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Teachers' Job Satisfaction and Effective Implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State

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Abstract: The study investigated the extent to which the extent to which teachers' job satisfaction predict effective implementation of the National Policy on Education in public junior secondary schools in Rivers State, Nigeria. The study was based on two objectives, two research questions and two hypotheses tested at 0.05 level of significance. Herzberg's Two-Factor Theory served as the foundation for the study. The design used was a correlational design. The population comprised 1,122 administrative heads in the 374 Public Junior Secondary Schools in Rivers State. A sample of 561 administrative heads representing 50% of the population. Two instruments developed by the researcher titled "Teachers' Job Satisfaction Questionnaire and Effective Implementation of the National Policy on Education Questionnaire" were used to collect data. The instruments consisted of 50 items designed based upon modified four-point Likert-type rating scale. Research questions were answered using simple regression analyses, and t-tests associated with simple regression were applied to test hypotheses 1-6 at 0.05 level of significance. The results showed that, to a moderate extent, teachers' adequate remuneration predict effective implementation of the National Policy on Education. To a low extent, teachers' recognition, predict effective implementation of the National Policy on Education. In conclusion, teachers' adequate remuneration is the most significant predictors, showing to a moderate extent of prediction. Conversely, teachers' recognition, was found to have a low extent of prediction. Among others, the researcher recommended that Rivers State Government and Universal Basic Education Board should ensure that their teachers are paid promptly to reduce distraction and financial stress to be able to focus on implementation policy directives.

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1. Introduction

The Nigerian government has long emphasized the importance of education for national development, articulating its vision through the National Policy on Education. This policy outlines a comprehensive framework for achieving quality education at all levels, including the crucial junior secondary education level. However, despite the policy's lofty goals, challenges persist in its effective implementation, particularly in public junior secondary schools in Rivers State. One critical factor hindering successful implementation is the level of job satisfaction among teachers.

Teachers are the backbone of any education system, and their motivation and well-being directly impact the quality of education delivered. When teachers are dissatisfied with their jobs, it can lead to decreased motivation, low morale, and reduced commitment to implementing educational policies effectively. In Rivers State, public junior secondary

school teachers face a myriad of challenges that can contribute to job dissatisfaction. Inadequate resources, such as outdated textbooks, insufficient teaching materials, and overcrowded classrooms, can make it difficult for teachers to deliver effective lessons and cater to the diverse needs of their students. Poor working conditions, including dilapidated infrastructure, lack of basic amenities, and safety concerns, can also take a toll on teachers' morale and well-being.

Furthermore, low salaries and limited opportunities for professional development can leave teachers feeling undervalued and demotivated. When teachers are struggling to make ends meet or feel that their professional growth is stagnant, their commitment to their work and their ability to implement new educational initiatives may suffer. For instance, a teacher who is preoccupied with financial worries or feels unsupported in their professional development may find it challenging to invest the time and energy required to effectively implement new teaching methodologies or curriculum reforms outlined in the National Policy on Education.

Job dissatisfaction can manifest in various ways, including decreased motivation, low morale, absenteeism, and even burnout. Teachers who are unhappy with their working conditions, salaries, or lack of professional development opportunities may feel undervalued and disillusioned, leading to a decline in their enthusiasm and commitment. This, in turn, can affect their ability to effectively implement educational policies and reforms. These challenges can undermine teachers' enthusiasm and dedication to implementing the National Policy on Education, hindering the achievement of its objectives. Therefore, it is against this background this study seeks to investigate the extent to which teachers' job satisfaction and effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State. Specifically, the objectives are to:

1. examine to what extent teachers' remuneration predicts effective implementation of the national Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.
2. determine to what extent teachers' recognition predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Research Questions

The following research questions guided the study:

1. to what extent does teachers' remuneration predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria?
2. to what extent does teachers' recognition predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H0₁: teachers' remuneration does not significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

H0₂: teachers' recognition does not significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Herzberg's Two Factor (1959) Theory

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, was developed by Frederick Herzberg and his colleagues [1]. It proposes that job satisfaction and dissatisfaction are not opposite ends of a single continuum, but rather two distinct and independent dimensions influenced by separate sets of factors. *Hygiene factors* are extrinsic to the job itself and relate to the work context. Their presence *prevents* dissatisfaction, but does not necessarily lead to satisfaction or motivation. Examples include company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security. Motivator factors are intrinsic to the job itself and relate

to the work content. Their presence leads to job satisfaction and motivation, while their absence does not necessarily cause dissatisfaction. Examples include achievement, recognition, the work itself, responsibility, advancement, and growth.

Herzberg's Two-Factor Theory provides valuable insights into how to manage the teaching workforce to maximize job satisfaction and ensure the successful implementation of the National Policy. School administrators and policymakers must address both hygiene and motivator factors:

Hygiene Factors: Ensuring adequate teacher salaries, improving working conditions (e.g., providing necessary resources, reducing class sizes), establishing fair and transparent policies, and fostering positive interpersonal relationships are crucial for *preventing* dissatisfaction [2].

Motivator Factors: Providing opportunities for professional development, recognizing and rewarding teacher achievements, granting teachers greater autonomy in their classrooms, and fostering a sense of responsibility and ownership over their work are essential for *promoting* job satisfaction and motivation [3]. Creating an appreciative work culture is critical to enhance job satisfaction [4]. Herzberg's Two-Factor Theory has been widely applied in various fields, including organizational behavior, management, and education, to understand and improve employee motivation and job satisfaction. Recent research has continued to explore the theory's applicability in diverse contexts and has investigated the interplay between hygiene and motivator factors. Studies have examined the impact of specific hygiene factors, such as compensation and work-life balance, on employee well-being [5][6]. Others have focused on the role of motivator factors, such as job autonomy and opportunities for professional development, in enhancing job satisfaction and performance [7]. In education, the theory has been used to understand teacher motivation, job satisfaction, and burnout [8]. Some findings suggest cross-cultural differences may affect the theory [9].

The relevance of Herzberg's Two-Factor Theory to teachers' job satisfaction and the effective implementation of the National Policy on Education in Public Junior Secondary Schools *are substantial*. The National Policy on Education in Nigeria sets ambitious goals for the education system, and the successful achievement of these goals depends heavily on the dedication, motivation, and effectiveness of teachers. If teachers experience dissatisfaction due to inadequate hygiene factors (for example, low salaries, poor working conditions, lack of job security, ineffective school administration), their ability and willingness to effectively implement the policy's directives will be compromised. Conversely, even if hygiene factors are adequate, a lack of motivator factors (for example, limited opportunities for professional growth, lack of recognition for achievement, insufficient job autonomy) can lead to a lack of engagement and enthusiasm, hindering optimal performance.

Conceptual Framework

This study will rely on the conceptual framework with the assumption that teachers' job satisfaction will enhance effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Independent Variables
Variable

Dependent

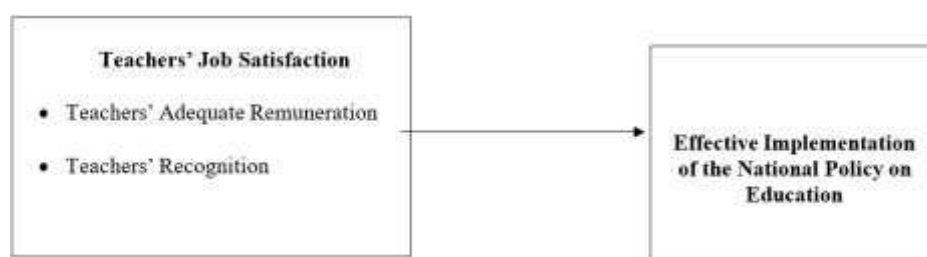


Figure 2.2: Conceptual Framework about Teachers' Job Satisfaction and Effective

Implementation of the National Policy on Education

The conceptual framework indicates the relationship between teachers' job satisfaction and effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The framework posits that "Teachers' Job Satisfaction" comprised of several key dimensions: teachers' adequate remuneration, recognition, professional development opportunities, job autonomy, job security, and teachers' regular promotion are presented as the independent variables. They represent the specific aspects of job satisfaction that the study will investigate. They are the foundational elements, the building blocks, of the overall concept of teacher satisfaction. The framework proposes that these dimensions of job satisfaction directly influence the "Effective Implementation of the National Policy on Education," which serves as the dependent variable. In essence, this conceptual framework suggests a causal pathway. The study will argue that a satisfied teaching workforce is crucial for achieving the goals outlined in the National Policy on Education. The framework sets the stage for an investigation the relationship between teachers' job satisfaction and effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Teachers' Job Satisfaction

Job satisfaction signifies the degree to which an employee feels content, fulfilled, and positively disposed towards their job and its associated aspects. This encompasses not only the tasks themselves but also the work environment, relationships with colleagues and superiors, compensation, opportunities for growth, and the overall organizational culture. Eze and Nwafor [10] describe job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." They further explain that high levels of job satisfaction are characterized by employees experiencing pleasure, a sense of accomplishment, and overall positive affect, which in turn, fosters increased engagement and commitment to the organization. Conversely, low job satisfaction suggests discontent, frustration, a lack of fulfillment, and a potential desire for change [11], which may manifest as reduced productivity, absenteeism, or ultimately, seeking alternative employment [12]. The outcomes of this dissatisfaction can be detrimental to both the individual and the organization.

Job satisfaction can be broadly categorized into two primary types of factors: intrinsic and extrinsic. Intrinsic factors are those that are inherent to the nature of the job itself, arising from the work's content and the experiences it provides. These factors relate to the psychological rewards an individual receives from performing the job. Examples include the level of challenge the job presents, the autonomy and control it affords the employee, the opportunity for skill utilization and development, the sense of accomplishment derived from completing tasks, and the feeling of making a meaningful contribution.

Chimezie and Okoro [13], in their study emphasize the importance of intrinsic factors, noting that "teachers who find their work inherently meaningful and engaging tend to report higher levels of job satisfaction." This suggests that the intrinsic rewards of teaching, such as witnessing student growth and contributing to their development, can be powerful drivers of satisfaction. Extrinsic factors, on the other hand, are external to the job itself and are typically controlled by the organization. These include elements like salary, benefits, job security, working conditions (for example, physical environment, resources), company policies, and the quality of supervision. Woko and Oparanma [14] posit that "while extrinsic factors can prevent dissatisfaction, they do not necessarily guarantee high levels of job satisfaction in the long run." This implies that while fair compensation and a safe work environment are essential to avoid dissatisfaction, they may not be sufficient to create a truly satisfying and engaging work experience; intrinsic factors are often crucial for long-term fulfillment.

National Policy on Education

The National Policy on Education in Nigeria is the guiding principle of the educational system in the country that outlines goals, objectives, and strategies of the educational process at every level of schooling, starting with pre-primary and ending with tertiary [15]. The document which acts as a legal and operational blueprint, as it

harmonizes all federal and state educational facilities in terms of their structure, the content and quality-control mechanisms of their curriculum. The policy is periodically revised in accordance with changing needs of society, technological developments, and the educational trends on the world scale, the latest versions highlighting the concerns of access, quality, relevance, and equity [16]. These amendments are necessary to reassure the alignment of the educational outcomes with the current demands and hence equip the graduates of the Nigerian labour market with the competencies that they need in the modern labour market, especially in the digital literacy and vocational trades. One of the main aims of the National Policy on Education is to use education as a driver of national development, which leads to the development of the economy, society, and the personal well-being of people [17]. The Policy also recognizes the contribution that education makes to development [18].

In this context, education is viewed as the key driver in the development of human capital, which is invaluable in the enhancement of innovation, poverty alleviation and development of democratic ideals required to ensure stable governance. However, the successful implementation of the National Policy on Education is faced with a lot of challenges such as the lack of funds, poor infrastructure, and the shortage of qualified teachers [19]. All these resource shortages often lead to overcrowded classrooms, poor facilities, and hiring of unqualified teachers, which directly disrupt the quality and equity goals as outlined in the policy. Because of these unending challenges, Yakubu and Mainoma [20] recommend that the National Policy on Education should be reviewed again to better accommodate the implementation challenges. Their suggested changes are mostly aimed at the introduction of more solid and decentralized funding solutions, the introduction of more efficient monitoring of infrastructure projects, and the creation of more explicit incentives to train and retain teachers in under-served regions.

The National Policy on Education plays a critical role in shaping the educational system, particularly concerning teacher quality and professional development. Bello [21] emphasizes that the policy acknowledges teachers as central to achieving educational goals and typically includes provisions aimed at enhancing teacher training, recruitment, and retention. This establishes that the National Policy on Education intended focus on improving the teaching profession. Despite these policy intentions, a significant challenge lies in the practical implementation. Ibrahim [22] points out a persistent gap between the policy's stated objectives and the realities experienced by teachers on the ground. Many studies highlight issues such as inadequate teacher salaries, poor working conditions, and a lack of opportunities for ongoing professional growth, which negatively impact teacher morale and effectiveness [23]. These fundamental issues directly contribute to the difficulties in implementing the National Policy on Education's broader goals, explicitly connects these systemic problems with implementation failures [24].

Furthermore, Nwachukwu [25] observes that these challenges are compounded by inadequate school facilities. The lack of proper resources and infrastructure creates an environment where even the best-intentioned policies and teaching strategies struggle to succeed. Ultimately, even though the National Policy on Education addresses teaching methods and strategies, Adeyinka and Chukwuma [26] find that effective implementation remains inconsistent. This means that, despite policy efforts, the combination of systemic issues creates significant obstacles to achieving the National Policy on Education's objectives in the classroom.

Teachers' Remuneration and Effective Implementation of Policy

Remuneration refers to the compensation an employee receives in exchange for their labor that is deemed fair, just, and sufficient to meet their needs and maintains a reasonable standard of living. It extends beyond mere salary to encompass the entire package of financial and non-financial benefits, including health insurance, retirement plans, paid leave, and other perks that contribute to an employee's overall economic well-being. The sufficiency of the remuneration of the teachers is a leading factor in the stability and appeal of the teaching career.

Adequacy is traditionally determined by comparing salaries with salaries of other professions which require the same level of education and skills with consideration to cost of living that is particular to a region [27]. Such a comparative standard ensures that the salaries of teachers are attractive enough to attract highly qualified people out of the university and prevent them moving over to the area with the same entry requirements but with far better-paying opportunities. The perception of poor remuneration may foster lower job satisfaction, stress, and attrition rate of teachers [28]

Economic distress and the sense of underestimation directly undermine the dedication of an educator, pushing qualified professionals out of the school sphere and making the situation of staffing uncertainty a perpetual circle. Nwosu and Emejuru [29] argue that decent wages are one of the basic rights of any employee, as it depicts the intrinsic worth of their labour and ensures that they would have economic stability. As a policy matter, the need to ensure that this basic right is not only met but it is also a strategic decision to stabilize the teaching profession and to protect the integrity of national education.

Teachers' remuneration refers to the compensation and benefits package provided to educators that is considered fair, competitive, and sufficient to attract, retain, and motivate high-quality individuals to enter and remain in the field. This encompasses health insurance, retirement contributions, opportunities for professional development (which can lead to salary increases), and other benefits that contribute to a teacher's overall financial security and professional well-being. Iwuoha and Nsirim [30] define teachers' adequate remuneration as the provision of financial and non-financial rewards to teachers that are commensurate with their qualifications, experience, responsibilities, and the societal value of their work.

Teachers' Recognition and Effective Implementation of Policy

Recognition refers to the acknowledgment and appreciation of an employee's contributions, efforts, and achievements. It involves actively valuing and validating the individual and their work product. This can take various forms, ranging from formal awards and promotions to informal expressions of gratitude, positive feedback, and public acknowledgment of accomplishments. It is a fundamental human need to feel appreciated, and in the workplace, this translates to a sense of belonging, increased motivation, and a stronger commitment to the organization's goals. As Edeh and Chukwu [31] state that recognition is a powerful tool for fostering a positive work environment and enhancing employee engagement. This implies that recognition is a crucial element of positive reinforcement and serves to boost the morale of the worker.

Recognition can be formal or informal, monetary or non-monetary, individual or team-based. Formal recognition often involves structured programmes, such as employee-of-the-month awards, performance bonuses, or promotions. Informal recognition, on the other hand, includes spontaneous expressions of appreciation, such as a supervisor saying "thank you" for a job well done, providing positive feedback on a project, or publicly acknowledging an employee's contribution during a team meeting. A study by Amadi and Fiberesima (2020) emphasize that both formal and informal recognition are important for creating a culture of appreciation, but informal recognition can be particularly impactful due to its immediacy and authenticity. Furthermore, Wokoma and George [32] highlight the concept as a key driver of employee motivation and retention, as it reinforces desired behaviors and strengthens the employee-employer relationship.

The concept of professional acknowledgment, applied to the context of the teaching profession with regards to recognition of teachers, in particular. It comprises recognition of the work of teachers, their talents, hard work, and influence on students, their own co-workers, and the school community, which is based on many different people such as administrators, parents, and the community at large. It does not just recognize the teaching but sometimes goes beyond that with teachers putting in additional effort, like mentoring students, being part of extracurricular activities, and helping schools improve projects.

According to Ibe and Okoro [33], the recognition of teachers is considered to be the formal and informal recognition of the contribution of a teacher to the educational process that promotes a sense of value and professional value. This informal and formal validation is a potent intrinsic motivation, which will help to secure the professional identity of the teacher and promote high performance rates even after contracts are over. The definition of teacher recognition goes beyond mere praise, and it entails the complexity of the teaching profession and the challenges encountered by the teachers such as the recognition of their skill in teaching, their capability to relate with students, their dedication towards their professional growth, and their steadfastness amidst hectic workloads and usually limited resources.

Another important feature of teacher recognition is the opportunity to grow professionally and advance, which enables teachers to master their skills and have leadership roles.

In a study, Nwankwo and Okeke [34] established that teacher recognition has a significant positive relationship with job satisfaction, and thus, the perception that you are valued and appreciated is a major aspect in retention of effective teachers. Such correlation implies that non-monetary recognition is as critical as salary in reducing attrition because teachers who perceive it will not find jobs elsewhere, even with pressure that an institution may have. Nweke and Douglas [35], were also of the view that recognition boosts productivity. In short, the appreciation and respect of teachers is concerned with establishing a school culture of appreciation and respect. It forms a basic part of building a professional learning community. It is a proactive recognition and appreciation of the efforts made by teachers whether large or small and making them feel necessary members of teaching staff.

As Ogbonda and Kalagbor [36] state that teacher recognition is not just a “nice-to-have”; it is a critical component of school improvement and student success. By publicly validating exceptional teaching, the school reinforces a culture of excellence, providing behavioural models for less experienced staff and elevating the standard of instruction across the institution. Effective teacher recognition programmes can lead to increased teacher motivation, improved morale, reduced burnout, and ultimately, better outcomes for students [37][38]. These positive effects combine to create a resilient, energized workforce whose heightened commitment translates directly into a more stable and higher-performing learning environment for the students they serve.

Section 9 of the National Policy on Education, dedicated to teacher education, highlights the need for continuous professional development, improved welfare packages, and a conducive working environment [39][40]. These provisions, while not directly labeled as recognition, serve the function of acknowledging and valuing the contributions of teachers. The policy's aim to elevate the status of the teaching profession can be interpreted as a form of broad, societal recognition of the importance of educators. The major challenge is the practical implementation of the policies.

However, despite the National Policy on Education's implicit support for teacher recognition, the extent to which these ideals are realized in practice remains a significant concern. The policy lacks specific, actionable strategies for implementing comprehensive teacher recognition programmes at the school and system levels. While the National Policy on Education advocates for improved conditions of service, the reality often falls short due to resource constraints, bureaucratic hurdles, and inconsistencies in implementation across different states and educational sectors. Furthermore, the policy does not explicitly address the need for diverse forms of recognition, both formal and informal, to cater to the varied needs and preferences of individual teachers. Okon and Akpan [41] assert that while the National Policy on Education sets a positive tone, the lack of concrete mechanisms for teacher recognition limits its effectiveness in fostering a truly appreciative and motivating environment. Iwuoha and Nsirim [42], stress that a more deliberate and systematic approach to teacher recognition, aligned with the National Policy on Education's broader goals, is essential for improving teacher morale and ultimately, the quality of education in Nigeria." A major leap in implementation is needed.

2. Materials and Methods

Research Design: The correlational survey design was adopted for the study. This design was considered appropriate as the study established relationships that exist between the variables of the study. Thus, the design established relationships that exist between variables of teachers' job satisfaction and effective implementation of the National Policy on Education in public junior secondary schools in Rivers State, Nigeria.

Population of the study: The population of this study comprised 1,122 administrative heads in the 374 Public Junior Secondary Schools in Rivers State. These include 374 principals, 374 Vice-principals Academic, and 374 Vice-principals Administration in 374 public senior secondary schools in Rivers State (Source: Rivers State Universal Basic Education Board, Education Management Information, 2023).

Sample and Sampling Techniques: The sample of the study comprised 561 administrative heads (Principals and Vice-principals) representing fifty (50%) of the entire population of the study. The sample was drawn using simple random sampling technique. Using this technique, balloting method was used to select the required number of respondents.

Instrument for Data Collection: The instruments for data collection were self-developed questionnaires titled "Teachers' Job Satisfaction Questionnaire (TJSQ) and Effective Implementation of the National Policy on Education Questionnaire (EINPEQ)" and were used for data collection. The instruments were structured using four (4) points modified Likert type rating scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point. The Teachers' Job Satisfaction Questionnaire (TJSQ) contained 30-items in a modified 4-point Likert type rating scale. Five items were used to measure each of the six sub-variables identified and Effective Implementation of the National Policy on Education Questionnaire (EINPEQ) contained 20-items in a modified 4-point Likert type rating scale.

Method of Data Collection: Five hundred and sixty-one (651) copies of the instruments were administered to the respondents, with the help of four research assistants briefed by the researcher. Out of 561 copies of the instrument were administered, 553 copies of the instrument were properly filled and retrieved and used for data analysis.

Methods of Data Analysis: Simple regression was used to answer research questions 1, 2, 3, 4, 5 and 6, while t-test associated with simple regression was used to test hypotheses 1, 2, 3, 4, 5 and 6 at 0.05 level of significance.

Coefficient Determination (R-squared)	Interpretation
76 – 100%	Very High
51 – 75%	High
26 – 50%	Moderate
0 – 25%	Low

3. Result and Discussion

Research Questions

Research Question 1: To what extent does teachers' remuneration predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria?

Table 4.1: Simple Regression on the Extent Teachers' Adequate Remuneration Predict Effective Implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

.404 ^a	.163	.162	.37378
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a. Predictors: (Constant), Teachers' Adequate Remuneration

Table 4.1 shows the results of a linear regression carried out to investigate the extent teachers' adequate remuneration predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The regression coefficient was ($R = 0.40$), which indicates a moderate positive prediction between teachers' adequate remuneration and implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression coefficient (R) of 0.40 was 0.163. This coefficient of determination (R-squared) indicates that, teachers' adequate remuneration accounted for 16.3% of effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. Therefore, to a moderate extent, teachers' adequate remuneration predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Research Question 2: To what extent does teachers' recognition predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria?

Table 4.2: Simple Regression on the Extent Teachers' Recognition Predict Effective Implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.102 ^a	.010	.009	.40644

a. Predictors: (Constant), Teachers' Recognition

Table 4.2 shows the results of a linear regression carried out to investigate the extent teachers' recognition predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The regression coefficient was ($R = 0.10$), which indicates a low positive prediction between teachers' recognition and implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression coefficient (R) of 0.10 was 0.10. This coefficient of determination (R-squared) indicates that, teachers' recognition accounted for 1.0% of effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. Therefore, to a low extent, teachers' recognition predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Result of Test of Hypotheses

Hypothesis 1: Teachers' remuneration does not significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Table 4.7: t-test Associated with Simple Regression on the Extent to which Teachers' Adequate Remuneration Significantly Predict Effective Implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	1.650	.105		15.779
	Teachers' Adequate Remuneration	.380	.037	.404	10.360

a. Dependent Variable: Implementation of the National Policy on Education

Table 4.8 shows the results of t-test Associated with Simple Regression on whether teachers' remuneration significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The Regression coefficient was ($R = 0.40$), but teachers' adequate remuneration contributed significantly to the model with $\beta = 0.380$ and the significant value of 0.00 was less than $p = 0.05$, which shows that teachers' remuneration significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The t-test value 10.360 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and the researcher upholds the alternative hypothesis that teachers' remuneration significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Hypothesis 2: Teachers' recognition does not significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Table 4.8: t-test Associated with Simple Regression on the Extent to which Teachers' Recognition Significantly Predict Effective Implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	2.435	.120		20.301
	Teachers' Recognition	.106	.044	.102	2.409

a. Dependent Variable: Implementation of the National Policy on Education

Table 4.9 shows the results of t-test Associated with Simple Regression on whether teachers' adequate remuneration significantly predict effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The Regression coefficient was ($R = 0.10$), but teachers' remuneration contributed significantly to the model with $\beta = 0.106$ and the significant value of 0.00 was less than $p = 0.05$, which shows that teachers' remuneration significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The t-test value 10.360 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and the researcher upholds the alternative hypothesis that teachers' remuneration significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Summary of Findings

The following constituted the summary of the findings:

1. To a moderate extent, teachers' remuneration predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.
2. To a low extent, teachers' recognition predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria.

Discussion of Findings

The discussions of findings are hereby discussed under the following sub-headings:

Extent teachers' remuneration predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

The findings of the study revealed that to a moderate extent, teachers' remuneration predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. This implies that to moderate extent proper remuneration including salaries, allowances and benefits are important determinants in the formation of job satisfaction. Teachers who feel their remuneration is just exhibit a significantly higher tendency in terms of providing the necessary effort, time, and funds into achieving the demands of the National Policy on Education, which encompass the adoption of a demanding curriculum, the introduction of new pedagogical practices, and participation in extra-curricular activities. This observation is in line with the work of Agba, Nkpoyen, and Ushie [43], who reported the existence of significant correlation between remuneration (salaries and allowances) and job performance in the Calabar educational zone. Their estimation indicates that performance improves as the fundamental financial needs are met hence confirming the assumption that remuneration acts as an indicator of policy implementation.

In a similar vein, Chukwudi and Odigwe [44] mentioned that there is a substantive positive correlation between teacher job performance and compensation management, in Anambra State, which contributes to the argument that the monetary reward should be used to encourage teachers to address the necessary pedagogical care provisions. Moreover, Ngozi and Borle [45] concentrated on the teachers in Rivers State and concluded that immediate payment of salary significantly enhances job performance. This result is consistent with the results of the current study, which suggests that even though the predictive effect is mediocre, the mechanism, which in the case is the salary, serves as the potent tool of effectiveness improvement. At last, Ifedili and Ifedili, [46] found that welfare provisions such as the payment of salaries on time were perceived by teachers to have a positive effect on their performance. Together, these studies support the suggestion that educators whose remuneration is perceived as equitable are more likely to commit the necessary amount of effort, time, and resources to achieve the stringent requirements as stated in the National Policy on Education. Hypothesis 1 revealed that teachers'

remuneration significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

Extent teachers' recognition predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria

The findings of the study revealed that to a low extent, teachers' recognition predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. This implies that while recognition such as verbal praise, awards, status elevation, and certification is a component of teacher satisfaction, it does not serve as a strong determinant for how well teachers interpret and deploy the National Policy on Education guidelines in the classroom. A teacher who is recognized but lacks the basic instructional materials (textbooks, laboratories, and desks) required by the National Policy on Education will still be unable to implement the policy effectively. If the National Policy on Education requires learner-centered teaching, but the school environment is dilapidated, mere recognition of the teacher cannot bridge the gap between policy formulation and practical implementation. This observation aligns with the position of Ukpong and Ekpenyong [47] found out a positive relationship between recognition strategies (verbal commendation and awards) and administrative effectiveness in the state of Akwa Ibom.

Similarly, Elenwo [48] has noted that non-financial rewards, including recognition, have a significant positive impact on occupational satisfaction. Ololube, Kpolovie, and Amaele [49] established a positive significant relationship between recognition and occupational satisfaction of teachers. Moreover, Akiri [50] showed that there is a strong positive correlation between rewards, recognition, appreciation, and task performance of the teachers. However, satisfaction is an affective variable whereas policy implementation is a functional variable; high levels of satisfaction do not guarantee that teachers have the necessary resources to implement complicated policy instructions. Hypothesis 2 revealed that teachers' promotion significantly predicts effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria [51][52][53][54][55].

4. Conclusion

Based on the findings of the study, it was concluded that findings indicate that teachers' job satisfaction have varying prediction concerning the effective implementation of the National Policy on Education in Public Junior Secondary Schools in Rivers State, Nigeria. The study revealed that teachers' remuneration and job autonomy are the most significant predictors, both showing to a moderate extent of prediction on the implementation of National Policy on Education. Conversely, teachers' recognition, professional development opportunities, job security, and regular promotion were found to have a low extent of prediction.

Recommendations

Based on the findings of this study and conclusion, the following recommendations are made:

1. Rivers State Government and Universal Basic Education Board should ensure that their teachers are paid promptly to reduce distraction and financial stress to be able to focus on implementation policy directives.
2. Universal Basic Education Board should ensure that formal recognition (awards, commendations) translates into tangible career benefits like priority for promotions, training sponsorships, or leadership roles, making it a truly valuable incentive for teachers.

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