

Teacher Job Satisfaction in Developing Countries: A Critique of Herzberg's Two-Factor Theory Applied to the Nigerian Context.

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Abstract:

Research-informed changes to educational policy and practice are often predicated upon the assumption that theoretical perspectives generated from, any study will have wide applicability. In this article the applicability of one specific theory is examined: Herzberg's two-factor theory of motivation. In particular, we consider the applicability of Herzberg's contention that pay is not a motivator applies to Nigerian schoolteachers. Drawing clear distinctions between the realities of the professional and personal lives of Nigerian teachers and those of Herzberg's original research supports the conclusion that theories and theoretical perspectives developed in the western world do not necessarily travel well to research is needed on occupational psychological issues in developing Africa, specifically regarding the relationship between pay and job satisfaction.

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Major causes of declining quality of education in Nigeria from administrative perspective: a case study of Dekina local government are
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