

JOB SATISFACTION STATUS OF PRIMARY SCHOOL TEACHERS IN OTA, NIGERIA

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Abstract: This descriptive survey study investigated the current job satisfaction level of primary school teachers. Two hundred and thirty-eight teachers (males 95 and females 143) randomly selected from twenty primary schools from public and private schools in Ota, Ogun State participated in the survey. An adapted version of Job Satisfaction Survey by Bellingham (2004) was employed for data generation. Data collected were analyzed using simple percentage, one way analysis of variance, and t-test-statistic. The results of the two research questions and two research hypotheses indicated that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further analysis showed that no significant difference existed on gender basis while there were significant differences on educational qualification and age groups. Consequent upon these findings it is imperative for proprietors of schools to ensure that teachers are not dissatisfied with their job through their inability to consistently provide enabling environment.

Key Words: Job, Satisfaction, Primary School teachers, Nigeria

INTRODUCTION

The term 'satisfaction' is a term commonly employed to describe condition an individual found him/her self after a particular occurrence. It describes state of inner feelings that follows interaction with people or object. It has also been directly substituted with other feeling words such as gratification, happiness, compensation, fulfillment, joy, excitement, self-actualization. For instance, The Microsoft Encounter Dictionary (2009) perceives satisfaction to have four diverse interpretations. These are: the feeling of pleasure that comes when a need or desire is fulfilled (gratification); happiness with the way that something has been arranged or done; compensation for an injury or loss; and the fulfilment of a need, claim, desires. In a similar vein, The Cambridge International Dictionary of English (1995) portrays satisfaction as the form of pleasant feeling you get when you receive something you wanted or when you have done or doing something you wanted to do. Consequently, it could therefore be said that satisfaction is positively viewed as a pleasant feeling and a reward for an activity carried out (reinforcement). Satisfaction is also attainable when an individual do what he/she loves or desires to do such as working in place he/she desire to work.

There are countless engagements in life that an individual could derive satisfaction from. However, the primary scope of this paper is the satisfaction derivable from working in an institution or establishment. The importance of job to an employee existence is exemplified in this quotation by Szmanski & Parker (1996):

“Work determines a person’s worth and place in society and it influences one’s psychological identity and sense of well-being. Work establishes one in the community of human kind. It links a person to others, advances the goals of culture, and gives purpose to one’s very existence” (p1)

In this same vein did Smith (2007) asserts that work does not only occupies a large part of each worker’s day but also the main source of social standing capable of defining who a person is physically and mentally. Consequently, workers’ satisfaction is an important component in overall well-being. Job satisfaction can be viewed in three dimensional ways according to Essien (2002). It is viewed as an emotional response to a job situation and often determined by how outcome meets or exceed expectation. It also revealed some job characteristics that represent effective response of people such as: the work itself, pay, promotion opportunities, supervision/leadership and co-workers.

An attempt to categorically state an all inclusive and conclusive definition of job satisfaction is a most difficult task. This is simply because Gurbuz (2007) points out that there is a range of conceptualizations of the construct in the literature which makes a conclusive interpretation difficult. These include the fact that some theorists viewed it as a broad positive emotional reactions and attitudes that an individual has towards his/her job brought about by a comparison between actual and desired or anticipated outcomes while others viewed it as two dimensions of a dissatisfaction/lack of satisfaction dimension or intrinsic/extrinsic satisfaction dimension.

The above diverse conceptualizations notwithstanding, scholars from varied orientations have suggested operational definition of job satisfaction. A case in reference is Misener *et al* definition as cited in Mosadeghrad, Ferlie, & Rosenberg (2008) which describes job satisfaction as the type of attitude that people have about their jobs and the organizations in which they perform these jobs. It is the extent to which people like or dislike their jobs. Similarly, Khaanna (2010) conceives job satisfaction as a positive attitude by an employee towards his job as well as his personal life. These definitions clearly show that job satisfaction covers activities within and outside the workplace. Hence, work settings have direct and indirect impacts on how an individual live and associate in the environment. Erdogan (1994) reports that job satisfaction affect employees’ physical and mental health, the working environment and efficiency of the organization, comfort, economic development, disposal and social dissipation of the society. Absence of job satisfaction in organizational setting leads to worker lethargy and reduced organization commitment (Moser, 1997).

The attainment of satisfaction with job and organizational structure, it must be noted, is not restricted to certain professions. It is also evident that job satisfaction is not evenly distributed across occupations or workers (Smith, 2007). This assertion is correct when consideration is given to Bryner (2007) report of 2006 General Social Survey of 27,000 randomly selected Americans who expressed their satisfaction level with their jobs. The finding of the survey indicated that the top ten most gratifying jobs are:

- Clergy 87%
- Fire-fighters 80%
- Physical therapists 78%
- Authors 74%
- Special Education teachers 70%
- Teachers 69%
- Education Administrators 68%
- Painters and Sculptors 67%
- Psychologists 67%
- Security and Financial services salesperson 65%

- Operating Engineers 64%
- Office Supervisors 61%

It is gladdening, from the above report, to note that teaching profession is one of the helping professions wherein satisfaction could be attained. Teachers are arguably the most important professional in nations' development (Bishay, 1996). Consequently, their satisfaction at work is paramount to educational development of the nation. The importance of teachers' satisfaction with their job is made more poignant when Best (2010) affirms that it is a predictor of overall student academic success in schools as well as capable of transmitting positive effects on the affective, moral, cultural, and spiritual lives of their students.

Quite a number of studies exist to support the fact that teachers in various cadres of educational levels are happy and unhappy with their job at various levels. For instance, a study conducted among 108 university's academic staff of Buea, Cameroon by Fon (2007) showed the extent to which academic staff in the university is satisfied with their teaching job: 16 (14.81%) not at all satisfied; 37 (34.26%) not too satisfied; 42 (38.88%) somewhat satisfied; 13 (12.05%) very satisfied.

Research evidences did support the aspects of teaching profession that teachers are satisfied or dissatisfied with. A case in reference is a study conducted by Jewl, Beavers, Kirby, Fllowers (1990) among 375 vocational agriculture teachers in North Carolina. The study aimed at determining the level of job satisfaction, relationship that existed between their level of satisfaction and their perceptions toward various portions of the teaching professions. The results showed, among others, that the participants appeared to be satisfied with professional acceptance by members of the North Carolina Vocational Agriculture Teachers Association, school faculty, principals, community support, and type of teaching department. Others include number of different class participation required daily, administrative support by the principal, vocational agricultural facilities, discipline of the enrolled students, having to work long hours and having evening responsibilities. They are however dissatisfied with academic ability of the enrolled students and adequacy of financial support for local salary supplement for the teacher.

There are also studies which exposed the impact of a number of variables on the job satisfaction level of teachers (Wu & Wu, 2001; Adetayo, 2008). Wu & Wu (2010) conducted a study among 960 elementary school teachers from Taipei Municipality and Taitung county. The study aimed at developing causal model to describe elementary school teachers' job satisfaction and how it is affected by social network and job characteristics. It was found, among others, that higher levels of satisfaction are generally found in female teachers, homeroom teachers, teachers who assumed directorship in schools, teachers with lower educational attainment and teachers with higher income. On the other hand, Adetayo (2008) study of the job satisfaction level of 400 randomly selected secondary schools teachers in IJEBU North and Ijebu-Ode Local Government Areas of Ogun State in Nigeria showed that majority of the participants are presently satisfied with their job though they significantly differed on the basis of gender, age group, and qualifications.

Statement of the Problem

The concern of most organizations, in the submission of Amoda, Odunaike, & Oluwasina (2007) is the attitude of their workers towards work. Workers are expected to be dedicated and committed to their work. Adeyemo (2001), however, observes that it is not uncommon to hear people remark that the present day teachers are not as good or committed as their yester-years counterparts. When teachers are truly not committed to their work it is an indication of dissatisfaction with the job. Studies from diverse nations of the world indicated that teachers have one time or the other enjoyed or dissatisfied with their job. Job satisfaction at work is pliable. This means that it might not be a continuous experience. Hence, an employee who is satisfied with his/her work today might be dissatisfied with it tomorrow or vice versa. This implies that consistent research is required to ascertain the job satisfaction status of employees at a particular period of time.

Primary school teachers in Nigeria, as evident from the review of the literature, have been found to enjoy their teaching profession (Adetayo, 2008; Gesinde & Adejumo, 2010). A closer examination of studies on job satisfaction of primary schools teacher in Nigeria, however, showed that there is still gap to be filled, most especially in Ota, in terms of the extent to which primary school teachers are satisfied or dissatisfied with their job. There is also the need to establish whether: Male teachers are more satisfied or dissatisfied with their job than their female counterparts?

Will long years of service or experience at work contribute to job satisfaction or dissatisfaction? Will possession of educational qualification higher than what is required to teach in primary schools cause dissatisfaction with teaching job?

Significance of the Study

It is anticipated that this study would bring to fore probable underlying influence of job satisfaction on some unethical behaviours of teachers in primary schools. It is also anticipated too that the outcome of the study would assist government and proprietors of schools in taking decisions on motivational measures require for maximum performance of primary schools teachers in Ota, Ogun State, Nigeria.

Research Question

- (1) To what extent would teachers in primary schools be satisfied with their job?
- (2) To what extent would differences in age influence job satisfaction level of primary school teachers?

Research Hypothesis

- (1) There is no significance difference between the job satisfaction level of male and female primary school teachers.
- (2) There is no significance difference between the job satisfaction level of primary school teachers with bachelors' Degree and National Certificate in Education.

Research Design

Descriptive survey design was employed for the study.

Participants

The population of this study consists of all primary school teachers in private and public schools in Ota. The sample, however, consists of two hundred and thirty-eight primary school teachers randomly selected from twenty primary schools (10 public and 10 private schools) derived from systematic sampling technique. The summary of demographic information of the participants showed that males 95 (39%) and females 143 (60.1%); Single 123 (51.7%) and married 115 (48.3%); Degree holders 89 (37.4%) and NCE holders 146 (61.3%).

Instrument

The instrument employed to gather data was adapted version of Job Satisfaction Survey by Bellingham (2004). It is two sections inventory with the section A requesting the respondents to provide demographic information on their gender, age, marital status, religion, educational qualification, years of working experience, position at workplace, profession, and name address of workplace. The second section consists of 30 positively worded items that deals with intrinsic and extrinsic aspects of job satisfaction. A 4 point likert type scale of 4= very much like me; 3 = like me; 2 = somewhat like me; 1 = unlike me. A typical item on the scale reads "I feel positive and up most of the time I am working." The minimum score obtainable by a respondent is 30 while the maximum is 120. The higher the score the more satisfied the respondent. The reliability co-efficient of the instrument was .96 using Spearman Brown formula. The questionnaire was administered to the participants in their various schools by the researchers with the assistance of three research assistants. The return rate was about 95% for it was collected on the day of administration.

Data Analysis

Data generated from the instrument were analysed using Statistical Package for Social Science (SPSS 11 for Window, 'V' 11(SPSS, Inc). Descriptive statistics of simple percent was employed to analyse the two research questions while analysis of variance and t-test statistic were utilized in testing the research questions.

RESULTS

Table 1: Cross-tabulation Ratings of Primary School Teachers' Level of Job Satisfaction

S/N	Variable	Job Satisfaction Rating			Total
		Very Satisfied	Satisfied	Dissatisfied	
1.	Primary School Teachers	126 (52.9%)	111 (46.6%)	1(.6%)	238100%
2.	Gender				
	(i) Male	39 (41.05%)	56 (58.95)	0 (0.00)	95 (100%)
	(ii) Female	87 (60.84)	55 (38.46)	1 (0.70)	143 (100%)
	Total	126	111	1	238
3.	Work Exp.				
	(i) Less5 years	62 (44.93)	75 (54.35)	1 (0.72)	138 (100%)
	(ii)Above 5 years	64 (64%)	36 (36%)	0 (0.00)	100 (100%)
	Total	126	111	1	238
4.	Age				
	(i) Less 25yrs	4 (21.05)	14 (73.69)	1 5.26)	19 (100%)
	(ii) 25-30 years	48 (40.34)	71 (59.66)	0 (0.00)	119 (100%)
	(ii) 31-36years	54 (72.00)	21 (28.00)	0 (0.00)	75 (100%)
	(iv)36yrs above	20 (80.00)	5 (20.00)	0 (0.00)	25 (100%)
	Total	120	111	1	238

The display from Table 1 above revealed that greater percentage of teachers (52.9%) are very satisfied with their job while it is also evident that female teachers are very happy with their job than male teachers. Further analysis indicated that teachers with more than five years of working experience and those within the age range of 31-36 are very satisfied with their job.

Table 2: Analysis of Primary School Teachers Job Satisfaction based on Differences in Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10631.229	3	3543.743	17.040	.000
Within Groups	48664.843	234	207.969		
Total	59296.071	237			

*sig. @ 0.05 level

Table 2 above presents the outcome of the second research question which sought to find out the extent to which age differences would affect the job satisfaction level of primary school teachers. The result of the one way analysis of variance revealed that the calculated F value compared to the table value of F implies considerable significance ($F=17.04 > 4.01$). Hence, a significance difference existed in between and within age groups. The calculated F value of 17.04 is a clear pointed to the fact that ages do influence job satisfaction of primary school teachers.

Table 3: t-test analysis of Gender and Educational Qualification of Primary School Teachers' Job Satisfaction Status

S/N	Variable	N	Mean	SD	Df	t-Cal.	t-obs.	P	RMK
1	Gender								
	(i) Male	95	91.66	15.60	236	3.71	1.96	.000	NS
	(ii) Female	143	99.24	15.28					
Total	238								
2	Educ. Qual.								
	(i) Degree	91	95.76	15.82	236	-349	1.96	.727	S
	(ii) NCE	147	96.50	15.86					
Total	238								

*Significant @ 0.05 alpha level

Table 3 presents the effect of gender and educational qualification on job satisfaction of primary school teachers in Ota, Nigeria. While no significant difference existed on gender basis ($t = -3.71$ $df = 236$, $P = > 0.05$) there was a significant difference on the basis of educational qualification ($t = -349$, $df = 236$, $P = < 0.05$).

DISCUSSION

This study was set out not only to determine the level of job satisfaction of primary school teachers in Ota, Nigeria but also to determine the impacts of gender, age, working experience, educational qualification on their job satisfaction. The outcomes of the analysis of data are quite revealing. First of all, this study revealed that all the participants except one was dissatisfied with their job. The percentage (52%) of those who are very satisfied with their job outnumbered those who are just satisfied with their job (46.6%). This finding gives credence to the study of Bryner, 2007; Fon, 2007; Wu & Wu, 2001; & Adetayo, 2008) which had earlier reported that teachers are generally satisfied with their job. However, further analysis indicated that female teachers are more satisfied than their male counterparts. This is also in consonance with Wu & Wu, 2001; Ladebo, 2005; Olulobe, 2007 who had earlier reported that female teachers enjoyed higher level of satisfaction than males.

It is also palpable from the analysis that greater percentage of teachers (54.35%) with less than six years of service are just satisfied with their job as against (44.93%) who are very satisfied. On the other hand, greater percentage of teachers (64%) with more than five years working experience is very satisfied with their job as against (36%) who is just satisfied. It, therefore, implies that the more years in service the more satisfied with teaching profession. This is quite true and not unanticipated because increase number of years in service is closely tied with promotion, salary increase, job stability (in terms of confirmation of appointment), fringe benefits, study leave with pay, qualification to obtain loan, appointment into headship position among others. Hence, when teachers have access to these they tend to be happier with their job.

It is also interesting to note that almost all the participants (80%) who are above 36 years of age are very satisfied with their job. This coincides with Olulobe (2007) finding which revealed that teachers' whose ages fall between 30 and 51 showed greater job satisfaction. This probably might be because they have benefited more from the job or and it is pretty difficult to engage in a new professional training for another occupation hence, they are left with no other options than to love and be happy with what they are doing. This difference on age group basis is supported

by research question II which also lend credence to Adetayo (2008) earlier finding of significant difference on age group basis.

The outcome of test of significant differences on the basis of gender (hypothesis I) and educational qualification (hypothesis II) showed no significance difference for gender and significance difference for educational qualification. It is apparent from the result that female teachers at mean rating of 99.24 were more satisfied with their job than male teachers mean rating of 91.66. The mean difference could not, however, bring about significant difference. Consequently, no significant difference existed between the job satisfaction level of male and female teachers. This contradicts Adetayo (2008) report of significant difference on gender basis. Conversely, the mean difference was strong enough to bring about significance difference between teachers with bachelor degree ($x = 95.76$) and NCE holder ($x = 96.50$). This finding support Adetayo (2008) study which reported significant difference on educational qualification and negates Wu & Wu (2001) study which found higher level of satisfaction with teachers with lower educational attainment. This result did not come as a surprise because the minimum qualification for teaching in primary schools in Nigeria is Nigerian Certificate in Education which implies that primary school teachers with Bachelor of Education degree are underemployed which has greater capability of reducing their job satisfaction level when compared with their counterpart with NCE.

CONCLUSION AND RECOMMENDATION

This study had amply revealed that primary schools teachers in Ota, Ogun State were satisfied with their job. Therefore, if there is any noticeable unethical practices such cannot be directly linked with lack of satisfaction with their job. Consequent upon this finding, it is imperative for proprietors of schools to ensure that teachers are not dissatisfied with their job through their inability to provide enabling environment and adequate incentives. It is also necessary that study on job satisfaction be carried out on periodical basis since satisfaction with job is flexible.

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