

Level of Teachers' Job Satisfaction in Ogun State Secondary Schools, Nigeria

Janet Oyebola ADETAYO*

Abstract

The study determined the level of job satisfaction among Secondary school teachers in Ogun State. Four research questions were raised to guide the study. The descriptive survey research method was used. Four hundred teachers were randomly selected to participate in the study from Ijebu-North and Ijebu-Ode Local Government Areas respectively. The researcher designed and validated Teachers' Job Satisfaction Questionnaire (TEJOSQ) was the only instrument used for data collection. The descriptive statistics, t-test of significance, analysis of variance and post-hoc analysis were used to analyze the data collected for the study. The outcomes of the study revealed that majority of the teachers are presently satisfied with their teaching job and that the teachers differed significantly by gender, age group and qualification in their levels of job satisfaction. Hence, there is need for continuous effort by the government to ensure that policy that will promote better maintenance and improvement of satisfaction of teachers are put in place at all times in the state.

Keywords: Job satisfaction, Secondary school, Teachers

* Lecturer, Department of Science and Technology Education, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State. E-mail: bolafemitayo@yahoo.com

Introduction

The importance of teachers in realizing educational goals and objectives can no longer be swept under the carpet. Teachers are so important that they determine the quality of every educational outcome. It is therefore obvious that “no education can rise above the quality of its teachers’ (Federal Republic of Nigeria [FRN], 2004).

However, evidence abound to show that majority of the secondary school teachers are not satisfied with the teaching profession, this is revealed by the numbers of teachers who resign from teaching profession for one reason or the other annually (Andre, 1996; Protheroe et al, 2002). Adepoju (1999) pointed out that as a result of prevailing deterioration and decay, teachers have resorted to paying only lip service to teaching job satisfaction as the collection of feelings and beliefs that people have about their current jobs. Bankole (2000) says it is the contentment experienced by the workers when their desire is attained on the job while Demir (2002), said job satisfaction is the commitment or discontentment that employees feel for a job. According to Demir, job dissatisfaction means that employees do not obtain a feeling of enjoyment or satisfaction; rather, they have a feeling of weariness and avoidance. Noll (2004) affirmed that job satisfaction is an important component in understanding why teachers stay in the profession or choose to leave it. Teacher’s views on what and how factors such as administrators, colleagues, everyday work conditions, and salary affect their job satisfaction have been researched and critiqued over the past few years.

Moreover, the general attitude of workers to their job especially in the public sectors has always been a matter of great concern. Harrison (1995) surveyed a national sample of

while expending a great deal of energy on supplementary sidelines for survival. The situation she contended has denied pupils qualitative training and commitment of teachers. The fact that teachers are so crucial for the success of the education enterprise implies that adequate care needs to be put in place to ensure that they are made satisfied and comfortable in the course of discharging their duties (Rinehart & Sort, 1993).

Several researchers have tried to define Job satisfaction in various ways. Job satisfaction according to Ajayi (1985) is a personal feeling of ‘contentment’ or a compound of various attitudes, mental and emotional, which a worker has and exhibits towards his work situation. George and Jones (1998) see over 1000 American teachers and found only seven percent (7%) very satisfied with the profession compared to 30% who were somewhat satisfied or very dissatisfied who and indicated that they would change careers in the near future. Despite various salary increases, there has not been any appreciable improvement in the workers’ attitude even teachers inclusive (Ferguson, 2000) and this situation needs to be arrested if quality is going to be assured in the educational sector.

Teacher Job satisfaction has been found to relate positively to participatory decision-making, higher autonomy at work, work environment conditions, and ultimately leads to improved student achievement (Ferguson, 2000; Mertler, 2002; Jacobson, 2005; Pearson and Moomaw, 2005). Goodlad (1990) also found that teachers who chose an occupation in public education because of inherent professional values expressed higher satisfaction and greater commitment than did their counterparts who went into teaching for economic reasons. Reyes and Shin (1995) found

that teacher Job satisfaction is a determinant of teacher commitment and related to teacher retention. Bogler (2001) noted that job satisfaction is important in terms of teacher retention, but is also related to teacher empowerment, school culture, quality work environment, and student achievement. He also reiterates that schools must give more attention to increasing teacher job satisfaction to recruit and retain quality personnel.

Latham (1998) also suggested increasing teacher job satisfaction as one of the best ways to strengthen the teaching profession. Also, Latham (1998) and Mertler (2002) suggested the following as ways of strengthening the teaching profession: (a) make teaching a more satisfying career, (b) encourage young prospects to become teachers, and (c) motivate experience teachers to stay in the profession, all these are pointing to ways of ensuring quality assurance in education.

Grusky (1961) in his study on the relationship between job satisfaction and among females and males teachers in the United States of America found that male are more satisfied than the female. Ojo (2001) also found out that gender and age influenced the teacher's job satisfaction while Andrew & Warris (1996) and Akanbi (1986) in their studies submitted that job satisfaction tend to increase as workers grow older.

Based on the established importance of job satisfaction on the performance of an employee, this study sought to determine whether teachers in Ogun state are satisfied with the teaching profession, the extent of job satisfaction by gender, age and qualification will also be determined.

Research Questions

This study sought to provide answer to the following research questions:

1. What are the teachers present level of job satisfaction?
2. Is there any significant gender difference in the teachers' job satisfaction score?
3. Do the teachers differ in their job satisfaction scores by age?
4. Do the teachers differ in their job satisfaction scores by qualification?

Methodology

Four hundred teachers out of all the teachers in the forty secondary schools in Ijebu-North and Ijebu-Ode Local Government Areas of Ogun State were randomly selected to participate in the study. In all, three hundred and forty-nine teachers returned the questionnaire designed for the purpose of the study.

Data were obtained using a researcher developed and validated Teachers Job Satisfaction Questionnaire, which was administered on the respondents. Section A on the questionnaire sought information on the gender, age and qualification of the respondents while section B contain item that measure teachers job satisfaction level. It was also trial tested on a sample of thirty teachers who were not part of the sample for the study and the result yielded reliability co-efficient of 0.80 using Cronbach alpha statistics.

Results

The results of the study are presented in the tables below:

Research Question 1: What is the secondary school teacher present level of job satisfaction?

Table 1: Teachers Present level of Job satisfaction

Satisfaction level	Frequency	Percentage
Less Satisfied	132	37.8
Satisfied	217	62.2
Total	349	100

The result on table 1 revealed that two hundred and seventeen (217) teachers representing 62.2% are satisfied with their job while the remaining one hundred and thirty-two (132) teachers that

constitute only 37.8% indicated that they were not satisfied with their present teaching job.

Research Question 2: Is there any significant gender difference in the teachers' job satisfaction scores?

Table 2: Summary of the t-test statistic of the gender difference in teachers job satisfaction scores

Gender	N	Mean	SD	df	t-cal	Sig.t	P	Remark
Male	160	70.71	7.95	347	-2.242	0.026	0.05	Sig.
Female	189	72.62	7.89					

Table 2 shows a significant outcome ($t=0.026$, $P<0.05$). This shows that teachers differ significantly in their job satisfaction by gender. The mean scores of (72.62) of female teachers was more than the mean scores of (70.71) for their

male counterparts indicates that the female teachers are more satisfied with their job than the male teachers.

Research Question 3: Do the teachers differ in their job satisfaction scores by age?

Table 3: Difference between teacher's Job Satisfaction scores by Age groups

AGE	N	MEAN	SD
26-35years	231	72.49	7.35
36-45years	85	72.24	8.14
46-55years	33	65.27	8.90
Total	349	71.74	7.96

One-way Analysis of Variance Table

	Sum of Square	Df	Mean Square	F	Sig.
Between groups	1530.741		765.371	12.899	.000
Within groups	20529.563	346	59.334		
Total	22060.304				

Table 3 shows that teachers within the age range of 26-35years recorded a mean score of 72.49, followed by the teachers in the age range of 36-

45years with a mean satisfaction score of 72.24 while those teachers within age category of 46-55 years recorded the least mean satisfaction score of

65.27. The ANOVA table also revealed a significant outcome at the 0.05 level of significance. That is, the teachers differed significantly in their job satisfaction scores by age

groups. In order to detect the direction of the observed significant difference, a post-hoc analysis was carried out. The summary is presented in table 4 below.

Table 4: Post-Hoc Analysis

N	Mean	AGE	26-35years	36-45years	46-55years
231	72.49	26-35years			*
85	72.24	36-45years			*
33	65.27	46-55years	*	*	

The result in table 4 describes the direction of the significant difference reported in table 3. The table reveals that the pairs of teachers within the age groups 26-35years and 46-55 years, 36-45years and 46-55years were

responsible for the significant difference. The differences between the other possible pairs of means are not significant at .05 significant level.

Research Question 4: Do the teachers differ in their job satisfaction scores by qualification?

Table 5a: Difference between teacher's job satisfaction scores by Qualification

Qualifications	N	Mean	SD
NCE	204	72.18	7.75
B.ED	123	70.60	8.24
B.A	16	71.25	4.46
B.SC	6	81.83	9.79
Total	349	71.74	7.96

Table 5b: Analysis of variance of teacher's job satisfaction scores by qualification

ANOVA TABLE

	Sum of square	df	Mean Square	F	Sig.
Between groups	813.344	3	271.115	4.402	0.05
Within groups	21246.960	345	61.585		
Total	22060.304	348			

Table 5a reveals that B.Sc holder recorded the highest mean satisfaction score (81.83), followed by NCE holders with the mean satisfaction score of (72.18), B.A holders with (71.25) as mean satisfaction score while B.Ed holders recorded the lowest mean satisfaction

score of (70.60). The ANOVA table reveals that the significant level was at 0.05 level. To establish the direction of the significance a scheffe post-hoc analysis was carried out. The summary is presented below

Table 6: Post-Hoc Analysis

N	Mean	Qualifications	NCE	B.ED	B.A	B.SC
204	72.18	NCE				*
123	70.60	B.ED				*
16	71.25	B.A				*
6	81.83	B.SC	*	*	*	

Table 6 describes the direction of the significant difference reported in table 5. The table shows that the pairs of teachers with NCE and

B.SC certificates; B.ED and B.SC, and B.A and B.SC were responsible for the significant difference. The differences between the other possible pairs of means are not significant at 0.05 level

Discussion and Conclusion

The major focus of this study was to determine whether teachers had job satisfaction and the satisfaction level. Arising from data analysis, it is clear that majority of the teachers are presently satisfied with their teaching job. This result corroborates the finding of Ajayi (1985) and Andre (1996) where it was indicated that teachers are satisfied with their job.

The present finding that that teachers differed significantly by gender contradicts that of Andre (1996) and Ajayi (1985) who submitted that male teachers generally felt higher levels of job satisfaction than female teachers. It however corroborates that of Arnetz & Arnetz (1995) who noted that female teachers are more satisfied with their job than the male teachers. This finding as it concerns gender might be due to the fact that female teachers have realized that teaching offers them opportunity and enough time to attend to some other engagement as well as their household chores.

The discovery that the teachers differed by age group in favour of the teachers within the age range of 26-35years tend to support the earlier findings of Akanbi (1986) and Andre

(1996) where it was reported that the more the age of a teacher the less the satisfaction derived from the job. This finding may also be the result of increase in responsibility which a person carries as the person advances in age

Also this study revealed that teachers differ in their job satisfaction by qualification and the post-hoc analysis revealed that the direction of the significance was between the pairs of B.SC with NCE, B.A and B.ED respectively. This finding is attributable to the small numbers of B.SC holders that responded to the questionnaire. That the NCE holders come next in term of mean score is not unexpected because they have been trained really to be a teacher.

However, in spite of the fact that the study revealed that majority of the teachers are satisfied with their job, government still has to put in more effort in ensuring that teachers are being motivated and encouraged to put in their best into the profession and that teaching profession is attractive to more male teachers who will be able to enforce law and order in the schools and handle stringent act of indiscipline.

In conclusion, teachers have to be encouraged to continue to have satisfaction with their job on regular basis in order to increase the performance of the students at the secondary level. This is because teachers are the pillars in the educational development of the country and

what the nation wants to make in the area of education.

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