Secondary School Division (1983, September 25). Comprehensive list of secondary schools in their local government areas and units: Rivers State Ministry of Education, Secondary School Division. Unpublished document.
- Sara, N. G. (1981). A comparative study of leader behavior of school principals in four developing countries. Journal of Educational Administration, 19(1), 21-31.
- Schmidt, G. L. (1976). Job satisfaction among secondary school administrators. Educational Administration Quarterly, 12(2), 68-86.

- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1975). Measurement of satisfaction in work and retirement (2nd ed.). Chicago: Rand McNally.
- Swift, J. (1981). Visionary principals needed (in organization and management of English departments). National Association of Secondary School Principals' Bulletin, 65(444), 54-59.
- Taiwo, C. O. (1980). The Nigerian education system: Past, present, and future. Ikeja Lagos, Nigeria: Thomas Nelson Nigeria Ltd.
- University of Lagos, Nigeria, Office of Information. (1982). Federal government policy statement. News Bulletin, Special no. 283, ISSN 0331-1546.
- Watts, W. R. Leadership activities: What can one expect from the guidance director? National Association of Secondary School Principals' Bulletin, 65(447), 34-35.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Not only are public and private organizations interested in the issue and study of job satisfaction, records show that national interest in the U.S. in the subject has also grown. Between 1958 to 1973 seven national surveys were reported by the National Opinion Research Center, University of Chicago, and the survey centers at the University of Michigan and University of California. These studies utilized simple and straightforward questions such as "How satisfied are you with your job?" These studies show over 80 per cent of the respondents have moderate satisfaction with their job.

This chapter reviews the studies that have been conducted on job satisfaction in both private and public sector organizations. Over 3,000 studies on job satisfaction had been reported by 1978 (Wright & Hamilton, 1978), and research on the subject continues. Still, most of the issues concerning job satisfaction remain unresolved. Because of the many unanswered questions about the relationship between job satisfaction and absenteeism, productivity, worker turnover rate, and about the effect of

variables such as age, educational level, culture, salary, and sex, researchers are continually making efforts to understand the concepts of job satisfaction as applied to workers in organizations. While many definitions of job satisfaction exist, this study uses Smith's (1975) theory and definition. However, other definitions will be examined in the review of the literature.

Definitions of Job Satisfaction

Job satisfaction has been defined variously by different writers. Smith (1975) defines job satisfaction as the feelings or affective responses of workers on the job. Smith sees job satisfaction as a result of one's experiences on the job in relation to one's values and expectations of the job. Furthermore, Smith views job satisfaction as the pleasure one derives from the job. Cummings and Schwab (1973) also see job satisfaction as an outcome of employees' experiences on the job. In a similar view, Bridges (1980) perceives that job satisfaction is the different feelings or attitudes which workers have for different factors and variables on their jobs. McCormick and Tiffin (1974) characterize job satisfaction as a feeling of self-fulfillment as well as worthwhile accomplishment in one's position on the job.

The traditional thinking concerning job satisfaction and dissatisfaction is that the two are opposites (Whitsett

& Winslow, 1967). Smith's (1975) definition follows this tradition and sees job satisfaction as the totality of job factors and situations on the job. Smith's theory specifically states that each particular job condition can be a satisfier or dissatisfier. In other words, satisfaction and dissatisfaction are opposites. Therefore, each facet should be treated as a single continuum which can produce satisfaction or dissatisfaction on the job. Smith's theory does not associate job satisfaction with effort or motivation.

Seybolt (1976) in trying to explain Smith's definitions and theory of job satisfaction hypothesized that job satisfaction is a function of the person-environment interaction. In other words, Seybolt believes job factors combined with other variables within and around the job bring about work satisfaction. Other studies attempting to explain Smith's definitions and theory have done so through studying the effects of variables such as age, educational level, years of experience, salary, and many other such variables on job satisfaction (Bridges, 1984; Fansher & Buxton, 1984; Norris & Niebuhr, 1984; Seybolt, 1976). The theme of each of these studies is to show through Smith's theory and definitions that each job factor is on a single continuum.

A contrasting conceptualization views satisfaction and dissatisfaction as independent dimensions. Herzberg's (1966) theory states that feelings about the job have two dimensions--satisfaction and dissatisfaction. Feelings of satisfaction occur when the need for psychological growth is fulfilled, while dissatisfaction occurs when the need to avoid pain is not met. Since the worker tries to meet both types of needs on the job, feelings about his work are determined by the presence of factors that allow him to meet these needs. Herzberg argued that the worker is dissatisfied with the job when it does not allow him to meet adequately his physiological needs such as avoidance of pain, hunger, danger. When these needs are met, the worker is no longer dissatisfied; however, he or she is not necessarily satisfied. Satisfaction occurs only when factors that promote psychological growth are present.

Herzberg (1966) identified seven factors of the job situation that affect dissatisfaction and five factors that affect satisfaction. Satisfiers or motivators are those reward factors on the job that contribute to job satisfaction while dissatisfiers or hygiene factors on the job bring about job dissatisfaction (Hoy & Miskel, 1982). Job satisfaction and dissatisfaction are not opposites, but two separate and distinct dimensions of workers' attitudes.

Herzberg (1966) argues that feelings of dissatisfaction have no effect on the amount of effort put forth on

<u>- Dissatisfaction</u>	<u>+ Satisfaction</u>
(Hygiene or Dissatisfiers)	(Motivators or Satisfiers)
Interpersonal Relations with Subordinates	Achievement
Interpersonal Relations with Superordinates	Recognition
Interpersonal Relations with Peers	Work Itself
Supervision Technical	Responsibility
Policy and Administration	Advancement
Working Conditions	
Effect of Work on Personal Life	

Figure 1. Herzberg's two factor theory of job satisfaction and dissatisfaction.

the job. However, feelings of satisfaction do affect effort. Job factors that contribute to psychological growth also promote increased effort, and thus are classified as "Motivators." Supporting Herzberg, Batchler (1981) indicates that hygiene factors act to remove health hazards (dissatisfaction) from the work environment just as medical hygiene works to remove health hazards from our environment. Both motivator-hygiene factors meet employee needs, but their quality is essentially different. In support of Herzberg's definition, Whitsett and Winslow (1974) state that the opposite of satisfaction is no satisfaction whereas the opposite of dissatisfaction is no

dissatisfaction; Whitsett and Winslow, therefore, believe satisfaction and dissatisfaction operate on two different continua.

Research in educational administration has tested Herzberg's theory in school settings. In a study conducted to determine the relevance of Herzberg's motivation hygiene theory to education, Sergiovanni (1967, p. 66) concludes:

We believe the motivation hygiene theory to be applicable to educational organizations and indeed to teachers and students for two reasons: (1) the theory is consistent with the humanistic belief pattern which forms one dimension of our applied science of educational administration, and (2) when the Herzberg's hypothesis is tested using teachers and other educators as respondents, results similar to those found for other groups are obtained.

Schmidt's (1976) study of job satisfaction among secondary school administrators in suburban areas in Chicago also supports Herzberg's theory. Seventy-four administrators representing 25 secondary schools participated in the study by Schmidt who used Herzberg's interview technique. Schmidt also asked subjects to provide written information about their responses. This gave information about the duration and effects of the feelings identified. It revealed that administrators are highly motivated or satisfied by the presence of the factors of achievement, recognition, and advancement, and dissatisfied by inadequate salary, interpersonal relationships, policy, administration, and supervision.

This relationship was not affected by demographic characteristics such as age, sex, years of education and experience, salary, size of school, type of community, or characteristics of school staff and students.

Friesen, Holdaway, and Rice (1983) studied a random sample of school administrators in Alberta, Canada, to test the Herzberg theory. To avoid Herzberg's critical incidents method, they asked the respondents to identify two factors that most contribute to overall satisfaction and two that most contribute to overall dissatisfaction with the principalship. When the responses were categorized using content analysis, they found degree of satisfaction and dissatisfaction to be substantially associated with principals' backgrounds. Principals with 20 or more years of experience identified hygiene factors as their source of satisfaction more than principals with less experience. In this same study, males chose hygiene factors as a source of dissatisfaction more frequently than female principals. Principals in city schools chose hygiene factors as a source of dissatisfaction less frequently than administrators in small towns and rural schools. Finally, principals of large schools (schools with 40 or more teachers) chose hygiene factors as dissatisfiers less frequently than principals in small schools.

Their findings support Herzberg's conceptualizations, with sense of achievement, interpersonal relationships, recognitions and status, importance of the work and relationships with central office identified as satisfiers, and administrative policies, amount of work, overall constraints, attitudes of society, physical context, stress, and impact on home life as dissatisfiers. Six facets, relationship with teachers, responsibility, autonomy, student attitudes and performance, challenge of work, and relationship with parents were sources of both satisfaction and dissatisfaction to administrators.

The results of the study support Herzberg's theory concerning the relationship between achievement, responsibility and recognition as sources of satisfaction and between policy and administration and working conditions as sources of overall dissatisfaction. However, results also differed from Herzberg's. Personal relationships were associated with satisfaction while prospects for advancement were not mentioned as satisfier or dissatisfier.

Batchler (1981) states that motivating staff is a major problem for the school administrators. He also found that Herzberg's theory is relevant to education and has implications for school administrators because it is consistent with the humanistic belief patterns and more so,

results of studies using educators show similar results with other groups of respondents on the issue.

Criticisms

Herzberg's theory has been criticized by many scholars. For instance, Campbell and Pritchard (1976) conclude that Herzberg's theory has served its purpose and should be altered or be put aside.

Herzberg's theory has been criticized on these grounds.

1. Its methodology of storytelling by the interviewees who recount the satisfying and dissatisfying aspects of their jobs is subject to bias.

2. It was based on faulty research in which Herzberg categorized job dimensions as satisfiers and dissatisfiers.

3. It is not consistent with other research findings which state that one's position in a work place does not necessarily mean strong motivation or satisfaction on the job (House & Wigdor, 1967) because other factors such as the desire to support the family can also influence the situation on the job.

In addition, the original measure has been criticized for not having overall measures of satisfaction. An overall measure of job satisfaction helps in determining how each worker sees his work. It is the overall measure

that helps the organization to determine whether or not it is meeting the demands of its employees.

Graen (1968) argues that unless the two-factor theory can be modified to account for disconfirming results obtained when different methods are used, it should be regarded as of limited usefulness in the attempt to understand work motivation. Other criticisms are that the theory is too simple, too rigid, and contradictory (Schmidt, 1976). Vroom (1964) criticizes Herzberg's theory. He indicates that the identification of sources of satisfaction and dissatisfaction may result from defensive processes as individuals attribute their dissatisfaction to external conditions rather than personal deficiencies.

It is possible that obtained differences between stated sources of satisfaction stem from defensive processes within the individual respondent. Persons may be more likely to attribute the process of satisfaction to their own achievement and accomplishments on the job. On the other hand, they may be more likely to attribute their dissatisfaction not to personal inadequacies or deficiencies or to factors in the work environment; obstacles presented by company policies or supervision (Vroom, 1964, p. 129).

However, Schmidt (1976) argued that his evidence supporting Herzberg's theory "cast a shadow of doubt" on Smith's conceptualization of satisfaction and dissatisfaction as extremes of one dimension. No major criticisms have arisen concerning Smith's theory and definitions of job satisfaction and job dissatisfaction.

Job Satisfaction and Productivity

Early studies about job satisfaction of workers in the United States including studies by Smith, Kendall, & Hulin (1975) found a relationship between job satisfaction and productivity. However, recent studies on job satisfaction do not support these early findings.

Bacharach and Mitchell (1983) indicated that the assumption that a relationship exists between job satisfaction and productivity is to link the study of job satisfaction to motivation theory in which people are seen to have needs which they want to satisfy, or satisfaction through expectancy theory in which individuals work toward a "valued goal." In either of these theories, the individual's satisfaction depends on satisfaction of his needs or meeting the valued goals which in turn depends on one's ability (productivity or performance). In their view, motivation is the means of achieving performance or productivity. Ndu and Ohikhena (1983) agree that while job satisfaction and productivity appear to be closely related, other research findings do not have conclusive evidence as to such relationship, but high productivity does lead to job satisfaction.

Studies on the relationship between job satisfaction and employee absenteeism in the private sector show job satisfaction is not a major factor in absenteeism. A study

by Bridges (1980) using public school teachers confirms that there is no such relationship. However, Bridges does caution that there may be a relationship resulting from the design of the teacher's job. The more dissatisfied the employee is with the various aspects of his work, the more hurt and pain he experiences when working and the more likely he is to seek relief by withdrawing from the object of pain by being absent from work. For example, Cooke and Kornbluh (1980) provide evidence that job dissatisfaction among female elementary teachers may bring about a high turnover rate, which may be an indication of poor job design and lack of motivation.

Katzell, Barrett, and Parker (1961) investigated the problem of job satisfaction, job performance, and situational characteristics and concluded that the nature of the relationship between satisfaction and performance is dependent on the input conditions. In other words, the relationship is dependent on the job conditions and situations around the job. This study follows the traditional theory of job satisfaction. The factors on the job either satisfy or dissatisfy. Related to job satisfaction and productivity is the issue of job performance.

Norris and Niebuhr (1984) measured the attributional influences of job performance and job satisfaction relationship. They found that a strong relationship exists

between performance and job satisfaction for individuals resulting from such feelings as achievement or accomplishments from one's undertakings.

Chapman's (1983) study of career satisfaction of teachers found some evidence that the teacher's level of career satisfaction may have a positive effect on student learning. However, there is also evidence that high productivity may cause satisfaction (Lawler, 1971). For example, Chapman found career satisfaction of both high school and elementary school teachers to be related significantly to their professional success. Thus the cause and effect relationships implied by the correlation are still being debated.

Group Differences in Job Satisfaction

Age

Researchers have examined effects of age on job satisfaction. A study using the JDI (Bourne, 1982) found that aging affects work satisfaction, performance, and motivation. Older people reported more satisfaction from intrinsic rewards (satisfiers) than extrinsic rewards (dissatisfiers). Bourne (1982) explained this as a shift in values as people grow older and develop different expectations from those held by younger people.

Related to the issue of age is the number of years of experience. Although some scholars disagree about the impact of years of experience on job satisfaction, nevertheless, Kohn and Schooler (1973) support the view that "adult occupational experience has a real and substantial impact upon their psychological functioning on the job."

Sex

To help understand the problem of teacher dissatisfaction, Wangberg, Metzger, and Levitor (1982) examined job satisfaction of female elementary teachers. These researchers were concerned that improved professional options for women would lead to a decrease in the number of talented women in the field. As a result of this narrow concern, they did not collect data on job satisfaction for men.

Using their own teacher questionnaire, they surveyed 255 women in four average school systems. They found that 40% of their sample would not select elementary teaching if they could rechoose their career. Two factors explained this dissatisfaction. The first factor included working conditions, salary, and an absence of professional recognition. The second factor was their perception of the declining status of teaching and better career options

elsewhere. These findings support Herzberg's view of dissatisfaction.

Fansher and Buxton (1984) studied job satisfaction of 206 female secondary school principals in the United States, 65% of all women holding such positions. The Job Descriptive Index was used to measure satisfaction. The authors report that the overall job satisfaction for this group was "somewhat" higher than the norms for male principals and "a bit higher" than female norms for other occupations. The greatest predictors for female principals in overall job satisfaction, accounting for 13% of the variance in satisfaction, were the size of the school enrollment, principal's date of birth, and feedback from children. The study also found that the most satisfying aspects were concerned with the mission of the school, student's growth, and high staff morale as well as respect and recognition for female principals. The findings of this study represent the values, expectations, and pleasures of female principals in their principalship. However, other research shows both men and women are satisfied through extrinsic work rewards (Glenn & Weaver, 1982).

Hulin and Smith (1964) conducted a study on sex differences in job satisfaction. They found that satisfaction is affected by the worker, job, and situational

differences. In other words, the worker, the job, and the situations around the job can bring about the feelings of satisfaction or dissatisfaction for both men and women. They also found that female workers in industry are less satisfied than their male counterparts.

Level of Education

On the issue of level of education and job satisfaction, Seybolt (1976) remarks that a person's level of education leads to higher individual expectations and that if the job or the organization does not meet the expectations of a highly educated individual, the individual will be less satisfied. However, his study using the Job Descriptive Index (JDI), came to a conclusion that work satisfaction is a function of a person's environmental interaction as well as a person's level of education. Seybolt found significant effects of education X variety to be $F = 3.46$, $p < .01$. In other words, people with grade school education in jobs with low variety were more satisfied with their work than those with high school education in jobs with low variety. On the other hand, those with grade school education with high variety were less satisfied ($t = 1.43$, $p < .01$) than those with high school education with high variety who are significantly less satisfied ($t = 1.99$, $p < .025$) than college graduates in jobs with high variety ($t = 1.66$, $p < .05$). The study

showed significant main effect for both education $F = 4.25, p < .01$ and pay ($F = 46.43, p < .0001$). To Seybolt, work environment includes pay, job variety, and complexity of work itself.

Morse (1953) conducted a study on satisfaction in the white-collar job and found that the educational level of a worker influences his expectations on the job. This study is supported by the findings of Vollmer and Kinney (1955) on age, education, and job satisfaction. Although the study did not show a strong positive relationship between amount of education and job satisfaction, it did indicate that amount of education increases one's expectations from the job.

If these higher expectations are not met, however, dissatisfaction may result. Glenn and Weaver (1982) studied education and job satisfaction using such variables as age, earnings, occupational prestige, job autonomy, and religious preference. They found that there is payoff between levels of education and job satisfaction for both men and women. This payoff is largely through the extrinsic work reward. However, more women than men benefit, because relatively more women than men have attended college in recent years according to the National Census Bureau. This study also found that "education which does not lead to extrinsic rewards leads to dissatisfaction."

Pay

The importance of pay in meeting the various needs of a worker can be crucial in determining the worker's attitude toward job satisfaction (Lawler, 1971; Opahl & Dunnette, 1966). This idea is supported by the definition of job satisfaction and dissatisfaction by Porter and Lawler (1968). According to their definition, job satisfaction or dissatisfaction reflects the reward employees get for the kind of work they do. On the other hand, some writers indicate that money alone is not a satisfier, but what money can do can bring about satisfaction. Thus, Ndu and Ohikhena (1983) recommend that to ensure workers' satisfaction on the job, management has to identify additional needs of its employees. This may be one reason why many organizations in western cultures have resorted to complex forms of compensation payments to their workers (Miner & Miner, 1973).

Gomez-Mejia and Balkin (1984) examined faculty satisfaction with pay and other job dimensions under union and nonunion conditions. This study found that union faculty members are more satisfied with their pay than nonunion faculty because they feel protected by the union. Other determinants of faculty pay satisfaction in the study were pay levels, tenure, job experience, and sex.

Level in Hierarchy

Sweeney (1981) in his study of teacher satisfaction reveals that teacher dissatisfaction is on the rise and that higher level needs for teachers are unfulfilled. This study seems to support the findings of Chisolm, Washington, and Thibodeaux (1982) on need deficiencies of Texas educators. Employing Maslow's hierarchy of need theory using the Need Satisfaction Questionnaire (NSQ), the study found that administrators exhibit fewer need deficiencies than teachers and the greatest area of deficiency for both teachers and administrators is in satisfaction of the autonomy need. From Herzberg's theory, one would conclude that as needs are met, dissatisfaction decreases or satisfaction increases. Thus, those in higher level positions may be more satisfied than teachers.

Location, Organizational, and Cultural Factors

Organizational characteristics affected by size, location, and structure may affect satisfaction. Bacharach and Mitchell (1983) found bureaucratic structure produced dissatisfaction for principals. They indicate that studies of job satisfaction in education have focused on teachers rather than on administrators; consequently, less is known about sources of satisfaction and dissatisfaction in school administration. They surveyed principals and superintendents in a stratified random sample of 83 school

districts in New York State. With their own measure of job satisfaction, they found that bureaucratization and negative supervisory behavior were positively associated with dissatisfaction. They argued that bureaucracy conflicts with professional norms, producing conflicts for administrators. The negative attitudes of school board members produce dissatisfaction for superintendents, while negative attitudes of upper level administration produce dissatisfaction for principals.

A study using Maslow's Hierarchy of Needs (Howell, Strauss, & Sorensen, 1975) examined cultural and situational determinants of job satisfaction among management in Liberia in West Africa. The researchers found that the needs of these managers were ranked according to Maslow's hierarchy. Thus, they concluded that the ordering of human needs is culture free. However, the degree to which those needs are met differ among countries. In other words, need priorities appear to be similar in many cultures. However, the degree to which needs are met is influenced by local politics and economic conditions. This study suggests that western theories that associate job satisfaction with physical and psychological needs also apply to non-western societies.

Although Smith has pointed out that enough information and feedback on the use and translations of the JDI in

some of the foreign countries are not yet available, Haughey and Murphy (1983) point out that a number of studies on job satisfaction of educators have been conducted in western Canada, an English speaking country like Nigeria. The result of their studies shows that many teachers are dissatisfied with their work because of the way the society looks at teaching as a poor paying job and because of poor administrative practices in schools. Darnell and Simpson (1981) made an empirical investigation of job satisfaction of rural educators in Western Australia. Their findings and those obtained in Canada by Holdaway (1978), Hewitson (1975), Rice (1979) and Knoop (1980) all indicate teachers are satisfied with achievement, work itself, interpersonal relationships with students, and responsibilities, but are dissatisfied with "poor school policies, poor administration, unfavorable working conditions, lack of achievement, and the effect of teaching on their personal lives."

Blunt (1973), using the Need Satisfaction Questionnaire (NSQ), studied the cultural and situational determinants of job satisfaction among management in South Africa and found that South African managers were much less satisfied than managers from other countries; the study concluded that either the variables within South Africa such as political, racial, and other cultural unrests are responsible for the dissatisfaction of

management, or that the companies in South Africa are not providing or placing enough emphasis on the development of management jobs in that country. Although the result of this study seems to indicate need deficiencies among management in South Africa, the study supports the ideas of Howell, Strauss, and Sorensen in their study of Liberia cited above (Blunt, 1973).

Even within Nigeria, location of the school may affect job satisfaction as it affects the administrator's prestige. A study of occupational aspirations of adolescent students in Nigeria by Owuamanam (1982) indicates that location of the individual adolescent in Nigeria is important in his making decisions regarding the "realistic occupational aspirations." As a result, urban adolescents were found to have more realistic aspirations than rural adolescents. Translated into its real meaning, location has an effect on the importance people attach to their job positions. Whether this is true or not, culture is a wider perception of location of people and has been found to have some effect on the way people are satisfied with their jobs (Blunt, 1973).

Summary

The review of the literature on the issue of job satisfaction indicates that there are still many unanswered questions regarding the effect of such factors as pay, work

on the present job, people on the present job, opportunity for promotion, supervision, and more so, the impact of variables such as age, cultural environment or location, one's educational levels, years of experience, and salary grade levels on the job satisfaction of a worker. Because of the unresolved issues in the area of job satisfaction and because of cultural differences and environmental interactions which may affect job factors in many parts of the world, it is, therefore, necessary to study and learn more about the job satisfaction of the principals of secondary schools in the Rivers State of Nigeria.

CHAPTER BIBLIOGRAPHY

- Bacharach, S. B., & Mitchell, S. M. (1983). The sources of dissatisfaction in educational administration: A role specific analysis. Educational Administration Quarterly, 19(1), 101-128.
- Batchler, M. (1981). Motivating staff: A problem of the school administrator. Journal of Educational Administration, 19(1), 46.
- Blunt, P. (1973). Cultural and situational determinants of job satisfaction among managements in South Africa. Journal of Management Studies, 10(2), 225-231.
- Bourne, B. (1982). Effect of aging on work satisfaction, performance and motivation. Journal on Aging, Work, and Retirement, 5(1), 39.
- Bridges, E. M. (1980). Job satisfaction and teacher absenteeism. Educational Administration Quarterly, 16(2), 41.
- Campbell, J. P., & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. Chicago: Rand McNally.
- Chapman, D. W. (1983). Career satisfaction of teachers. Educational Research Quarterly, 17(3), 40.
- Chapman, D. W., & Lowther, M. A. (1982). Teacher satisfaction with teaching. Journal of Educational Research, 75(4), 241-247.
- Chisolm, G. C., Washington, R., & Thibodeaux, M. (1980). Job motivation and the need fulfillment deficiencies of educators. Paper presented at the annual meeting of the American Educational Research Association, Boston. In W. K. Hoy & C. G. Miskel (Eds.), Educational administration: Theory, research and practice. New York, Random House.
- Cummings, L. L., & Schwab, D. P. (1973). Performance in organization. Glenview, IL: Scott, Foresman and Company.

- Darnell, F., & Simpson, P. M. (1981). Rural education: In pursuit of excellence. Perth: The University of Western Australia, National Center for Research in Rural Education.
- Fansher, T. A., & Buxton, T. H. (1984). Job satisfaction of the female secondary school principals in the United States. National Association of Secondary School Principals.
- Friesen, D., Holdaway, E. A., & Rice, A. W. (1983). Satisfaction of school principals with their work. Educational Administration Quarterly, 19(4), 35-58.
- Glenn, N. D., & Weaver, C. N. (1982). Further evidence on education and job satisfaction. Social Forces, 61(1), 46-55.
- Gomez-Mejia, L. R., & Balkin, D. B. (1984). Faculty satisfaction with pay and other job dimensions under union and nonunion conditions. Academy of Management Journal, 27(3), 591-602.
- Graen, G. B. (1968). Testing traditional and two-factor hypotheses concerning job satisfaction. Applied Psychology, 52, 366-371.
- Haughey, M. L., & Murphy, P. J. (1983). Are rural teachers satisfied with the quality of their work life? Education, 104(1), 56-60.
- Herzberg, F. (1966). Work and nature of man. Cleveland: The World Publishing Company.
- Hewitson, M. T. (1975). The professional satisfaction of beginning teachers. Unpublished doctoral dissertation, University of Alberta, Alberta, Canada.
- Holdaway, E. A. (1978). Teacher satisfaction: An Alberta report. Edmonton: University of Alberta, Faculty of Education.
- House, R. J., & Wigdor, L. A. (1967). Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and criticisms. Personnel Psychology, 20, 129.

- Howell, P., Strauss, J., & Sorensen, P. F., Jr. (1975). Research note: Cultural and situational determinants of job satisfaction among management in Liberia. Journal of Management Studies, 12(2), 225-227.
- Hoy, W. K., & Miskel, C. G. (1982). Educational administration: Theory, research and practice. New York: Random House.
- Hulin, C. L., & Smith, P. C. (1964). Sex differences in job satisfaction. Journal of Applied Psychology, 48, 88-92.
- Katzell, R. A., Barrett, R. S., & Parker, T. C. (1961). Job satisfaction, job performance and situational characteristics. Journal of Applied Psychology, 45, 65-72.
- Knoop, R. (1981). Job satisfaction of teachers and attainment of school goals. The Canadian Administrator, 21(1), 1-5.
- Kohn, M. L., & Schooler, C. (1973). Occupational experience and psychology functioning: An assessment of reciprocal effects. American Sociological Review, 38, 97-118.
- Lawler, E. E. (1971). Pay and organizational effectiveness: A psychological view. New York: McGraw-Hill.
- McCormick, E. J., & Tiffin, J. (1974). Industrial psychology. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Morse, N. C. (1953). Satisfaction in the white-collar job. Ann Arbor: University of Michigan Press.
- Ndu, A. N., & Ohikhena, T. O. (1983). Professional needs of Nigerian teachers. Journal of Educational Administration, XXI(2), 189-199.
- Norris, D. R., & Niebuhr, R. E. (1984, June). The attributional influences on the job performance and job satisfaction relationship. Academy of Management Journal, 27(2), 429.
- Opsahl, R., & Dunnette, M. (1966). The role of financial compensation in industrial motivation. Psychological Bulletin, 66, 94-118.

- Owuamanam, O. D. (1982). Occupational prestige and occupational aspirations of Nigerian adolescent students. The Journal of Negro Education, 52(2), 157-164.
- Porter, L. W., & Lawler, E. E., III. (1968). What job attitudes tell about motivation. Harvard Business Review, 46 (1), 118-126.
- Rice, A. W. (1979). Individual and work variables associated with principal job satisfaction. Unpublished doctoral dissertation, University of Alberta, Alberta, Canada, 1979.
- Schmidt, G. L. (1976). Job satisfaction among secondary school administrators. Educational Administration Quarterly, 12(2), 68-86.
- Sergiovanni, T. (1967). Factors which affect satisfaction and dissatisfaction of teachers. Journal of Educational Administration, 5, 66-82.
- Seybolt, J. W. (1976, October). Work satisfaction as a function of the person-environment interactions. Organizational Behavior and Human Performance, XVII, 66-75.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1975). Measurement of satisfaction in work and retirement (2nd ed.). Chicago: Rand McNally.
- Sweeney, J. (1981). Teacher dissatisfaction on the rise: Higher level needs unfulfilled. Education, 102(2), 203.
- Vollmer, H. M., & Kinney, J. A. (1955). Age, education and job satisfaction. Personnel, 32, 38-43.
- Vroom, V. H. (1964). Work and motivation. New York: John Wiley.
- Wangberg, E. G., Metzger, D. J., & Levitor, J. E. (1982). Working conditions and career options lead to female elementary teacher job dissatisfaction. Journal of Teacher Education, 33(5), 37-39.
- Whitsett, D. A., & Winslow, E. K. (1967). An analysis of studies critical of motivation-hygiene theory. Personnel Psychology, 20, 411.

Wright, J. D., & Hamilton, R. E. (1978). Work satisfaction and age: Some evidence for the job change hypotheses. Social Forces, 56, 11, 40-41, 158.

Chapter III

RESEARCH METHODOLOGY

Introduction

This study began with a review of literature on the issue of job satisfaction. The review showed that variables such as age, educational level, salary, years of experience, size of school, and location of school may affect job satisfaction. A major concern of this study is how theories of job satisfaction apply to a non-western cultural setting. The literature review also included a search for a suitable, reliable, and valid instrument to measure job satisfaction. The Job Descriptive Index (JDI) and Job in General (JIG) were selected; permission for the use of the instruments was requested and granted (Appendix B).

This chapter describes the methods of data collection and analysis. It is divided into five sections: (a) identification of the variables (dependent and independent variables in the study), (b) the description of the instruments used in the study, (c) the description of the population and sample of the study, (d) the procedures for data collection, and (e) the procedures of data analysis.

Identification of the Variables

There are two sets of variables in this study: dependent variables and independent variables. The dependent variables are the elements of job satisfaction. The independent variables are demographic characteristics of the principals and their schools. These are defined in Chapter I.

1. Educational Qualification
 - a. Less than bachelor's degree
 - b. Bachelor's degree
 - c. Master's degree
2. Size of School
 - a. Less than Class V
 - b. Class V
3. Salary Grade Level
 - a. 01-08
 - b. 09-16
4. Location of School in the Rivers State
 - a. Inland Rivers
 - b. Upland Rivers

The dependent variables are drawn from Smith's theory of job satisfaction as measured by the Job Descriptive Index. Each of the five factors is defined by several subtest factors as listed here.

1. Present Pay (nine subtest factors)

Income adequate for normal expenses
Satisfactory profit sharing
Barely live on income
Bad
Income provides luxuries
Insecure
Less than I deserve
Highly paid
Underpaid

2. Work on Present Job (18 subtest factors)

Fascinating
Routine
Satisfying
Boring
Good
Creative
Respected
Hot
Pleasant
Useful
Tiresome
Healthful
Challenging
On your feet
Frustrating
Simple
Endless
Gives sense of accomplishment

3. People on Your Present Job (18 subtest factors)

Stimulating
Boring
Slow
Ambitious
Stupid
Responsible
Fast
Intelligent
Easy to make enemies
Talk too much
Smart
Lazy
Unpleasant
No privacy
Active

Narrow interests
 Loyal
 Hard to meet

4. Opportunities for Promotion (nine subtest factors)

Good opportunities for promotion
 Opportunity somewhat limited
 Promotion on ability
 Dead-end job
 Good chance for promotion
 Unfair promotion policy
 Infrequent promotions
 Regular promotions
 Fairly good chance for promotion

5. Supervision on Present Job (18 subtest factors)

Asks my advice
 Hard to please
 Impolite
 Praises good work
 Tactful
 Influential
 Up-to-date
 Doesn't supervise enough
 Quick-tempered
 Tells me where I stand
 Annoying
 Stubborn
 Knows job well
 Bad
 Intelligent
 Leaves me on my own
 Around when needed
 Lazy

In order to test hypothesis 5, the independent variable "total satisfaction" was created. It is the sum of scores in the five job factors.

The Job in General is a separate instrument designed to measure the overall job satisfaction. It consists of these 18 items:

Job in General (18 subtest factors)

Pleasant
Bad
Ideal
Waste of time
Good
Undesirable
Worthwhile
Worse than most
Acceptable
Like to leave
Better than most
Disagreeable
makes me content
Inadequate
Excellent
Rotten
Enjoyable
Poor

The Job in General is a different instrument designed by Smith to supplement the JDI as a measure of overall job satisfaction. The total scores on present pay and opportunity for promotion are doubled in order to make their totals numerically equivalent to other factors (Smith, 1975). Pay and promotion have nine subset factors each while the other factors have 18 subsets each.

Description of the Instruments

The instruments used in this study are the survey instrument, the Job Descriptive Index (JDI), and the Job in General (JIG). The survey instrument was developed by this researcher to collect demographic data from the respondents.

The Job Descriptive Index and the Job in General were developed by Smith. These instruments present belief measures of satisfaction with work, pay, promotion, supervision, co-workers, and the overall job. The scales have been shown to be highly sensitive to differences in the situation and nature of the work force. Each of the five areas is measured separately. They can be combined to produce an overall measure of job satisfaction. The vocabulary levels are low so the instruments are easily administered to all levels of workers (Smith, Kendall, & Hulin, 1975).

The aim of Smith's (1975) research with the JDI was to establish a logical measure of job satisfaction which is capable of meeting the organization's as well as the individual worker's needs. Smith was concerned with setting up a measure that is capable of judging the success or failure of the organizational policies and practices as well as meeting the employees' values and expectations in their jobs (Fleishman & Bass, 1974).

To determine the validity of the JDI, Smith and her associates (1975) asked 148 undergraduate students and 18 people not connected with the college but who held full-time jobs in the community to complete the original four scales of the JDI--work, pay and promotion, supervision, and co-workers--for their "best-liked" job or their

"worst-liked" job. In her study, the JDI showed very good discriminate and convergent validity (Smith et al., 1975).

The JDI also appears valid when used with other populations, including 80 employees of an agricultural cooperative, 81 employees of two large electronic firms, and bank employees. The studies show the JDI has good convergent and discriminate validity (Smith et al., 1975).

Fansher and Buxton (1984) used the JDI in a study of job satisfaction of the female secondary school principals. They reported the validity of the JDI to be well beyond the .01 level. Bridges (1980) used the JDI to measure teacher job satisfaction and concluded that it is the most thorough research measure of job satisfaction in current use.

The Job Descriptive Index is known to have internal consistency and reliabilities of between .80 and .88 and correlates highly with other measures of job satisfaction (Hulin & Smith, 1964). According to Hulin and Smith (1964), the instrument has validity as a measure of job satisfaction with an average $r = .70$.

This instrument was chosen for this study because it is designed to be capable of being used for a wide range of job classifications and with people of varying job levels who are either poorly educated or well-educated (Smith et al., 1975). The instrument is short and the

language used is simple. Smith et al. (1975) also points out that the JDI has been used for studies in English speaking countries such as Britain and Canada, and that it has been translated into many languages for non-English speaking countries such as Japan and China. Their reports have not been made available, but the JDI has been used with good results. In support of the Job Descriptive Index, Vroom (1964, p. 99) states that "without a doubt, the JDI is the most carefully constructed measure of job attitudes in existence today."

The Job in General instrument, also designed by Smith, is an 18-item subscale developed to measure overall job satisfaction. The JIG is known to have high consistency reliability and good convergent validity. The coefficient alpha reliability of .93 was found for a sample of 670 clerical, technical, engineering, and administrative workers and .96 for a sample of 126 county employees.

Population and Sample

The setting of this study is in the Rivers State of Nigeria. There are 244 secondary schools in the Rivers State according to official records from the Rivers State Ministry of Education, Secondary School Division (1983). This means there are 244 secondary school principals in the Rivers State. To select the sample, this population was stratified between Upland and Inland Rivers

areas, then 50% of each group was randomly selected from the list of the secondary schools in the Rivers State. A return rate of 80% to 100% was expected.

Data Collection

Letters seeking the permission and cooperation of the Governor of the State, the Commissioner of Education, Schools' Management Board, and principals of secondary schools were dispatched to Nigeria. Late in February 1985, the researcher travelled to Nigeria with the questionnaires for collection of data. Questionnaires were distributed to the principals through the office of the Schools' Management Board and through the zonal chief inspectors of education in each of the 10 local government areas of the state. As the principals reported for their mail, salaries, and other matters, they were requested to complete and return the questionnaires to their zonal chief inspectors of education who, in turn, returned the completed questionnaires to the researcher in person through the Schools' Management Board for collection. At the end of six weeks, 102 questionnaires had been returned, a return rate of 81.5%. The researcher then returned to the United States to conduct the analysis of the collected data.

Analysis of the Data

The first step in the analysis of the data was to show the expected scores on the JDI and JIG under various assumptions from Smith (1975). It can be assumed from Smith's table (Table 1) that individual respondent's scores on the job factors and JIG in this study of job satisfaction may fall under these categories, all things being equal. The idea is to demonstrate to the reader

TABLE 1
EXPECTED SCORES ON JDI AND JIG UNDER VARIOUS ASSUMPTIONS

Scale	Maximum Scores	Indifference	Unfavorable Answer	Balanced Attitudes
Work	54	18	0	27
Pay	54	18	0	27
Promotion	54	18	0	27
Supervision	54	18	0	27
Co-workers	54	18	0	27
Job in General	54	18	0	27

Note. Adapted from P. C. Smith (1975).

the possible maximum scores, indifference scores, unfavorable scores, and balanced attitude scores individual

respondents are expected to give for the five job factors and Job in General under these assumptions.

Under the various assumptions in Table 1, maximum scores (54) represent the highest scores an individual can score on each of the job factors and Job in General. The scores are an indication of the highest possible level of satisfaction score on the job factors. Indifference is a situation where an individual may omit answering any of the questions on the job factors or a situation where the respondent does not know or is confused as to the question. In such a situation, the respondent may decide to give the least possible score on each of the job factors by scoring one for each of the 18 subscales (Total = 18). This represents the least possible level of satisfaction for an individual with an indifference attitude toward the job factors and their subscales.

Unfavorable scores (0) represent no satisfaction at all on the particular job factor. Balanced attitude (27) is a situation where the respondent decides to balance his scores on each of the job factors. In this particular situation, it is assumed the respondent has equal feelings for the job factors.

Both the Statistical Analytical System (SAS) and SPSS packages were used in scoring and coding of data. A one-way multivariate analysis of variance was used in

testing hypotheses 1 through 4 in order to determine the main effect of the six demographic independent variables on the five job factors. Hypothesis 5 was tested with regression analysis in order to predict the dependent variable Job in General (JIG) with the independent variable Total Satisfaction (Total Sat) through General Linear Model (GLM). Morrison (1976) indicates that General Linear Model can also be used to extend simultaneous variates related to the same independent observations in a multivariate analysis. Means and standard deviations were also computed for both independent and dependent variables.

Kerlinger (1973) points out that interaction is important to researchers in modern day research especially in the field of education; therefore, interaction should be of central concern. Balsley (1970) points out the usefulness of multivariate by indicating that a large number of variables are reduced to a smaller number in order to find the underlying association.

Finally, data for this study were analyzed descriptively and inferentially. The hypotheses were rejected or accepted based on the .05 level of significance.

Summary of the Statistical Procedure for Testing the Hypotheses

Multivariate Analysis of Variance (MANOVA) was used in testing the hypotheses. By using multivariate analysis,

weights are assigned to the variability between groups and variability within groups and because variability among means is due in part to variability among individuals the discriminate criterion is therefore defined as the ratio of variability among groups means SS_A to variability within groups SS_W (Lindeman, Merenda, & Gold, 1980, p. 220).

and is computed thus

$$\lambda = \frac{SS_A}{SS_W}$$

where SS_A is variability among the groups and SS_W is variability within groups. It has also been cited by Lindeman, Merenda, and Gold (1980) and Morrison (1976) that Wilks' Lambda criterion is the most widely used in testing the significance of null hypothesis and Wilks' criterion in MANOVA is computed with

$$\lambda = \frac{W}{T}$$

where W is within group total and T is total sum of square.

After a multivariate analysis showed difference, t-test was conducted to determine which of the job factors contributed to the difference between the principals in Upland and Inland Rivers State.

$$t = \frac{\bar{X} - u}{\text{est. } Q_x}$$

where \bar{X} is the mean of the sample difference,

U is the mean of the population, and

est. Q_x is estimated standard error of the mean.

The equation for simple regression used to test Hypothesis 5 is

$$Y^{\hat{}} = a + bX$$

where Y is the predicted scores of the dependent variables,
 a is the intercept constant,
 b is the regression coefficient, and
 X is the scores of the independent variable.

Conclusion

This chapter gives an overview of the methods used in analyzing the data collected for this study. From the information obtained, descriptive and inferential statistics were utilized to describe the responses and to provide explanation on how the dependent and independent variables in this study contributed toward the conclusions on the job satisfaction of the secondary school principals in the Rivers State of Nigeria. Tables were presented to display necessary information.

CHAPTER BIBLIOGRAPHY

- Balsley, H. L. (1970). Quantitative research methods for resources and economics. New York: Preston Publishing Company, Inc.
- Bridges, E. M. (1980). Job satisfaction and teacher absenteeism. Educational Administration Quarterly, 16(2), 41.
- Fleishman, E. A., & Bass, A. R. (1974). Studies in personnel and industrial psychology. Homewood, IL: The Dorsey Press.
- Helwing, J. T. (1983). SAS introductory guide. Cary, NC: SAS Institute, Inc.
- Kerlinger, F. N. (1964). Foundations of behavioral research. New York: Holt, Rinehart, and Winston, Inc.
- Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart, and Winston, Inc.
- Lindeman, R. H., Merenda, P. F., & Gold, R. Z. (1980). Introduction to bivariate and multivariate analysis. Glenview, IL: Scott, Foresman, and Company.
- McCormick, E. J., & Tiffin, J. (1974). Industrial psychology. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Morrison, D. F. (1976). Multivariate statistical methods. New York: McGraw-Hill Book Company.
- Rivers State Ministry of Education, Secondary School Division (1983, September 25). Comprehensive list of secondary schools in their local government areas and units: Rivers State Ministry of Education, Secondary School Division. Unpublished document.
- Seybolt, J. W. (1976). Work satisfaction as a function of the person-environment interactions. Organizational Behavior and Human Performance, XVII, 66-75.

- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1975). Measurement of satisfaction in work and retirement (2nd ed.). Chicago: Rand McNally.
- Summers, G. F. (1970). Attitude measurement. Chicago: Rand McNally.
- Thurstone, L. (1947). Thurstone interest schedule. New York: Psychological Corp.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

In this chapter, the data collected from secondary school principals in the Rivers State of Nigeria are described and analyzed. The chapter is organized into four sections. In the first section, sample characteristics are described. In the second, the job satisfaction scores for the samples as a whole are described. In the third section, the six hypothesized relationships between levels of education, years of experience, pay, school size, location of school, and job satisfaction are tested. In the final section, the relationship between two measures of job satisfaction, the Job in General (JIG) and Job Descriptive Index (JDI) is tested and discussed.

Table 2 shows the number (N = 102) of secondary school principals from each of the 10 local government areas in the Rivers State of Nigeria who responded to the study on job satisfaction and presents a comparison of the percentage of principals in the local government areas of Rivers State who responded to the study on job satisfaction with the total population of principals in each of the local government areas of the state.

TABLE 2
COMPARISON OF NUMBER OF SECONDARY PRINCIPALS
RESPONDING WITH TOTAL NUMBER OF SECONDARY
PRINCIPALS IN EACH LOCAL GOVERNMENT AREA

Area	Number of secondary principals responding	Percent of sample	Number of secondary principals in each LGA	Percent of principals in each LGA
Alga	22	21.569	31	12.7
Balga	13	12.745	25	10.3
Bolga	14	13.725	30	12.3
Delga	13	12.745	17	7.1
Kelga	14	13.725	40	16.4
Olga	6	5.882	13	5.3
Otelga	2	1.961	22	9.0
Phalga	7	6.863	22	9.0
Salga	3	2.941	9	3.7
Yelga	<u>8</u>	7.843	<u>37</u>	15.2
	102		244	

Note. Sample representation in Table 2 is explained by the fact that principals in some local government areas with easier means of transportation to their headquarters are over-represented, e.g., Alga and Delga, while those in areas with transportation problems are under-represented, e.g., Yelga, and Otelga.

The characteristics of the sample according to age, educational qualifications, years of experience, size of school, salary grade level and location of school are

presented in Table 3. The majority of the principals are older than 30 years of age (92%) and have 15 or fewer years of experience (97%). The respondents are relatively

TABLE 3
CHARACTERISTICS OF THE SAMPLE

Characteristic	N	Percent
<u>Age</u>		
Under 30 years	8	7.843
30 years and above	94	92.157
<u>Educational Qualifications</u>		
Less than bachelor's degree	11	10.784
Bachelor's degree	72	70.588
Master's degree	19	18.627
<u>Years of Experience</u>		
1 to 15 years experience	97	95.098
16 to 30 years experience	5	4.902
<u>Size of School</u>		
Less than Class V	28	27.451
Class V	74	72.549
<u>Salary Grade Level</u>		
Salary grade level 01 to 08	25	24.510
Salary grade level 09 to 16	77	74.980
<u>Location of School</u>		
Inland Rivers State	42	41.176
Upland Rivers State	60	58.824

well-educated with nearly 90% holding at least a bachelor degree and 18% having a master degree. Nearly three-fourths of the principals head Class V secondary

schools (those with grades one to five) and are in the upper salary grades of 09 to 16. Nearly 60% head secondary schools in the Upland Rivers State and 41% administer schools in the Inland Rivers State.

Secondary School Principals' Job Satisfaction

The mean scores for the five job factors and Job in General are presented in Table 4. From the mean scores on the five job factors, pay on the present job and opportunity for promotion are the least satisfying factors for the secondary school principals in the Rivers State of Nigeria with mean scores 4.137 and 8.755 respectively. On the other hand, people on the present job, work on the

TABLE 4
THE MEAN SCORES ON THE FIVE JOB FACTORS
PLUS JOB IN GENERAL

Job Element	N	\bar{X}	S.D.
Total Pay on the Present Job	102	4.137	4.770
Total Work on the Present Job	102	34.922	7.763
Total People on the Present Job	102	41.304	11.462
Total Opportunity for Promotion	102	8.755	6.529
Total Supervision on the Present Job	102	24.990	11.721
Job in General	102	37.598	11.721

present job and supervision on the present job provide higher satisfaction with means scores of 41.304, 34.922 and 24.990, respectively. The mean score of 37.598 out of a possible 54 points on the "Job in General" shows that secondary school principals in the Rivers State of Nigeria feel satisfied in their jobs.

Effect of Demographic Variables on Principals' Job Satisfaction

Four of the six original hypotheses about the relationship between the demographic variables and job satisfaction were tested. The hypotheses on the relationship between age and experience and job satisfaction were dropped because of the homogeneity of the sample on those characteristics. The remainder of this section discusses the hypotheses on the relationship between the other demographic variables and principals' job satisfaction.

Level of Education

Principals' educational qualifications were grouped into three categories: Less than a bachelor's degree, bachelor's degree, and master's degree. The null hypothesis "There is no significant difference in the job satisfaction profile scores among secondary school principals with less than bachelor's degree, bachelor's degree, and those with master's degree" was tested. Table 5 presents the groups' mean scores for the five job

satisfaction categories. The multivariate analysis of variance and the mean scores show no significant difference in the five job satisfaction categories among the three groups of educational level ($F = 1.007$, $df = 8/160$, $p > .433$ by the Wilks' Lambda criterion). The null hypotheses was accepted.

TABLE 5
MEAN SCORES: LEVEL OF EDUCATION

Elements of Job Satisfaction	Less than Bachelor's Degree	Bachelor's Degree	Master's Degree
Pay on the Present Job	6.000	4.167	2.947
Work on the Present Job	34.182	34.875	35.526
People on Present Job	40.455	41.556	40.842
Opportunities for Promotion	9.273	8.903	7.895
Supervision on the Present Job	18.273	26.069	24.791

Size of School

The size of school refers to the number of grade levels in particular secondary schools. Schools were grouped into two categories: Classes I through IV secondary schools and Class V secondary schools. The null hypothesis "There is no significant difference in the job

satisfaction profile score between secondary school principals in less than Class V secondary schools and those in Class V secondary schools" was tested.

Table 6 presents the mean score by groups for the five job satisfaction categories. The multivariate analysis of variance showed no significant difference between the groups in job satisfaction scores ($F = 1.126$; $df = 4/80$, $p \geq .350$ by the Wilks' Lambda criterion); thus the null hypothesis was accepted.

TABLE 6
MEAN SCORES: SIZE OF SCHOOL

Elements of Job Satisfaction	Class I - IV	Class V
Total Pay on the Present Job	5.250	3.716
Total Work on the Present Job	33.071	35.622
Total People on Present Job	39.429	42.014
Total Opportunities for Promotion	9.000	8.662
Total Supervision on the Present Job	23.964	25.378

Salary

Principals' salaries are determined from the salary schedule established by the federal government of Nigeria. Salary grade levels were grouped into two categories. The null hypothesis "There is no significant difference in the

job satisfaction profile scores between secondary school principals within salary grade levels 01 to 08 and those within 09 to 16 salary grade levels" was tested. Table 7 presents the mean scores on the five job satisfaction elements for the two groups. The multivariate analysis showed no significant difference between the two groups in job satisfaction ($F = 1.463$, $df = 4/80$, $p \geq .221$ according to the Wilks' Lambda criterion). The null hypothesis was accepted.

TABLE 7
MEAN SCORES: SALARY GRADE LEVEL

Elements of Job Satisfaction	Salary Level	
	01 to 08	09 to 16
Total Pay on the Present Job	4.520	4.013
Total Work on the Present Job	34.640	35.031
Total People on Present Job	39.480	41.896
Total Opportunities for Promotion	9.160	8.623
Total Supervision on the Present Job	19.400	26.805

Location of School

Rivers State is geographically divided into Inland and Upland Rivers State. The Inland Rivers encompasses the Riverrine areas of the state while the Upland section

includes all the areas in the dry upland regions of the state. The null hypothesis "There is no significant difference in the job satisfaction profile scores between secondary school principal in the Inland Rivers State and those in the Upland Rivers State" was tested. Table 8 shows the mean job satisfaction scores for the two regions. Table 8 shows there is not much difference in the mean scores between these two regions but the multivariate

TABLE 8
MEAN SCORES: LOCATION OF SCHOOL

Elements of Job Satisfaction	Location	
	Inland Rivers	Upland Rivers
Total Pay on the Present Job	2.881	5.017
Total Work on the Present Job	36.595	33.750
Total People on Present Job	46.024	38.000
Total Opportunities for Promotion	7.905	9.35
Total Supervision on the Present Job	24.905	25.05

analysis showed a significant difference in job satisfaction profiles between principals in the two regions ($F = 5.356$, $df = 4/80$, $p \leq .001$ according to the Wilks' Lambda criterion). The null hypothesis was rejected.

To determine which job factor or factors were responsible for the difference between principals in the two regions, t-tests were conducted for each factor. The only significant difference occurred for the factor "People on the Present Job" ($F = 3.92, p \geq .000$).

The Relationship Between Two Measures of Job Satisfaction (JDI and JIG)

The final hypothesis examines the relationship between the two measures of job satisfaction used in this study: the total scores on the five elements of job satisfaction and the Job in General score. The hypothesis tested was "There is no significant relationship between measures of overall job satisfaction (JIG) and measures of job satisfaction as measured on the Job Descriptive Index." The regression analysis showed relationship between the two measures with significance $F = 17.18, PR > F = 0.0001, R^2 = .147$. The hypothesis was rejected.

Summary

Principals in the Rivers State were most satisfied with the job factors "People on the Present Job or Co-workers" and "Work on the Present Job." They were much less satisfied with the job factors "Present Pay," "Opportunity for Promotion," and "Supervision." The only demographic variable to affect satisfaction was the location of the school. Principals in the Upland Rivers

State were found to be more satisfied with their coworkers than their Inland counterparts. The result of the regression analysis on the relationship between the two instruments used in this study indicate Job Descriptive Index and Job in General are closely related as measures of job satisfaction for school administrators in the Rivers State of Nigeria.

CHAPTER V

SUMMARY, FINDINGS, IMPLICATIONS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main concern of this study is the analysis of job satisfaction of secondary school principals in the Rivers State of Nigeria. Chapter I explains why the study of job satisfaction is important in the Rivers State of Nigeria. Rivers people cannot afford to put on a nonchalant attitude toward educational problems in the state because "education is a tool for growth and economic development" (Okoh, 1980, p. 203). This study acknowledges the fact that principals in the Rivers State as well as educators in other parts of Nigeria have encountered problems with their job conditions. With many changes taking place within the Nigerian society, it is proper to examine the conditions of principals as far as their job satisfaction is concerned because principals are important for the progress of a school.

The federal government of Nigeria has upgraded educators into a public service status, thus raising educators to the same status as their counterparts in other public services. However, things are still not going well with the principals.

This chapter, therefore, prepares the reader for the understanding of the relationship between the working conditions of principals of secondary schools in the Rivers State of Nigeria and their job satisfaction.

Findings

The findings presented in Chapter IV show that principals in the Rivers State are satisfied with most aspects of their work situations, especially with the work and the people around them. Principals were least satisfied with pay, opportunities for promotion, and supervision. The study also shows that the location of the school affects the principal's satisfaction while school and personal characteristics had no effect on job satisfaction.

Studies of educators' job satisfaction in other countries have produced similar results. A study of job satisfaction among rural teachers in British Columbia (Haughey & Murphy, 1983) also found teachers to be satisfied with their colleagues (co-workers) but dissatisfied with supervision and opportunity for promotion. Schmidt (1976) found supervision, effective policy, and administration to be dissatisfying to secondary school administrators in the Chicago area. Among secondary school principals in the Rivers State, all 18 subtest factors of supervision are dissatisfying. The principals,

among other things, feel that the supervisors on their present jobs do not ask for their advice, are hard to please and impolite, and fail to praise good work.

Implications

The implications of the findings on the job satisfaction of the secondary school principals in the Rivers State are twofold. First, it appears that the Job Descriptive Index and Job in General can be used as measures of job satisfaction for secondary school principals in the Rivers State of Nigeria. Smith's theory and definitions of job satisfaction can be used to study school administrators in the Rivers State of Nigeria.

Surprisingly, the size of school has no effect on the job satisfaction of secondary school principals in the Rivers State. In studies elsewhere, the size of school did affect job satisfaction (Bridges, 1980; Fansher & Buxton, 1984). The difference may result from the effects of the state takeover of management of all secondary schools from the missionaries in 1970. The Rivers State Ministry of Education gave equal status to all secondary schools in the state.

The indication that principals are dissatisfied with opportunity for promotion may be explained by the fact that promotion policies and criteria in the Rivers State are not followed or they are not defined. The principals

feel opportunity for promotion is somewhat limited, policy for promotion is unfair, and the job is a dead-end one. Of course, promotion policies and practices have not always produced job satisfaction in other countries. The indication that the job factor "Promotion on the Present Job" is a controversial one can also be found in other studies. Schmidt (1976) and Haughey and Murphy (1983) show personnel policies such as opportunities for promotion are unsatisfactory to both school administrators and teachers. In the context of the Nigerian School system, promotion and professional growth are supposed to be based on one's achievements and years of experience. Achievements based on one's educational qualifications and meaningful contributions to the system are some of the set criteria. How these are judged or determined may provide the answer to the unsatisfactory feelings and attitudes of the principals toward opportunity for promotion in their jobs.

The high level of dissatisfaction with supervision suggests that the aim and purpose of supervision of the secondary school principals must be reexamined and the methods of supervision be identified. Perhaps the unsatisfactory feelings toward supervision on the present job for the principals need to be restudied.

The indication that secondary school principals in the Rivers State are satisfied with the nature of their work is

not surprising since educators in Nigeria as a whole have always embraced their jobs with devotion. Early missionaries as well as mission teachers and school administrators throughout the history of formal education in Nigeria have always been treated with respect and have enjoyed being identified as educators. The impression early missionaries to Nigeria created in the minds of Nigerians regarding education is still indelible and educators are regarded as character builders. Even after Nigerian independence in 1960, some of the traditional values and cherished ideas about educators as "God fearing people" remained in the minds of many Nigerians (Fafunwa, 1974; Taiwo, 1980). In addition, the position of the principalship today in Nigeria remains a challenging one because it requires the ability to plan, organize, and control the events within the school system. Above all, the position requires the principal to exhibit leadership.

It also is not surprising that people or co-workers contribute to the job satisfaction of secondary school principals in the state. Part of this finding can be attributed to the fact that Rivers people are loving people who enjoy living and working with other people (Forsythe, 1969). Since after the creation of states in Nigeria and the end of the Civil War in 1970, educators in the Rivers State of Nigeria have worked as a team to build a system of

education that will help to provide the badly needed manpower in the state. Secondary school principals in the Rivers State meet every month in the state capital and in the headquarters of the local government areas to discuss and plan together for the future of secondary education in the state.

These communications difficulties affect feelings about co-workers as shown in Hypothesis 4. Principals and teachers in the Inland Rivers region do not have the opportunity to leave the school for social stimulation that the educators in the Upland Rivers area have. Living together in the teachers' compound, they must depend on each other for friendship and social stimulation. Thus, they develop close personal ties.

The effect of the school's location on the principals' job satisfaction results from differences in geography and development. One possible explanation of why location of school affects the job satisfaction of the secondary school principals in the Rivers State of Nigeria is found in the problem of poor and inadequate means of transportation to and from some of the local government areas. While this problem is acute in the Inland Rivers State, Upland Rivers State enjoys easier and quicker means of transportation because of the major road links with the capital and other

parts of Nigeria by cars, busses, motorcycles, bicycle, and an international airport. As a result, principals in the Upland Rivers State enjoy easier means of getting to the state capital and Ministry of Education, whereas, many of the principals in the Inland Rivers State spend days in the river creeks canoeing in order to travel to other parts of the state and the country. For instance, some of the local government areas in the Inland Rivers State are situated in the swampy creeks of the Niger Delta River and so are the schools also located in these areas. The means of reaching some of these locations is by canoes. The roads are poor and the means of getting to the major roads and the major city difficult for the principals. Added to this problem is the fact that lack of amenities and equipment in all of these local government areas have presented a major problem to principals and other workers in the Rivers State.

Several conditions associated with the amount and method of payment of salaries explain the dissatisfaction with this factor. JDI subtest factors such as "income inadequate for normal expenses," "barely live on income," and "insecure" identify sources of dissatisfaction. In a society with an extended family system, principals have many dependents to support, and consequently, great need.

Second, the state government does not pay on schedule. Delays of several months occur, making it difficult to support families.

Although the federal government of Nigeria, realizing that the salaries of educators and other public servants in Nigeria are poor, set up a revised salary structure for all civil servants, salaries have not kept pace with inflation. Specifically, the principals in the Rivers State of Nigeria believe they are underpaid for their jobs and are "insecure" with their salaries. They also believe the salary which they receive for their work is not adequate for normal expenses, their pay is bad, and many feel they are getting less than they deserve. Part of these feelings from the principals about their present pay may be explained by the high inflationary trends in the country and by the teeming population throughout the country.

Another possible explanation may be found in the factors operating within the Nigerian society to produce rising expectations. From 1967 to 1985, Nigeria has witnessed many changes in its system of government from civilian to military regimes. As a result of these changes, there is over anticipation from the Nigerian citizens on the government for better pay and better work

conditions. Since the Nigerian Civil War in 1970, the life style of most Nigerians has shifted greatly toward western life style. Nigerians want good education and some modern amenities in their homes, and these commodities are expensive items. Unfortunately, the present pay may not be enough to buy these products. The worldwide oil glut of the late 1970s devastated the Nigerian economy. As a result, the government lacks the revenue to pay civil servants well and on a timely basis.

While salary differences were not associated with differences in job satisfaction for secondary school principals in this study, other researchers found that pay level is associated with satisfaction. Studies by Gomez-Mejia and Balkin (1984) on faculty satisfaction with pay show pay level to be a determining factor in job satisfaction for both unionized and nonunion faculty members in 227 institutions of higher learning in the United States. In other studies on job satisfaction, Glenn and Weaver (1982), Wright and Hamilton (1978), Fansher and Buxton (1984), and Chapman (1983) also report that pay differences are reflected in workers' job satisfaction scores. This study's finding that pay differences do not produce differences in job satisfaction may be explained by the uniformly low salaries for all principals. The

differences in pay level may not be great enough to affect satisfaction.

Discussion

In making conclusions about any study on job satisfaction, care must be taken in order to avoid erroneous conclusions since workers attach varying importance to different sources of satisfaction (Porter & Steers, 1980). This is because what is good for one person may be bad for another due to differences in tastes.

Conclusions

Interpretations and recommendations on the findings on any job satisfaction studies should be handled with caution because of some limitations in human abilities and resources. The Ministry of Education in the Rivers State of Nigeria is placed with the responsibility over the educational system within Rivers State, and like every educational system anywhere in the world, money determines the quality and quantity of education any state can buy.

Recommendations

The findings of this study support recommendations for government action and further research into job conditions in the Rivers State and in the rest of Nigeria.

1. Pay. It is recommended that principals and other educators in the Rivers State be paid their monthly salaries on time since increasing the present salaries of principals is beyond the control of the state ministry of education because salary schedules are set by the federal government according to different levels and categories determined by the federal government.
2. Promotions. Promotions should be based on the personnel policies on achievement, years of experience, and educational qualifications.
3. Supervision. Goals of supervision should be set by the authorities in the Ministry of Education. A purpose and aims of supervision of the secondary school principals in the Rivers State should be clearly stated. Further study of supervision is also recommended.
4. Further Research. Further research on job satisfaction in other ministries in the Rivers State should be conducted to see if the findings will be similar to findings from the principals.
5. The study of job satisfaction should be encouraged for the 19 states in Nigeria to see if the differences within Nigeria will produce different results from the principals throughout Nigeria since there are very many ethnic differences, different levels of educational

attainment, and available resources among the 19 states.

CHAPTER BIBLIOGRAPHY

- Africa: A statistical profile. (1983). African Report Magazine, 28(5), 59.
- Agnolu, C. C. (1979). The role of ethnicity in Nigerian education. Journal of Negro Education, 48(4), 516.
- Bridges, E. M. (1980). Job satisfaction and teacher absenteeism. Educational Administration Quarterly, 16(2), 41.
- Chapman, D. W. (1983). Career satisfaction of teachers. Educational Research Quarterly, 17(3), 40.
- Fafunwa, B. A. (1974). History of education in Nigeria. London: George Allen and Union Ltd.
- Fansher, T. A., & Buxton, T. H. (1984). Job satisfaction of the female secondary school principals in the United States. National Association of Secondary School Principals, 68(468), 35.
- Federal Ministry of Information. (1970-1974). Nigeria: Second National Development Plan. Lagos, Nigeria: Printing Division, 237.
- Federal Ministry of Information. (1980). Nigerian Yearbook. Lagos, Nigeria: Daily Times.
- Forsythe, F. (1969). The Biafra story. Baltimore, MD: Penguin Books.
- Glenn, N. D., & Weaver, C. N. (1982). Further evidence on education and job satisfaction. Social Forces, 61(1), 46-55.
- Gomez-Mejia, L. R., & Balkin, D. B. (1984). Faculty satisfaction with pay and other job dimensions under union and nonunion conditions. Academy of Management Journal, 27(3), 591-602.
- Haughey, M. L., & Murphy, P. J. (1983). Are rural teachers satisfied with the quality of their work life? Education, 104(1), 56-60.

- Morris, J. W. (1972). World Geography. McGraw-Hill Book Company.
- Okoh, S. N. E. (1980). Education as a source of economic growth and development: An essay. Journal of Negro Education, XLIX(2), 203.
- Porter, L. W., & Lawler, E. E., III. (1968). What job attitudes tell about motivation. Harvard Business Review, 46 (1), 118-126.
- Porter, L. W., & Steers, R. M. (1980). Organizational work and personal factors in employee turnover and absenteeism. Psychological Bulletin, 80, 151-176.
- Schmidt, G. L. (1976). Job satisfaction among secondary school administrators. Journal of Administrative Science Quarterly, 12(2), 68-86.
- Taiwo, C. O. (1980). The Nigerian education system: Past, present, and future. Ikeja Lagos, Nigeria: Thomas Nelson Nigeria Ltd.

APPENDICES

APPENDIX A

BACKGROUND IMPORTANCE OF THIS STUDY TO RIVERS STATE

Nigeria is about the size of Texas and Oklahoma combined, or four times the size of Great Britain, and has a population of about 87.6 million people. The major ethnic groups are the Hausas and Fulanias to the north, the Ibos to the east, and the Yorubas to the west. In addition, there are more than 250 ethnic groups (Morris, 1972) with as many individual languages. It is very possible for people to come from the same part of the country and yet not be able to understand one another except when they use the official language, which is English. Nigeria became independent from Britain on October 1, 1960, and since then many changes have occurred within Nigerian society.

Some of the major events that have occurred in Nigeria since the country's independence in 1960 have given the country a sense of direction. Among them are the Civil War 1967-1970, the creation of states in Nigeria whereby the former four regions of Nigeria were split into 12 states and later into 19 states, and finally, the civilian government that followed the military transfer of government to civilians in 1979. Of all these events, perhaps the creation of states in Nigeria has the greatest impact on

the country. The designers of the states realized that bringing together people of different cultures and ethnic groups would not work out too well. Besides, it would be better to provide opportunities for people in minority areas who felt they had been left out in Nigeria.

According to C. Aguolu (1979, p.515),

in Educational Development of Nigeria, ethnicity is the most powerful determinant of access to education. Differences in cultural values and personality traits, especially among major ethnic groups has determined the manner in which each of those groups responded to the influences; those responses ultimately led to different levels of educational developments among the ethnic groups.

Since this is the case, minority states in Nigeria and even the majority states have become very committed to the educational development of their own people. Today, each of the 19 states in Nigeria has the power to provide its people with, among other things, the necessary education for its development. Rivers State is not an exception.

Of importance in this study is the fact that since states were created in Nigeria as a result of the Nigerian Civil War 1967-1970, schools which were formerly owned and managed by missions and other agencies have been taken over by the various state governments in Nigeria. As a result, teachers who were formerly mission teachers and teachers from other agencies were also accepted into the schools now managed by the various state governments as is the case with Rivers State. During the mission era, condition of

services were quite different because each religious school tried to maintain its beliefs different from the other religious organizations. Educators and other school workers had to keep in line with the beliefs of their religion in carrying out their duties. Also the creation of states in Nigeria resulted in ethnic identity or consciousness of each state. Today the number of secondary schools in Nigeria has increased. For instance, in the Rivers State alone, there are now 244 secondary schools as opposed to the about 20 that existed before the creation of states in Nigeria. The number of teachers teaching in these schools also has increased. Before the creation of states in Nigeria, salaries of educators were paid by the various religious organizations operating schools with local supplements from school fees and contributions from students and parents and in some cases grants from the government to the approved schools; but today, the financing of education is in the hands of both federal and various state governments in Nigeria and education in Nigeria is no longer a private business but a huge government investment that involves billions of dollars. "Education has witnessed a progressive evolution of government's complete intervention and active participation" both at the state and federal levels of our

educational system. The national policy on education has emphasized that

teaching like other professions will be legally and publicly recognized as a profession; Nigeria is already a signatory to the International Labor Organization's/UNESCO's 1966 recommendation on the teacher council among whose functions will be accreditation, certification, registration, discipline and regulations governing the profession of teaching. Those teachers admitted into the profession without the requisite qualification will be given a period of time within which to qualify for admission or leave the profession. (p. 41).

Also in the same national policy on education, the federal government promised that promotions of teachers will be created at various levels to allow for professional growth, harmonization of teacher conditions of service, and, in addition, recognition of various statuses of teachers with identical qualifications will be accorded the same dignity. With these in mind, this study is intended to analyze the job satisfaction of principals of secondary schools in the Rivers State of Nigeria to determine their job satisfaction based on the promises of the National Policy on Education and various state efforts to better the conditions of education. The focus of this study is on Rivers State of Nigeria.

Rivers State, with a population of about 1.8 million people in 1980, is located at the mouth of the River Niger, Niger Delta area. The capital of Rivers State is Port Harcourt, the second largest seaport in Nigeria. Port

Harcourt is also called "Oil City" for its crude oil wealth. In fact, Port Harcourt had the first oil refinery for the country before the Civil War. In addition, the people of Rivers State are noted for their agriculture food production from Etche, Ogonoi, Ikwerre, and Ahoada, and fish from Okirika, Ijaw, and other riverrine areas of the state. This part of the country also has well-documented evidence about its early contact with European traders and missionaries. In fact, some of the outstanding mission secondary schools and teacher training colleges before the war were located in this part of the country. Despite all these gains, the state remains one of the minority states in Nigeria in terms of ethnicity and manpower because its people have not been as much involved in education as people in some other parts of the country have been. As a matter of fact, when the states were created in Nigeria, Rivers State was far behind in manpower. One of the major tasks that faced Rivers people was to develop a system of education that would meet the manpower needs of the state. The Second National Development Plan 1970-1974 noted the imbalance among the states in the availability or requisite expertise and skills:

While some states have a surplus of some skills, others, particularly the Rivers and Lagos States, are experiencing shortages in similar fields. These have given rise to persistent problems of educational gap among the different geographical areas of the country and the attendant issue of

free mobility of skills and from one part to another part of the country (p. 237).

There are 10 local government areas in the Rivers State, and each of these local government areas has its own language dialect and its own cultural background.

Since the creation of states in Nigeria, attitudes toward education of citizens, teachers, educational leaders, and Rivers State government seem to be in a positive direction. For instance, the Rivers State Ministry of Education is spending large sums of money for educational establishments; a university has been built and is turning out graduates to help teach in secondary schools as well as other institutions in the state.

At the head of the Ministry of Education is the commissioner for education. The commissioner for education is appointed by the governor of the state as the head of the state ministry of education. His duties include directing the affairs of the State ministry of education toward meeting the state and national educational goals and objectives. He is accountable to the governor of the state.

The permanent secretary acts as an adviser to the commissioner for education. He is appointed by the governor of the state. His duties include attending meetings and advising the commissioner on matters concerning education in the state. He is responsible to

the commissioner for education. The Schools Management Board is set up by the state Ministry of Education to see about the management and administration of both secondary and elementary schools in the state. The Schools Management Board is responsible for hiring teachers, payment of salaries through the Zonal Education office, providing the needs of each secondary school. The Board is responsible to the permanent secretary and to the commissioner for education.

Zonal Educational Offices in the local government areas of the state are responsible to the Schools Management Board. At the head of the zonal educational office is the chief inspector of education who oversees the secondary schools in each of these local government areas.

The principals are accountable to the chief inspector of education. The principal's duties include administering their schools, and attending meetings at the zonal and state levels.

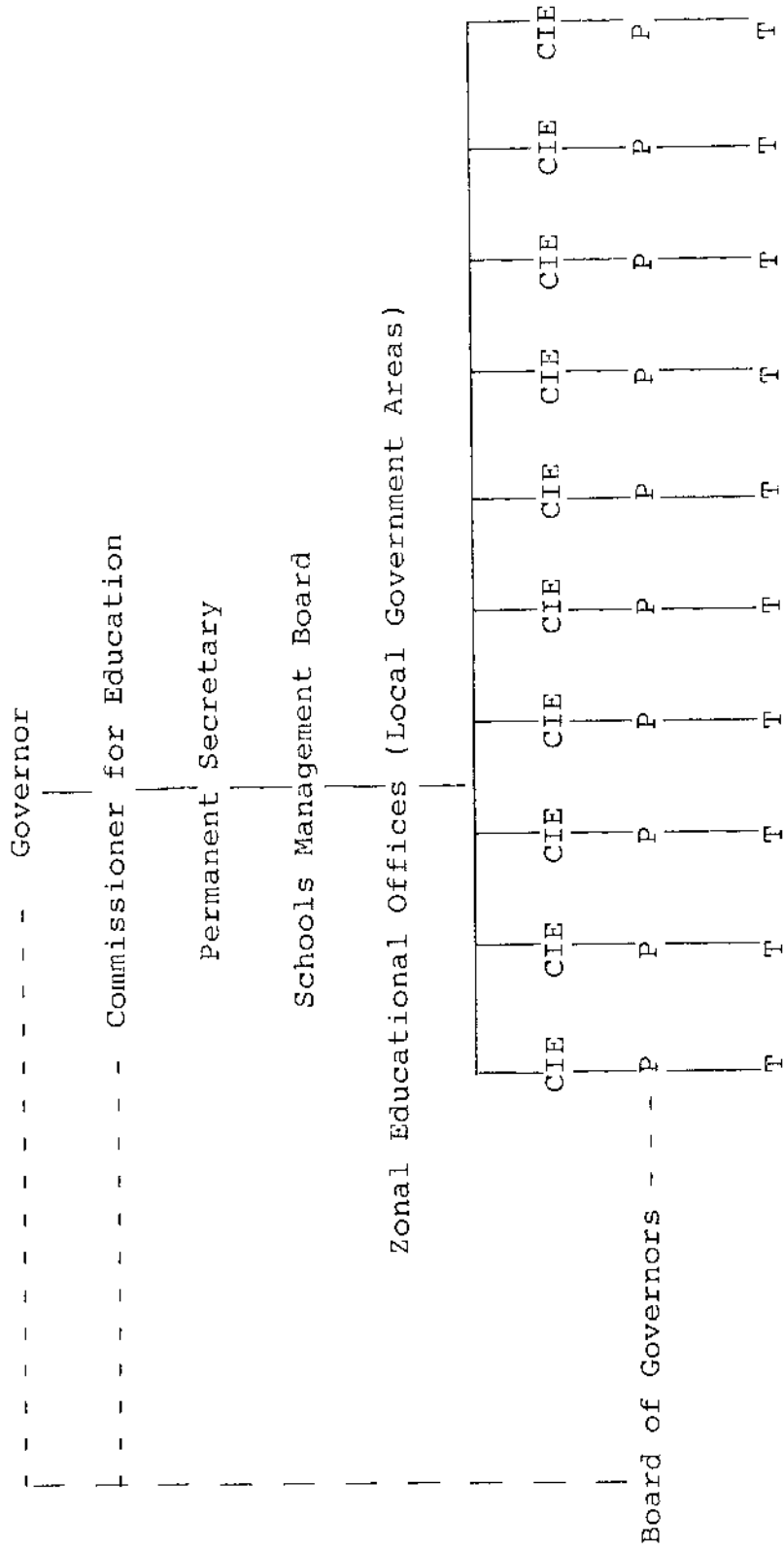
With Nigerian independence in 1960, more and more women became involved in schooling and like their men counterparts today in Nigeria, women now hold the same qualifications, are paid the same scale of salary and above all, they are taking up responsibilities such as principalship of schools and teaching in secondary schools and other institutions in Nigeria. In fact, they are now

accorded the same type of respect and opportunities as their male counterparts.

Professionalism in Nigeria is a thing of pride. Nigerians like to be identified with their profession. Perhaps one of the earliest professions to enjoy a reputation in Nigeria was the teaching profession because of the impact of the missionaries' influences on the people of Nigeria. Church teachers were held in high esteem and respected. To be a high school or secondary school teacher, what more a principal, was an important position to enjoy and a mark of an educated person.

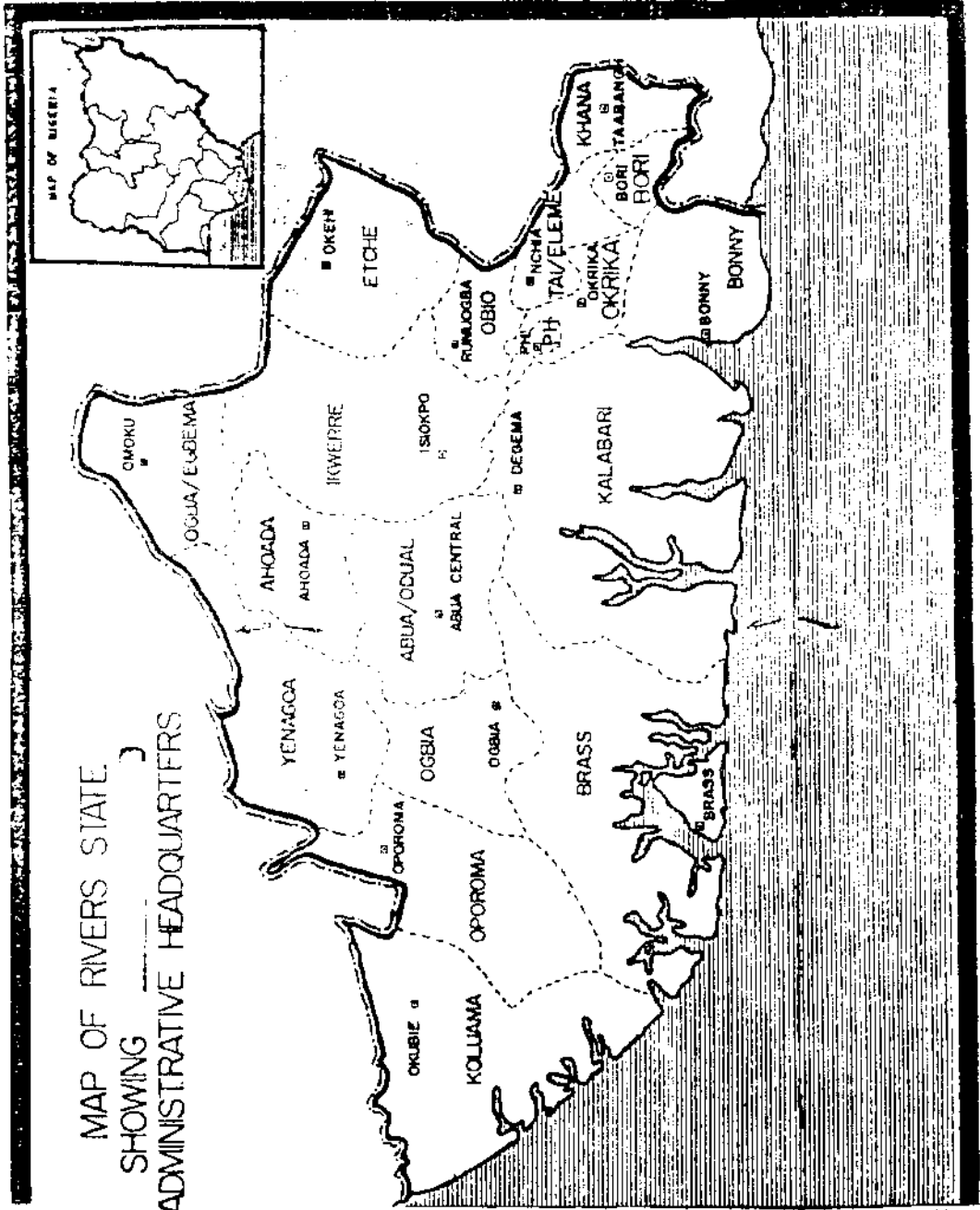
Also, in Nigeria, education of the sexes together is no longer a thing of taboo, and days are gone when parents, religious organizations and the society at large looked upon education of women with ominous eyes. Today, men and women compete in every aspect of education in Nigeria. In fact, before Nigeria's independence in 1960, many parents did not encourage their girls to attend school since they would end up marrying according to traditional beliefs that women belong to the house except for few whose parents had discovered the usefulness of education.

RIVERS STATE MINISTRY OF EDUCATION: LINE OF AUTHORITY
IN SECONDARY SCHOOL ORGANIZATION



Note: CIE = Chief Inspector of Education. P = Principal. T = Teachers. The Board of Governors for each secondary school unit acts as an advisory body to the principals. They are appointed from the governor's office through the recommendations of the permanent secretary and commissioner for education.

MAP OF RIVERS STATE
SHOWING
ADMINISTRATIVE HEADQUARTERS



APPENDIX B

Letter to Principals

To: Principals of Secondary Schools
in the Rivers State of Nigeria

From: College of Education
Division of Public School Administration
North Texas State University
Denton, Texas U.S.A.

Dear Principals,

I am asking for your help and cooperation in a research project that involves principals in the Rivers State of Nigeria. Your responses to the survey instruments used for this study are a matter of individual feelings about your job satisfaction as principals; therefore, the confidentiality of your responses are assured. When this study is completed, a copy of the findings will be left with the Ministry of Education, Port Harcourt, Rivers State of Nigeria.

Kindly read and fill out the attached questionnaires. All completed questionnaires should be returned to me in person, c/o Mr. J. N. Onwugbuta's office, Schools Management Board, D-Line Mile I Diobu, Port Harcourt. Please endeavor to return your own questionnaire.

Yours Sincerely,

Sam Maduagwu

SM/ew

THE JOB DESCRIPTIVE INDEX

Code Number _____

School _____

City _____

Please fill in the above blanks
and then turn the page

Bowling Green State University, 1975

Survey Instrument

Part I

Information sheet for the respondents.

Please provide the information requested in the spaces below by checking what applies to you.

1. Age

_____ under 30 years

_____ over 30 years

2. Educational Qualifications

_____ Less than Bachelors

_____ Bachelors

_____ Masters

3. Years of Experience as Principal

_____ 1 year to 15 years

_____ 16 years to 30 years

4. Size of the School

_____ Less than Class V

_____ Class V

5. Salary Grade Level to which you belong

_____ 01 - 08

_____ 09 - 16

6. Location of the School in the Rivers State

_____ Inland Rivers

_____ Upland Rivers

Think of your present work. What is it like most of the time? In the blank beside each word given below, write

Y for "Yes" if it describes your work.

N for "No" if it does not describe it.

? if you cannot decide.

.....

WORK ON PRESENT JOB

_____ Fascinating

_____ Routine

_____ Satisfying

_____ Boring

_____ Good

_____ Creative

_____ Respected

_____ Hot

_____ Pleasant

_____ Useful

_____ Tiresome

_____ Healthful

_____ Challenging

_____ On your feet

_____ Frustrating

_____ Simple

_____ Endless

_____ Gives sense of accomplishment

Go on to the next page

Think of the pay you get now. How well does each of the following words describe your present pay? In the blank beside each word, put

Y if it describes your pay.

N if it does not describe it.

? if you cannot decide.

.....

PRESENT PAY

_____ Income adequate for normal expenses

_____ Satisfactory profit sharing

_____ Barely live on income

_____ Bad

_____ Income provides luxuries

_____ Insecure

_____ Less than I deserve

_____ Highly paid

_____ Underpaid

Now please turn to the next page

Think of the opportunities for promotion that you have now. How well does each of the following words describe these? In the blank beside each word put

Y if it describes your opportunities for promotion.

N if it does NOT describe them.

? if you cannot decide.

.....

OPPORTUNITIES FOR PROMOTION

_____ Good opportunities for promotion

_____ Opportunity somewhat limited

_____ Promotion on ability

_____ Dead-end job

_____ Good chance for promotion

_____ Unfair promotion policy

_____ Infrequent promotions

_____ Regular promotions

_____ Fairly good chance for promotion

Go on to the next page

Think of the kind of supervision that you get on your job. How well does each of the following words describe this supervision? In the blank beside each word below, put

Y if it describes your opportunities for promotion.

N if it does NOT describe them.

? if you cannot decide.

.....

SUPERVISION ON PRESENT JOB

- _____ Asks my advice
- _____ Hard to please
- _____ Impolite
- _____ Praises good work
- _____ Tactful
- _____ Influential
- _____ Up-to-date
- _____ Doesn't supervise enough
- _____ Quick-tempered
- _____ Tells me where I stand
- _____ Annoying
- _____ Stubborn
- _____ Knows job well
- _____ Bad
- _____ Intelligent
- _____ Leaves me on my own
- _____ Around when needed
- _____ Lazy

Please go on to the next page

Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words describe these people? In the blank beside each word below, put

Y if it describes your opportunities for promotion.

N if it does NOT describe them.

? if you cannot decide.

.....

PEOPLE ON YOUR PRESENT JOB

_____	Stimulating
_____	Boring
_____	Slow
_____	Ambitious
_____	Stupid
_____	Responsible
_____	Fast
_____	Intelligent
_____	Easy to make enemies
_____	Talk too much
_____	Smart
_____	Lazy
_____	Unpleasant
_____	No privacy
_____	Active
_____	Narrow interests
_____	Loyal
_____	Hard to meet

JOB IN GENERAL

Think of your job in general. What is it like most of the time? In the blank beside each word given below write

- _____ Pleasant
- _____ Bad
- _____ Ideal
- _____ Waste of time
- _____ Good
- _____ Undesirable
- _____ Worthwhile
- _____ Worse than most
- _____ Acceptable
- _____ Like to leave
- _____ Better than most
- _____ Disagreeable
- _____ Makes me content
- _____ Inadequate
- _____ Excellent
- _____ Rotten
- _____ Enjoyable
- _____ Poor

Copyright, 1975, Bowling Green State University.

Revised, January, 1982.

APPENDIX C

Permission Letter from Dr. Smith



Bowling Green State University

Department of Psychology
Bowling Green, Ohio 43403
(419) 372-2301
Cable BGSUOH

October 4, 1984

Samuel Nwankwo Maguagwu
206 Hann Street
Denton, Texas 76201

Dear Mr. Maguagwu

This letter is to confirm with you that your purchase of 100
JDI Test Booklets allows you to document them in your research.

Good luck in your research.

Sincerely,

A handwritten signature in cursive script that reads "Patricia C. Smith".

Patricia C. Smith, Ph.D.
Professor

SP

APPENDIX D

Job Factor Code Numbers

Total Pay on the Present Job: $TPP = PPIA + SPS + BLI + BAD + IPL + INS + LID + HP + UNDP$

Total Work on the Present Job: $TWOPJ = WORKFAS + ROUT + SAT + BOR + GOOD + CRET + RESP + HOT + PLEA_USEF + TIRE + HEALTH + CHALL + OFEET + FRUS + SIMPLE + ENDL + GSACC$

Total People on the Present Job: $TPOPJ = BORING + PPJST + SLOW + AMB + STUPID + RESPON + FAST + INTE + EASYE + TALKM + SMART + LAZY + UNPLEA + NOP + ACT + NARINT + LOYAL + HARDM$

Total Opportunity for Promotion: $TOPPPF = OPPGOO + OPPLIM + PROABI + DEND + GOPRO + UNPRO + INFPRO + REGPRO + FAIRPR$

Total Supervision on the Present Job: $TSUPOPJ = SUPASK + HARDPLE + IMPO + PRAWO + TACT + INFLU + UPDATE + DOSEN + QUICK + TELL + ANNOY + STUBB + KNOWJ + SUPBAD + SUPINT + LEACOWN + ARO + SUPLZY$

Total Satisfaction: $TSAT = TPP + TWOPJ + TPOPJ + TOPPPF + TSUPOPJ$

Total Job in General: $TJIG = JIGPLE + JIGBAD + JIGID + JIGWAS + JIGOOD + JIGUN + JIGWW + JIGWOR$

REFERENCES

- Africa: A statistical profile. (1983). African Report Magazine, 28(5), 59.
- Agnolu, C. C. (1979). The role of ethnicity in Nigerian education. Journal of Negro Education, 48(4), 516.
- Bacharach, S. B., & Mitchell, S. M. (1983). The sources of dissatisfaction in educational administration: A role specific analysis. Educational Administration Quarterly, 19(1), 101-128.
- Balsley, H. L. (1970). Quantitative research methods for resources and economics. New York: Preston Publishing Company, Inc.
- Batchler, M. (1981). Motivating staff: A problem of the school administrator. Journal of Educational Administration, 19(1), 46.
- Blunt, P. (1973). Cultural and situational determinants of job satisfaction among managements in South Africa. Journal of Management Studies, 10(2), 225-231.
- Bossert, S. T., Dwyer, D. C., Rowan, R., & Lee, G. (1982). The instructional management tool of the principals. Educational Administration Quarterly, 18(3), 34-64.
- Bourne, B. (1982). Effect of aging on work satisfaction, performance and motivation. Journal on Aging, Work, and Retirement, 5(1), 39.
- Bridges, E. M. (1980). Job satisfaction and teacher absenteeism. Educational Administration Quarterly, 16(2), 41.
- Campbell, J. P., & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. Chicago: Rand McNally.
- Chapman, D. W. (1983). Career satisfaction of teachers. Educational Research Quarterly, 17(3), 40.
- Chapman, D. W., & Lowther, M. A. (1982). Teacher satisfaction with teaching. Journal of Educational Research, 75(4), 241-247.

- Chisolm, B. C., Washington, R., & Thibodeaux, M. (1980). Job motivation and the need fulfillment deficiencies of educators. Paper presented at the annual meeting of the American Educational Research Association, Boston. In W. K. Hoy & C. G. Miskel (Eds.), Educational administration: Theory, research and practice. New York, Random House.
- Cooke, & Kornbluh. (1980). University of Michigan School of Education and Social Research. In P. Materka (Ed.), Teacher Stress: An unsatisfactory duo: Rackman reports. Ann Arbor: The University of Michigan.
- Cummings, L. L., & Schwab, D. P. (1973). Performance in organization. Glenview, IL: Scott, Foresman and Company.
- Darnell, F., & Simpson, P. M. (1981). Rural education: In pursuit of excellence. Perth: The University of Western Australia, National Center for Research in Rural Education.
- Deal, T. E., & Kennedy, A. A. (1983). Culture and school performance. Educational Leadership, 40(5), 15.
- Durojaiye, M. O. A. (1973, October). Education and occupational prestige in Nigerian secondary school pupils. West African Journal of Education, XVII, 409-421.
- Duvall, L. A., & Erickson, K. A. (1981). School management teams: What are they? How do they work? (Vol. 65, #445, pp. 63-64). National Association of Student Personnel Administrators, Inc.
- Enahwo, O. J. (1983). Resource distribution in Nigerian secondary schools: Issues of urban-rural inequality. Educational Review, 35(1), 25-29.
- Fafunwa, B. A. (1974). History of education in Nigeria. London: George Allen and Union Ltd.
- Fansher, T. A., & Buxton, T. H. (1984). Job satisfaction of the female secondary school principals in the United States. National Association of Secondary School Principals, 68(468), 35.
- Federal Ministry of Information. (1970-1974). Nigeria: Second National Development Plan. Lagos, Nigeria: Printing Division, 237.

- Federal Ministry of Information. (1980). Nigerian Yearbook. Lagos, Nigeria: Daily Times.
- Fleishman, E. A., & Bass, A. R. (1974). Studies in personnel and industrial psychology. Homewood, IL: The Dorsey Press.
- Forsythe, F. (1969). The Biafra story. Baltimore, MD: Penguin Books.
- Friesen, D., Holdaway, E. A., & Rice, A. W. (1983). Satisfaction of school principals with their work. Educational Administration Quarterly, 19(4), 35-58.
- Glenn, N. D., & Weaver, C. N. (1982). Further evidence on education and job satisfaction. Social Forces, 61(1), 46-55.
- Gomez-Mejia, L. R., & Balkin, D. B. (1984). Faculty satisfaction with pay and other job dimensions under union and nonunion conditions. Academy of Management Journal, 27(3), 591-602.
- Graen, G. B. (1968). Testing traditional and two-factor hypotheses concerning job satisfaction. Applied Psychology, 52, 366-371.
- Haughey, M. L., & Murphy, P. J. (1983). Are rural teachers satisfied with the quality of their work life? Education, 104(1), 56-60.
- Helwing, J. T. (1983). SAS introductory guide. Cary, NC: SAS Institute, Inc.
- Herzberg, F. (1966). Work and nature of man. Cleveland: The World Publishing Company.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work. New York: John Wiley and Sons, Inc.
- Hewitson, M. T. (1975). The professional satisfaction of beginning teachers. Unpublished doctoral dissertation, University of Alberta, Alberta, Canada.
- Holdaway, E. A. (1978). Teacher satisfaction: An Alberta report. Edmonton: University of Alberta, Faculty of Education.

- House, R. J., & Wigdor, L. A. (1967). Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and criticisms. Personnel Psychology, 20, 129.
- Howell, P., Strauss, J., & Sorensen, P. F., Jr. (1975). Research note: Cultural and situational determinants of job satisfaction among management in Liberia. Journal of Management Studies, 12(2), 225-227.
- Hoy, W. K., & Miskel, C. G. (1982). Educational administration: Theory, research and practice. New York: Random House.
- Hulin, C. L., & Smith, P. C. (1964). Sex differences in job satisfaction. Journal of Applied Psychology, 48, 88-92.
- Jaggi, B. (1977). Job satisfaction and leadership style in developing countries: The case of India. International Journal of Contemporary Sociology, 14(3 & 4), 233.
- Katzell, R. A., Barrett, R. S., & Parker, T. C. (1961). Job satisfaction, job performance and situational characteristics. Journal of Applied Psychology, 45, 65-72.
- Kerlinger, F. N. (1964). Foundations of behavioral research. New York: Holt, Rinehart, and Winston, Inc.
- Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart, and Winston, Inc.
- Kiggundu, M. N., Jorgensen, J. J., & Hafsi, T. (1983). Administrative theory and practice in developing countries: A synthesis. Administrative Science Quarterly, 28, 66.
- Knoop, R. (1981). Job satisfaction of teachers and attainment of school goals. The Canadian Administrator, 21(1), 1-5.
- Kohn, M. L., & Schooler, C. (1973). Occupational experience and psychology functioning: An assessment of reciprocal effects. American Sociological Review, 38, 97-118.

- Landers, T. J., & Meyer, J. G. (1977). Essentials of school management. Philadelphia: W. B. Saunders Company.
- Lawler, E. E. (1971). Pay and organizational effectiveness: A psychological view. New York: McGraw-Hill.
- Lindeman, R. H., Merenda, P. F., & Gold, R. Z. (1980). Introduction to bivariate and multivariate analysis. Glenview, IL: Scott, Foresman, and Company.
- Margolis, A. M. (1977). Nigeria: A study of the educational system of Nigeria and a guide to the academic placement of students in educational institutions of the United States. New York: National Council on the Evaluation of Foreign Educational Credentials.
- McCormick, E. J., & Tiffin, J. (1974). Industrial psychology. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Miner, G. M., & Miner, J. B. (1973). A guide to personnel management, Washington, DC: The Bureau of National Affairs, Inc.
- Miskel, C., Glasnapp, D., & Hatley, R. (1975). A test of the inequity theory for job satisfaction using educators' attitudes towards work motivation and work incentives. Educational Administration Quarterly, 11(1), 38-54.
- Morgan, R. W. (1965). Occupational prestige rating by Nigerian students. Nigerian Journal of Economics and Social Studies, VII, 325-332.
- Morris, J. W. (1972). World Geography. McGraw-Hill Book Company.
- Morrison, D. F. (1976). Multivariate statistical methods. New York: McGraw-Hill Book Company.
- Morse, N. C. (1953). Satisfaction in the white-collar job. Ann Arbor: University of Michigan Press.
- Ndu, A. N., & Ohikhena, T. O. (1983). Professional needs of Nigerian teachers. Journal of Educational Administration, XXI(2), 42.

- Norris, D. R., & Niebuhr, R. E. (1984, June). The attributional influences on the job performance and job satisfaction relationship. Academy of Management Journal, 27(2), 429.
- O'Hanlon, J. (1983). Theory Z in school administration. Educational Leadership, 40(5), 16.
- Okoh, S. N. E. (1980). Education as a source of economic growth and development: An essay. Journal of Negro Education, XLIX(2), 203.
- Olayinka, M. S. (1972). Job aspirations of youth and educational provisions in Lagos. West African Journal of Education, VI, 357-366.
- Opsahl, R., & Dunnette, M. (1966). The role of financial compensation in industrial motivation. Psychological Bulletin, 66, 94-118.
- Owuamanam, O. D. (1982). Occupational prestige and occupational aspirations of Nigerian adolescent students. The Journal of Negro Education, 52(2), 157-164.
- Porter, L. W., & Lawler, E. E., III. (1968). What job attitudes tell about motivation. Harvard Business Review, 46 (1), 118-126.
- Porter, L. W., & Steers, R. M. (1980). Organizational work and personal factors in employee turnover and absenteeism. Psychological Bulletin, 80, 151-176.
- Rice, A. W. (1979). Individual and work variables associated with principal job satisfaction. Unpublished doctoral dissertation, University of Alberta, Alberta, Canada, 1979.
- Richardson, E. L. (1976). Nigeria: A survey of U.S. business opportunities. Washington, DC: U.S. Department of Commerce, Bureau of International Commerce, Government Printing Office.
- Rivers State Ministry of Education, Secondary School Division (1983, September 25). Comprehensive list of secondary schools in their local government areas and units: Rivers State Ministry of Education, Secondary School Division. Unpublished document.

- Sara, N. G. (1981). A comparative study of leader behavior of school principals in four developing countries. Journal of Educational Administration, 19(1), 21-31.
- Schmidt, G. L. (1976). Job satisfaction among secondary school administrators. Educational Administration Quarterly, 12(2), 68-86.
- Sergiovanni, T. (1967). Factors which affect satisfaction and dissatisfaction of teachers. Journal of Educational Administration, 5, 66-82.
- Seybolt, J. W. (1976, October). Work satisfaction as a function of the person-environment interactions. Organizational Behavior and Human Performance, XVII, 66-75.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1975). Measurement of satisfaction in work and retirement (2nd ed.). Chicago: Rand McNally.
- Summers, G. F. (1970). Attitude measurement. Chicago: Rand McNally.
- Sweeney, J. (1981). Teacher dissatisfaction on the rise: Higher level needs unfulfilled. Education, 102(2), 203.
- Swift, J. (1981). Visionary principals needed (in organization and management of English departments). National Association of Secondary School Principals' Bulletin, 65(444), 54-59.
- Taiwo, C. O. (1980). The Nigerian education system: Past, present, and future. Ikeja Lagos, Nigeria: Thomas Nelson Nigeria Ltd.
- Thurstone, L. (1947). Thurstone interest schedule. New York: Psychological Corp.
- University of Lagos, Nigeria, Office of Information. (1982). Federal government policy statement. News Bulletin, Special no. 283, ISSN 0331-1546.
- Vollmer, H. M., & Kinney, J. A. (1955). Age, education and job satisfaction. Personnel, 32, 38-43.
- Vroom, V. H. (1964). Work and motivation. New York: John Wiley.

- Wangberg, E. G., Metzger, D. J., & Levitor, J. E. (1982). Working conditions and career options lead to female elementary teacher job dissatisfaction. Journal of Teacher Education, 33(5), 37-39.
- Watts, W. R. Leadership activities: What can one expect from the guidance director? National Association of Secondary School Principals' Bulletin, 65(447), 34-35.
- Whitsett, D. A., & Winslow, E. K. (1967). An analysis of studies critical of motivation-hygiene theory. Personnel Psychology, 20, 411.
- Wright, J. D., & Hamilton, R. E. (1978). Work satisfaction and age: Some evidence for the job change hypotheses. Social Forces, 56, 11, 40-41, 158.