

Teachers' Qualification as Correlate of Job Satisfaction in Basic Schools in Ilorin West, Kwara State.

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Abstract: *Teaching credential is expected to permit educators to function as one inside a given zone lawfully. Against this background, this study investigated teachers' qualification as correlate of job satisfaction in basic schools in Ilorin west, Kwara state. The study was a correlational type of research. All the public and private basic school teachers in Ilorin west constituted the population of the study, and a sample of 150 teachers were selected from the target population as the respondents for this study. The instrument for data collection was a researcher-designed questionnaire. The data collected were subjected to both descriptive and inferential statistical analysis. The only hypothesis raised in the study was tested using Chi-square at 0.05 alpha level. Findings of the study revealed that the educational qualification profile of the respondents revealed that the majority of the teachers were B.Sc/B.Ed holders; the teachers reported an average level of job satisfaction; and there is no significant relationship between teachers' educational qualification and job satisfaction. Recommendations were raised based on the findings of the study that government should ensure that the minimum wage being requested for implementation by the teachers is favourably looked into; communities in Ilorin south should endeavour to corroborate the efforts of the government in ensuring that the teachers are well motivated to execute the responsibilities they are saddled with; and teachers should also not relent in ensuring that they equip themselves with the 21st century pedagogical needs such as being IT inclined.*

Keywords: Teacher, Qualification, Correlate, Job Satisfaction

Introduction

Teaching is a honourable calling, and an action that comprises activities expected to prompt learning through the cognizant and conscious exertion by an accomplished individual to give information, data, abilities, perspectives and convictions to a juvenile or less experienced individual (Adesina, 2005). Also, Oladosu (2004) teaching includes an instructor, a student, and substance in the form of knowledge, realities, data and a skill to be imparted. National Teachers' Institute (2007) characterizes teaching as numerous exercises and cycles by which people are helped realize what are viewed as valuable and beneficial as decided with regards to proficiency or western kind of training. Yusuf, Afolabi and Oyetayo (2014) attested that teaching in Nigeria had been belittled by individuals who could not prevail in their picked livelihoods and individuals who accept that teaching is an "extra time work" that permits them to all the while taking part in other more profitable endeavours which they considered more worthwhile than teaching.

Professionalism, according to Dada and Fadokun (2010), involves an occupation that is reliant upon particular scholarly examination and preparation for the provision of skilled services to other individuals in the society; government, non-governmental agencies for a certain charge or compensation. Okunloye (2005) opined that profession is an image for an ideal origination of one's work and likewise of one's self (the specialist). NTI (2007) defined a profession as any occupation which requests of all who work in it a drawn-out and concentrated information, abilities, and mentalities that are vital for offering specific assistance in the society. Adesina (2005) averred that professionalization alludes to incorporating into teaching career some control elements to guarantee that the specialists are commendable individuals from the profession. Orubite (2010) opined that a profession is a paid occupation that requires interminable training and liberal or formal qualification.

Globally, there is no uniform feature of professionalization. Nonetheless, a general agreement such as; performing an essential social service, A Code of Conduct, Public Recognition, Setting its Standards, e.t.c. John (2006) and Akinduyo (2014) averred that teaching as a profession never ceases to experience some constraints such as: poor remuneration, lack of extrinsic motivation, politics in term of recruitment, demeaning recognition from the society, inhuman teaching-learning environment, among others. Before now, teacher certificate grade II was the prerequisite for any potential teacher; however the introduction of the Nigerian Certificate in Education in 1998 nullified Grade II as the teaching requirement for primary or Junior basic school teacher. More so, Atipioko et al. (2007) asserted that a bachelor's degree in education or a subject field with a postgraduate diploma in Education is the academic requirement for teaching at senior secondary classes. Hence, for the efforts towards professionalizing teaching to be successful, the stakeholders (government and teachers' organizations) need to employ some approaches (Yusuf, Afolabi & Oyetayo, 2014).

A teaching license is typically authorized by the proper overseeing body in one's home state, territory or country. Contextually, the Teachers' Registration Council of Nigeria, set up through Act No 31 of 1993, is burdened with the duties such as:

issuing of license to teachers in Nigeria, accreditation, and making guidelines towards practice of teaching as a profession. Thus, the mission statement of TRCN; is the promotion of excellence in the teaching profession via the duties mentioned above. At the same time, the vision is a product regulated teaching profession through teacher education and practice.

Therefore, job satisfaction is seen as a complex variable. Hence, George and Jones (2008), see job satisfaction as the assortment of sentiments, convictions and mentalities about the job, particularly about work and its sorts and about associates, supervisor, subordinates, and pay. Okoye (2011) considers job satisfaction to be how much an individual is placated with their work. The different theories of job satisfaction are subsumed under two classes in particular content and process theories: the former classification accentuates the particular elements which propel the person towards work, while the latter class manages elements of these persuasive cycles (Thaigaraj and Thangaswamy 2017). In the teaching profession, job satisfaction is instrumental to effective and efficient attainment of the teaching objectives.

Qualification in the teaching realm represents the academic and professional status of an individual, which are considered before the pronouncement of the individual as a qualified teacher. The professional status connotes the possession of the relevant pedagogical knowledge, skills, and creativity. Darling-Hammond (2007) averred a qualified teacher as one who is completely equipped and holds what could be compared to a sign in the field being taught. Udofot (2010) opined that the country places significance on the quality of its teachers, and the education received by them, which is predicated on the high social demand society is making on Education. Historically, the Church Missionary Society (CMS) 1859 established the first teacher training institution, "The Training Institution" in Abeokuta, later moved to Lagos in 1867 due to the ousted of the missionaries from the town. Today, teacher education is significantly better than it was before independence and few decades from that point. The National Policy on Education (2013) unmistakably explains the significance given to teacher education and confirms that "no education system can transcend the quality of its teachers". The legal duty of teachers' Education today is vested in the College of Education, Institute of Education, polytechnics, National Teachers Institute, and University Faculties of Education.

However, there has been many studies on teachers' educational qualification and job satisfaction which has prescribed interventions to address the relationship. This is because teachers are vital to the type of Education given to learners considering the technological changes taking place in the world of work today. In an ideal situation, teachers included should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day to go back to their jobs. It is, however observed that in Nigeria, as in indeed most developing countries, teachers are in short supply, and most teachers are not satisfied with their jobs. It is even worse in some condition as the quality of Education offered is seriously compromised by the demoralized and reduced workforce.

The teaching profession is seen as a dumping ground as people with high educational qualification do not want to venture into teaching take for instance, an individual with M.Ed or PhD wouldn't be satisfied with teaching in basic school because of some factors such as Salary, Work environment, the hierarchical status of the teaching profession in the economy. These gave rise to teachers with NCE degree holders in basic school. It is for these reasons that this study seeks to establish the level of teachers' educational qualification and job satisfaction and determine their relationship.

Purpose of the Study

The primary purpose of this study is to examine teachers' educational qualification as correlates of job satisfaction in basic schools in Ilorin West Local Government Area.

- a. To determine the teachers' educational qualification profile
- b. To determine the level of teachers' job satisfaction
- c. To determine the relationship between teachers' educational qualification and job satisfaction

Research Questions

The research questions arising from the research problem are as follows:

- a. What are the teachers' educational qualification profiles?
- b. What is the level of teachers' job satisfaction?
- c. What is the relationship between teachers' educational qualification and job satisfaction?

Research Hypotheses

The hypothesis of this study will be formulated below;

H₀₁: There is no significant relationship between teachers' educational qualification and job satisfaction.

Literature Review

Teaching is a honourable calling, and an action that comprises activities expected to prompt learning through the cognizant and conscious exertion by an accomplished individual to give information, data, abilities, perspectives and convictions to a juvenile or less experienced individual (Adesina, 2005). Also, Oladosu (2004) teaching includes an instructor, a student, and substance in the form of knowledge, realities, data and skill to be imparted. National Teachers' Institute (2007) characterized teaching as numerous exercises and cycles by which people are helped realize what are viewed as valuable and beneficial as decided with regards to proficiency or western kind of training. Yusuf, Afolabi and Oyetao (2014) attested that teaching in Nigeria has been belittled by

individuals who could not prevail in their picked livelihoods and individuals who accept that teaching is an "extra time work" that permits them to all the while taking part in other more profitable endeavours which they considered more worthwhile than teaching.

Ehintero (2006) considers teaching to be an interactive intelligent human activity including complex dynamic on various parts of classroom communication. The researcher draws a similarity between teaching and advertising. The scholar further opined that, the teacher, similar to the merchants, has an item (verified information) to "sell" to a functioning, fundamentally vigilant "purchaser" the learners, to sell the information or message call it an idea, speculation, standards or laws installed in the various orders of the school educational plan. The teacher needs to make the item appealing to the student. These, he entertained as the basic requirement for successful teaching.

Professionalism is an occupation or work that requires unique abilities, information on some division of learning and capability to particularly one with high social status. It is an occupation that requires unique abilities or information through extraordinary training with a significant degree of education, and it uses practical education and mental capacity instead of manual or actual work Yusuf, Afolabi, and Oyetayo (2014). As indicated by Dada and Fadokun (2010), a profession involves an occupation that is needy upon particular scholarly study and training for the provision of expert support of another citizen, government, non-governmental organizations for a positive expense or compensation. Hence, a profession is a paid occupation that requires prolonged training and liberal or formal academic qualification Orubite, (2010).

According to Mishra (2008), a profession is an occupation established on a particular scholarly investigation and having the reason for which is to supply expert help or guidance to others for positive expense or pay. NTI; (2007) characterized a profession as any occupation that requests of all who work in it delayed and concentrated information, abilities, and mentalities that are important for offering specific support in the society. Adesina (2005) opined that professionalization alludes to incorporating into teaching career some control tools to guarantee that the experts are commendable individuals. Okunloye (2005) characterized a profession as an image for an ideal origination of one's work and oneself (the labourer). To Oyekan (2000), professionalization is a cycle including improvement in the status and practice of the occupation as the specialist constantly overhauls the information, abilities and perspectives needed for effective and productive expert practice.

In Nigeria, its inception, the required qualification for primary school teacher is Teacher Certificate Grade II (TC GD II) from four years of basic school as a Grade II Teacher - Training College. These were eliminated after 1998, when the Nigerian Certificate in Education (NCE) turned into the necessary confirmation for all primary school teachers. In 1996, out of around 420,000 elementary teachers in the country, around 80% had either (NCE) or TC GD II. In 1978, the Government made the National Teachers Institute (NTI) lead programs that would redesign educator qualifications to the (NCE) level, with the majority of this preparation, did by distance learning. In 2000, it prepared 20,000 educators; A Bachelor of education programme with (NTI) got an endorsement by the public authority toward the end of 2000. (NTI) additionally leads workshops and gatherings on educational plan improvement and different regions of teacher training (Ozano, 2013).

Atipioko et al. (2007) at verred that the qualification at senior basic schools in Nigeria, is a bachelor's degree in Education or PGDE. To viably finish the way toward professionalizing teaching in Nigeria, a few techniques must be employed by the Government, Teachers Organizations and educators should make various strides (Yusuf, Afolabi and Oyetayo, 2014). The government should guarantee quick initiation of work by the set up Teachers' Registration Council of Nigeria. As the National Teachers Registration Council has been setup through the authorization of Act No 31 of 1993, this public body ought to be helped by the State Teachers' Registration Council in each State of the Federation, to be accused of the obligation of educators' enrollment, accreditation, confirmation, promotion, development, order and making guidelines to control the act of teaching as a profession. The public authority should arrange for the expert development of the teachers through intermittent in-administration training, and this ought to be supported by the public authority. The profession is with the end goal that requires an educator to proceed to improve and build information in his subject all through his lifetime.

The Teachers Registration Council of Nigeria (TRCN) was set up by Act 31, of 1993 (presently CAP T3 of 2004) towards attaining the journey for the professionalization of teaching. Nigerian educators had over, for the years, clamoured for the foundation of their very own administrative Council as gotten for all experts gatherings to manage the activities of their profession. TRCN CAP T3 of 2004, Section 1(I) unveils the body duties as thus;

- a. Determine what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers and raising the standards from time to time as the circumstances may permit;
- b. Determines whom teachers are Securing following the provisions of the Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons;
- c. Classifying from time to time members of the teaching profession according to their level of training and qualification;
- d. Performing through the Council established under this Act, the functions conferred on it by the Act.

The Act in section 17(2), provides that on coming into effect of the law, it becomes an offence for an individual to teach, pretend to teach, use the tag of a teacher or earn the reward of a teacher without being registered by TRCN. In section 7 and 8, empowers TRCN to accredit, supervise and monitor courses and programs of all teacher training institutions, which includes; Faculties and Institutes of Education of Nigerian Universities, Colleges of Education, Schools of Education in Polytechnics and the NTI. The law likewise enables the Council to pull out acknowledgement from any of these institutions that fail to fulfil the guidelines set, and graduates of such institutions cannot be enlisted nor authorized and subsequently not qualified to practice.

Job satisfaction is averred to be an unpredictable arrangement of factors. There have been different endeavours to clarify job satisfaction in an unexpectedly way. A reflection on these hypotheses will show that in the conversation, it is tough to consider inspiration not quite the same as job satisfaction, despite the fact that there are both hypothetical and commonsense contrasts between the two ideas. By and by, the two are firmly related, and the methodology utilized in the examination of work motivation are astoundingly like these utilized in the investigations of job satisfaction (Thiagaraj and Thangaswamy 2017). The different job satisfaction theories are subsumed under two classifications, to be specific content theories and process theories. The previous class underlines the particular components which persuade the person towards work, while the last classification manages elements of these emotional cycles. Following is a concise assessment of the significant speculations has endeavored in the accompanying segment (Thaigaraj&Thangaswamy 2017).

Vroom's Valence Expectancy Theory; The most broadly acknowledged clarification of inspiration has been propounded by Victor Vroom. His theory is ordinarily known as the anticipation hypothesis. The hypothesis contends that an inclination to act with a specific goal in mind relies upon the strength of an assumption that the demonstration will be trailed by a given result and on the engaging quality of that result to the person. To simplify this, the hope hypothesis says that a worker can be spurred to perform better when there is a conviction that the better presentation will prompt excellent execution evaluation and that this will result in an acknowledgment of individual object as some prize.

As per Drovart Committee (2005), educational qualification relates to acquiring of relevant knowledge, skills and competence and creativity needed for quality productive engagement in the teaching profession. However, Hammond (2007) defined a well-qualified teacher as one who is fully certified and holds the equivalent of a major in the field of being taught. George and Jones (2008) , view job satisfaction as the collection of feelings, beliefs and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinate and pay.

A research study was carried out by Etuibon and Benson (2014) concerned with teachers' qualification and experience as a determinant of quality chemistry education in Nigeria using Akwa Ibom state as a case study. Likewise research carried out by Okoye, A.U.(2011) concerned with attitudes of primary school teachers toward the introduction of career guidance in primary schools. Research by Eliofotuo-Menon, M. & Athanasoula-Reppa, A. (2011) was about job satisfaction among basic school teachers. This study investigated the correlation between teachers' qualification and job satisfaction in basic schools in Ilorin West Local Government Area, Kwara State. Finally, these studies also created a gap in the literature that could be filled by this study since they were not carried out in Ilorin, Kwara State. Thus, all discussion was geared towards teachers' qualification as correlates of job satisfaction in basic schools, Ilorin West L.G.A. Kwara State.

Methodology

The research design for this study was a descriptive research design of correlation type. The descriptive research design of correlation type is a scientific method that involves the collection of two sets of data, one of which will be retrospective, with a view to determine the relationship between them. Correlation research design studies the relationship between two or more variable without influencing them in any way. Correlation research is used to discover the relationship between events with a view of explaining important human behaviours and, in some cases predicting and controlling likely outcomes. It is used because of its ability to elicit a broad range of information through a structured questionnaire to obtain qualitative information from the secondary school teachers about the relationship between teachers' educational qualification and job satisfaction. This study was restricted to both public and private basic school teachers in Ilorin West Local Government Area of Kwara State out of which a sample of one hundred and fifty (150) teachers were selected using random sampling techniques. Researchers designed questionnaire was used to elicit information from the teachers while the analysis and interpretation of the questionnaire were made using tables, frequency count, percentages, while Chi-square statistical analysis was used to test the hypothesis at 0.05 alpha level of significance.

Data Analysis and Results

Demographic Description of the Respondents

The data presented in table 1 to 4 were based on the demographic characteristics of the respondents' using frequency counts and percentage. The tables were based on respondents' gender, class and age.

Table 1: Distribution of the Respondents by Gender

| Gender | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Female | 79 | 52.7 |
| Male | 71 | 47.3 |
| Total | 150 | 100.0 |

Table 1 reveals that out of the 150 respondents that participated in the study, 79 representing (52.7%) of the respondents were females, while 71 representing (47.3%) of the respondents were males. This revealed that there were more female respondents than males in this study.

Table 2: Distribution of the Respondents by Educational Qualification

| Educational Qualification | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| NCE | 22 | 14.7 |
| B.Sc/B.Ed | 86 | 57.3 |

| | | |
|--------------|------------|--------------|
| M.Ed/M.Sc | 37 | 24.7 |
| PhD | 5 | 3.3 |
| Total | 150 | 100.0 |

Table 2 reveals that out of the 150 respondents that participated in the study, 22 representing (14.7%) of the respondents were NCE holders, 86 representing (57.3%) of the respondents were in B.Sc/B.Ed holders, 37 representing (24.7%) of the respondents were in M.Ed/M.Sc holders, while five representing (3.3%) of the respondents were in PhD holders, This revealed that majority of the respondents were B.Sc/B.Ed holders.

Table 3: Percentage Distribution of respondents based on age

| Age | Frequency | Percentage |
|--------------------|------------|------------|
| Below 25 years | 21 | 14.0 |
| 25-30 years | 30 | 20.0 |
| 31-40 years | 53 | 35.3 |
| 41-50 years | 33 | 22.0 |
| 50 years and above | 13 | 8.7 |
| Total | 150 | 100 |

Table 3 shows that out of the 150 respondents who participated in the study, 21 representing (14.0%) of the respondents were below 25 years of age, 30 representing (20.0%) of the respondents were between 25-30 years, 53 representing (35.3%) of the respondents were between 31-40 years, 33 representing (22.0%) of the respondents were between 41-50 years, while 13 representing (8.7%) of the respondents were between 50 years and above. Hence, this indicates that the majority of the respondents were between 31-40 years.

Table 4: Percentage Distribution of respondents based on Marital Status

| Marital Status | Frequency | Percentage |
|----------------|------------|------------|
| Single | 48 | 32.0 |
| Married | 102 | 68.0 |
| Total | 150 | 100 |

Table 4 shows that out of the 150 respondents that participated in the study, 48 (32.0%) of the respondents were single, while 102 (68.0%) of the respondents were married. Hence, this indicates that the majority of the respondents were married.

Answering of Research Questions

Three research questions were raised in this study 1 and 2 were answered using frequency, percentage, while the third question with a corresponding hypothesis was tested using Pearson's Product-Moment Correlation (PPMC).

Research Question 1: *What are the teachers' educational qualification profiles?*

Table 5: Distribution of the Respondents by Educational Qualification

| Educational Qualification | Frequency | Percentage (%) |
|---------------------------|------------|----------------|
| NCE | 22 | 14.7 |
| B.Sc/B.Ed | 86 | 57.3 |
| M.Ed/M.Sc | 37 | 24.7 |
| PhD | 5 | 3.3 |
| Total | 150 | 100.0 |

Table 2 reveals that out of the 150 respondents that participated in the study, 22 representing (14.7%) of the respondents were NCE holders, 86 representing (57.3%) of the respondents were in B.Sc/B.Ed holders, 37 representing (24.7%) of the respondents were in M.Ed/M.Sc holders, while five representing (3.3%) of the respondents were in PhD holders, This revealed that majority of the respondents were B.Sc/B.Ed holders.

Research Question 2: *What is the level of teachers' job satisfaction?*

In order to answer this research question, respondents' responses on the level of job satisfaction were collated. The data collected from the sampled teachers were summed. The summary of the results are as shown in table 6 below:

Table 6: Distribution of the Respondents Level of Teachers' Job Satisfaction

| Level of Job Satisfaction | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
|---------------------------|-----------|----------------|

| | | |
|--------------|------------|--------------|
| High | 18 | 12.0 |
| Average | 105 | 70.0 |
| Low | 27 | 18.0 |
| Total | 150 | 100.0 |

Table 6 presents the participants' response to items that sought information on the level of job satisfaction of teachers in Ilorin West, Kwara state. The result on the table indicated that 18 representing (12.0%) of the teachers' level of job satisfaction is high, 105 representing (70.0%) of the teachers' level of job satisfaction is average, while 27 representing (18.0%) of the teachers reported a low level of job satisfaction. This implies that the majority of the teachers based on the data collected and collated, reported the average level of job satisfaction in Ilorin West, Kwara state.

Hypothesis Testing

One hypothesis was formulated and tested for this study. The hypothesis was tested using Pearson's Product-Moment Correlation statistical tool at a 0.05 level of significance.

Hypothesis One: *There is no significant relationship between teachers' educational qualification and job satisfaction*

Table 7: Summary table of Chi-square Analysis of the relationship between teachers' educational qualification and job satisfaction

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 5.631 ^a | 6 | .466 |
| Likelihood Ratio | 5.605 | 6 | .469 |
| Linear-by-Linear Association | .549 | 1 | .459 |
| N of Valid Cases | 150 | | |

Table 7 shows that the calculated Cal. X^2 value is 5.631 with a calculated significance of .466 computed at the alpha level of 0.05. Since the calculated significance (.466) is greater than the alpha level of 0.05, this implies that the null hypothesis is therefore not rejected that, there is no significant relationship between teachers' educational qualification and job satisfaction.

Discussion of the Findings

It was found from the data collected and analysed that the educational qualification profile of the respondents revealed that the majority of the teachers were B.Sc/B.Ed holders. These findings are in support of the earlier report of Makinde (2013), where it was averred that the majority of basic school teachers in Ogun state were first degree holders with education background. However, the finding does not support Obafemi's (2010) report, which has it that majority of teachers in Kogi state are NCE holders without the teachers' registration council of Nigeria (TRCN) certificate. The researcher further attributed the qualification to the rationale behind the education status in the state. Above all, based on this finding, it becomes less questionable to say that the vast number of teachers in Nigeria senior basic schools is people with the pedagogical background.

Findings also revealed that the senior basic school teachers in Ilorin West, Kwara state are satisfied with the teaching profession. The finding corroborates the report of Adaramaja (2014), who found that public school teachers in the Ilorin metropolis are satisfied with their work when compared with those in the private schools. In another study conducted by Ajibola (2016), the researcher reported a high level of job satisfaction among the federal school teachers compared to those in public and private schools. Contradictorily, this finding is not in tandem with the finding of Moses (2015), he reported that teachers in the northern part of Nigeria are seriously far from being okay with the teaching profession. In another study, Hammad (2014) reported a very low level of job satisfaction among the teachers, most especially in the aspect of salary structure but satisfied with the teaching environment (classroom and school structure). Also, Babamale (2012) submitted that teachers in Nigeria are overtly under paid, and there is the need for the government to take a serious look into that because the teachers' status has a lot to do with the kinds of information the learners would be exposed to, and what the learners become in the future.

More so, it was also found that there is no significant relationship between teachers' job satisfaction and educational qualification. This finding corroborates the reports of the earlier researchers. For instance, Jimoh (2013) reported that being satisfied with one's profession has nothing to do with the academic qualification held by the individual. This assertion was further buttressed by the researcher by referring to the fact that NCE holders in some sectors in Nigeria are more satisfied with their jobs when compared with their counterparts in other sectors. In another study, Adebara (2013) maintained that job satisfaction in contemporary Nigeria setting is a state of mind, and interest. The researcher averred further that those civil servants who claimed to be satisfied with their professions do so because the profession is in line with their interest. The researcher claimed that they are not satisfied with their salary structure.

Conclusion

Based on the findings of this study, a conclusion could be raised that teachers' educational qualification has no relationship with teachers' job satisfaction. Although it was found in the study that there is an average level of job satisfaction among the teachers, but the satisfaction in the context of this study is not spelt out to mean salary structure. Hence, one should not mistake the satisfaction for being okay with the salary structure, because currently, the teachers' union is still in talks with the state government to implement the minimum wage, which the state government is yet to respond positively to.

Recommendation

The following recommendations are made in agreement with the findings of the study:

1. Government should ensure that the minimum wage being requested for implementation by the teachers is favourably looked into;
2. Communities in Ilorin west should endeavour to corroborate the efforts of the government in ensuring that the teachers are well motivated to execute the responsibilities they are saddled with; and
3. Teachers should also not relent in ensuring that they equip themselves with the 21st century pedagogical needs such as being IT inclined.

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