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Teachers' Perception of the Factors Affecting Job Satisfaction in Ekwusigo Local Government of Anambra State, Nigeria

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Abstract

This study examined Teachers' Perception on Factors Affecting Job Satisfaction in Ekwusigo Local Government Area of Anambra. Four hypotheses guide the research work. The population of the study comprised 361 teachers. The sample size were 140 teaches. The instrument used for data collection was a self-designed questionnaire. It had a reliability coefficient of 0.83. One hundred and forty copies of questionnaire were administered and one hundred and twenty were retrieved. The z-test statistics was utilized to test the hypotheses at 0.05 level of significance and the findings showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction. Also, there was no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction. There was no significant difference between teachers in public and in private schools in their perception of in-

service training as a factor affecting job satisfaction. But the results revealed a significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction. Based on the findings, recommendations were made.

Introduction

Education is a lifelong affair aimed at bringing positive changes to the individual, his family and the society at large. And if education is to be used as a tool to effect technological advancement in Nigeria, its quality therefore becomes something of great significance. Without mincing words, the quality of teachers dictates the level of educational advancement which cannot be attained if they (teachers) are greatly dissatisfied with their jobs. Put succinctly, job satisfaction is a sine qua non to improvement in the teaching/learning situation which will invariably give rise to high educational standards. When then is job satisfaction?

Okoye (2011) viewed that job satisfaction as how contented an individual is with his or her job. Obineli (2010) opined that job satisfaction as an affective or emotional response towards various facets of one's job. From the second definition, an individual can be satisfied with one aspect of his/her job and be dissatisfied with other aspects. The Harvard Professional Group (1998) defined job satisfaction as the keying radiant that leads to recognition, income, promotion and the achievement of other goals that give rise to a general feeling of fulfilment.

Job satisfaction can positively enhance an employee's work attitude because he is likely to be more motivated and committed to achieving organizational goals or realizing the goals of secondary school education as spelt out in the National Policy on Education. In organizations where people are experiencing a high level of job satisfaction, complaints, grievances, absenteeism, turnover and termination are likely to be reduced to the barest minimum and there will be improvement in punctuality, a boost in workers' morale, and increase in the quality of output.

There are several factors that may affect the level of job satisfaction and these are salary, promotion, work environment and in-service-training. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, teachers) also need money to enable them to care for members of the extended family. Supporting this, Arubayi (1991) asserted that money is an economic reward and a means of enchaining job satisfaction among the Nigerian worker. Adequate salary (paid as at when due) boosts workers' morale and make them happy and be more dedicated to their duties. Corroborating this fact, Demaki (2012) pointed out that money does not only meet material needs of workers but also gives them psychological satisfaction.

About four decades ago in Nigeria, specifically in the 70's, teachers' salaries were very meagre and consequently, they lived from hand to mouth. This state of affairs made them to be very unhappy and dissatisfied with the teaching profession. This also explains why many people did not want to take up teaching job because of the deplorable working condition. The Udoji award of 1975 launched teachers into the limelight because they were able to meet their varied needs with a great ease but the joy was short-lived because of the inflationary trend in the country. The frequent strike actions embarked upon by teachers is a pointer to the fact that better pay is necessary for their overall wellbeing and for the enhancement of satisfaction in their job. Buttressing this fact, Ajayi (1998) stated that the frequent strike action of Nigerian teachers is an indication that the government has failed to meet their demands for bigger packets.

Agu, (2011) undertook a study of the attitude of teachers towards certain conditions of work and discovered that they (teachers) were satisfied with salary but were dissatisfied with the attitude of the city council, the progressive party teachers and the policy regarding corporal punishment. However, Herzberg and his colleagues (1959) discovered out that wages was rated less important than security, opportunity for advancement, company and management, but more

important than job content, supervision, social aspects of the job, communication, working conditions and benefits when respondents were asked to rank job factors.

Promotion is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs. Demaki (2012) stressing on the benefits of promotion to workers reiterated that it is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level. Continuing, he stated that the more they are increased, the more they (that is pay and promoted), have the capacity to fulfil an increasing number of needs. Supporting Eze (2004) stated that staff promotion helps to boost the morale of teachers and motivates them to work thereby increasing productivity and efficiency and also enhancing job satisfaction.

Some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pasture. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. A research carried out by Morse (1995) revealed that the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how they have moved from the starting point rather than how far they desire to move. It therefore means that promotion can be a source of job satisfaction till a particular level and therefore no longer influence job satisfaction.

The work environment is an important issue that can affect the job satisfaction of teachers. Obineli (2010) argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. The work environment embraces working

conditions such as the temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, resource materials for teaching, good offices).

Undoubtedly, good working conditions provide greater physical comfort for teachers and boost their morale. While very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Supporting this, Okonkwo & Obineli (2011) stressed that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace. Still on deplorable workplace environment, the Chartered Management Institute (2003) carried a research on United Kingdom's managers' attitudes to and experiences of their physical environment. The study was undertaken among a random sample of 4000 managers across all levels and sectors and size of organization. Nearly 50% of the respondents said that they would relinquish one week's annual leave for a better office and sizeable numbers of the subject would forgo 1,000 in salary or private medical insurance for a significantly upgraded workspace. The findings of this research depict the extent to which workers can go to secure a good working environment. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers. If secondary school teachers are well paid, they can still go an extra mile (like the research subjects) to ensure that they have a stimulating working environment.

Further training of teachers is an inevitable factor in the teaching and learning process. The government and all employers of labour normally embark on staff development programmes in order to improve the performance of workers and greatly enhance productivity. In the case of teachers, the sandwich programme has been introduced so that they (teachers) will improve themselves academically without disrupting the school's academic calendar. The researcher from her experience as a lecturer in the Delta State University has observed that many teachers who have graduated from the sandwich programme are

happy, experience a sense of fulfilment and approach their teaching responsibility with greater zeal and commitment. Put in another way, recipients of this programme are more satisfied with the teaching profession than ever before. Klecker and Loadman (2011) carried out a research titled “The Relationship between Teacher Empowerment and Job Satisfaction”. Their subjects were 10,544 teachers working in venture capital schools and the findings indicated that teachers’ job satisfaction measured teachers’ satisfaction with salary, opportunities for advancement, degree of challenge of the job, autonomy, generally working conditions, interaction with colleagues and students. It therefore means that manpower development programmes increase job satisfaction and non availability of such schemes results into great dissatisfaction with the job. Still on staff training, Ewen (2008) pointed out that teachers’ satisfaction is directly linked with the quality and quantity of training and career opportunities provided.

Statement of the problem

When an employee enjoys the work environment and the various tasks that characterized his/her job situation, it is expected that such a worker would have a strong desire to come to work and perform assigned duties diligently. But the contrary is the case with some teachers in secondary schools as a lot of negative work behaviour such as lateness, absenteeism, lack of zeal in carrying out assigned tasks, sneaking out of school to run private businesses, trading in the school premises as exhibited by them on a daily basis. This unwholesome attitude to work seems to suggest that these teachers are greatly dissatisfied with their job. This study therefore sets out to ascertain some factors that affect job satisfaction of teachers in secondary schools in Patani and Isoko North Local Government Area of Delta State.

Hypotheses

1. There is no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction.

2. There is no significant difference between experienced and less experienced teachers in their perception of salary as a factor affecting job satisfaction.
3. There is no significant difference between married and unmarried, teachers and their perception of work environment as a factor affecting job satisfaction.
4. There is no significant difference between teachers in public and private schools in their perception of in-service training as a factor affecting job satisfaction.

Methodology

The design of this study is descriptive using survey method. The population of this research comprised 361 teachers from the two local government areas of study (Ekwusigo North: 277 & South 84) 39% of the teachers were randomly sampled from all the schools totalling up to 140 teachers who constituted the sample. The instrument tagged "Job Satisfaction of Teachers" (JSOT) having a reliability coefficient of 0.83 was administered on the 140 teachers and 120 teachers representing (86%) returned their copies of questionnaire. The researcher visited the 16 schools in Ekwusigo South Local Government Area while 3 research assistants were employed to administer questionnaire to respondents in the 34 schools in Ekwusigo North Local Government Area of Anambra State.

The questionnaire comprised two sections; sections A & B. Section A dealt with the personal data of the subjects (such as gender and years of experience) while section B consisted 16 items indicative of the factors affecting job satisfaction of teachers.

Result and discussion

The findings of this study are reported in four tables as follows:

Ho₁: *There is no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction.*

Table 1: Differences between male and female teachers in their perception of salary as a factor affecting job satisfaction

Respondents	N	\bar{X}	S.D	Z-Cal.	Z-Crit	Significant Level	decision
Female Teachers	70	12.73	3.23	0.32	1.96	0.05	N.S
Male Teachers	50	12.54	3.20				

An inspection of table 1 showed that the computed X^2 value for female teachers was 12.73 as against 12.5 for male teachers. But the difference in the mean perception is not significant as the calculated Z-value of 0.32 is less than the critical Z-value of 1.96. Therefore the null hypothesis which states that there is no significant difference between female and male teachers in their perception of salary as a factor affecting job satisfaction is retained.

Ho₂: *There is no significance difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction.*

Table 2: Difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction

Respondents	N	\bar{X}	S.D	Z-Cal.	Z-Crit	Significant Level	decision
Experienced Teachers	75	12.64	3.21	0.63	1.96	0.05	N.S
Less Experienced Teachers	45	12.27	3.10				

The data on Table 2 have shown the X² value of 12.64 and S.D value of 3.21 for experienced teachers and X² value of 12.27 and S.D value of 3.10 for less experienced teachers respectively. The Z.calculated is 0.63 while the critical Z-value is 1.96. Since the critical Z-value of 1.96 is greater than the Z calculated value of 0.63, the null hypothesis which states that there is no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction is accepted.

Ho₃: *There is no significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction.*

Respondents	N	\bar{X}	S.D	Z Cal.	Z Crit	Significant Level	decision
Married Teachers	88	14.25	4.21	7.95	1.96	0.05	Significant
Unmarried Teachers	32	9.32	2.51				

On table 3, the X³ of 14.25 and SD of 4.21 were obtained for married teachers while those of unmarried teachers were 9.32 and 2.51. The calculated Z-value was 7.95 as against the critical Z-value of 1.96. The difference in the mean is significant because the calculated Z-value of 7.95 is greater than the critical Z-value. Therefore, the null hypothesis which states that there is no significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction is rejected.

Ho₄: *There is no significant difference between teachers in public and private schools in their perception of in-service training, as a factor affecting job satisfaction.*

Table 4: difference between teachers in public and private schools in their perception of in-service training as a factor affecting job satisfaction

Respondents	N	\bar{X}	S.D	Z Cal.	Z Crit	Significant Level	decision
Teachers in Public Schools	72	12.81	3.28	0.65	1.96	0.05	N.S
Teachers in Private Schools	48	12.42	3.17				

The result on table 4 has indicated a difference in the mean perception of teachers in public and private schools regarding in-service training as a factor affecting job satisfaction. The difference in the mean is not significant because the calculated Z-value of 0.65 is lower than the critical Z-value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference between teachers in public and private schools in their perception of in-service training as a factor affecting job satisfaction is accepted.

Discussion

One of the findings of this investigation is that there is no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction in secondary schools. The result supports the assertion of Demaki (2012) who opined that money does not only meet material needs of workers but also gives them psychological satisfaction. The finding also agrees with Undiyaundeye (2010) whose research revealed that teachers were satisfied with salary but were dissatisfied with the attitude of the city council, the progressive party teachers and the policy regarding corporal punishment.

Another finding of this research revealed that there is no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction in secondary schools. This result lends credence to Demaki (2012) who opined that promotion is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level. This finding also supports the view of Ewen (2008) stated that staff promotion helps to boost workers' morale and motivates them to work thereby increasing productivity and efficiency and also enhancing job satisfaction. But the result is at variance with Morse (1995) whose research revealed that the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how, far they have moved from the starting point rather than how far they desire to move.

Furthermore, the third finding indicated that there is significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction. This finding disagrees with the view of Okonkwo & Obineli (2011) who asserted that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their work place. The result also contradicts Obineli (2010) who stated that an inspired workplace will result in inspired workers.

The last finding of this study showed that there is no significant difference between teachers in public and private schools in their perception of in-service training as a factor affecting job satisfaction. This result agrees with the finding of who reported that job satisfaction measured teachers' satisfaction with salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, and interaction among colleagues and students. It also corroborates Ewen (2008) who said categorically that teachers' satisfaction is directly linked with the quality and quantity of training and career opportunities provided.

Counselling implications

The implication of this study is that there is need to enlighten the Post Primary Education Board on the importance of adequate salaries, regular promotion, in-service training and good working environment for teachers and the impact of these factors on their job satisfaction. The enlightenment campaign which could be in form of seminar, workshop or symposia is to be organized by the Counselling Association of Nigeria (CASSON) Delta State Chapter, on a regular basis. Favourable pay and working conditions for teachers will no doubt enhance their commitment to work and improve the quality of their output.

Recommendations

1. The state government should pay teachers' salaries as and when due and in addition, there should be regular upward review of such salaries. Again, the inflationary trend should be checked to avoid devaluation of the Nigerian currency.
2. There should be regularity in the promotion of teachers and such promotion should be based on merit to encourage hard work.
3. Promotion should be promptly effected and arrears paid en block or in reasonable instalments to make teachers happy and instil in them more enthusiasm to perform their duties.
4. The work environment should be improved and made more conducive by providing adequate facilities and equipment so that workers would derive adequate physical and psychological satisfaction that will go a long way to enhancing their commitment, to work.
5. Staff development programme should be made mandatory in secondary schools and the state government should give incentives (such as scholarship, study leave and loans) to

motivate teachers to utilize such opportunities so as to acquire new skills that will improve their competencies on the job.

Conclusion

Conclusively, adequate salaries, regular, promotion and provision of staff development programme for teachers by the government will greatly enhance their level of job satisfaction.

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