

Factors Influencing Teachers' Job Satisfaction in Public Secondary Schools in Mubi North Local Government Area of Adamawa State, Nigeria

Dr Dorcas Oluremi FAREO¹, Dr Markus Zira KAMKWIS²

¹*Science Education Department, Adamawa State University, P.O Box 411, Mubi, Nigeria, Email: dorkyfareo@gmail.com*

²*Science Education Department, Adamawa State University, Mubi, Nigeria*

ABSTRACT

This paper investigated factors influencing teachers' job satisfaction in public secondary schools in Mubi North Local Government and the role of school managers in ensuring teachers' job satisfaction. The study adopted the survey method to collect data from teachers. The population of the study comprised of government secondary school teachers in Mubi North Local Government. By using stratified sampling technique, 200 secondary school teachers were selected. A questionnaire titled 'Teachers' Job Satisfaction Questionnaire' (TJSQ) adapted from Nganzi (2014); Qaisrani, Mughal, & Solangi (2015) was used to collect data. The reliability coefficient of was 0.85 was found using test retest reliability method. Data were analyzed using descriptive and inferential statistics such as simple percentage and t-tests analysis. The findings of the study suggested that: teachers were satisfied with their monthly salary, fringe benefits and administrative support provided to them. The findings of the study also revealed that the roles of school managers in ensuring teachers' job satisfaction were flexible curriculum, interpersonal and intrapersonal relations at school, involvement of teachers in decision making in schools, flexible school timetable, fringe benefits, autonomy to perform own duties with no interference.. The findings of hypothesis one revealed that there was a significant difference between policy and professional development of teachers. The results of the second hypothesis revealed that there was no significant difference between female and male teachers in their perception of salary as a factor affecting job satisfaction. In conclusion, factors influencing teachers' job satisfaction were promotion, salary, fringe benefits and motivation. If these factors are made available to teachers, there shall be effective job performance. However, if all these factors are not made available, the teachers shall develop negative attitude to work and as such can lead to poor academic performance of students in examinations. In order to boost the level of motivation and satisfaction of teachers the study recommended that there should be regularity in the promotion of teachers and such promotion should be based on merit to encourage hard work and promotion should be promptly effected and arrears paid in block or in reasonable installments to make teachers happy and instill in them more enthusiasm to perform their duties.

Keywords: *Job satisfaction, teachers, salary, fringe benefits, and self-development.*

1. 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. 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. Job satisfaction or dissatisfaction is a result of employees' perceptions of how well their job provides those things that they are viewed as important and necessary to working well and to their enjoyment. (Luthan, 2005) . Okoye (2011) defines job satisfaction as how much an individual is contented with his or her job. Robbins (2005) believes that it focuses on the feelings of a person about his or her job. Newstrom (2007) describes it as the particular views of employees, which are affected by the favourable and unfavourable feelings and attachments of one's work. It is also considered a final state of agreement of a psychological process to work, along with its terms and conditions, which are essential for a higher competitive level. Job satisfaction shows a positive and significant link between workplace environment, the mental and physical well-being of employees (Donald & Siu, 2001), including the indoor environment (Veitch, Charles, Farley & Newsham, 2007)).

Job dissatisfaction, in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, lack of encouragement, lack of recognition and stress. These factors also increase the employee turnover rate (Ahmadi & Alireza, 2007). As a result, dissatisfied employees may reduce their levels of performance and efficiency and may sabotage the work or leave the job (Sonmezer & Eryaman, 2008). Teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources in the Ministry of Education to meet satisfactory needs of the workers. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher (Nwachukwu, 2006). Job satisfaction is a universal phenomenon. Most of the expectations of workers somewhat correlate worldwide, although there are divergent differences due to sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers, such as good pay, good environment, recognition and respecting their human rights. On the other hand, job satisfaction, is a desired commodity worldwide. According to Jorge and Heloisa (2006), job satisfaction is a significant feature in everyday life and must be emphasized by all means if individuals and organizations can grow and develop to the desired ends.

Olando (2003) put it that teaching is a demanding job that need to be remunerated well to attract and retain teachers in the profession. This will help prevent teachers from running to other greener pastures. He further urges that for any efficient work to take place there is need for favourable conditions. Thus, an individual should be provided with an enabling environment to perform and produce the desired results. Okemwa (2003) notes that teachers working in rural centres are more disadvantaged compared to their urban counterparts due to the underdevelopment in their schools. In third world countries. it seems the issue of job satisfaction is taken lightly that is the reason to why, there has been many cases of job turnovers in schools,

cases of indiscipline, absenteeism and underperformance (Khan 2004). Many studies have reported teachers' dissatisfaction with teaching (Uba & Oluchi, 2013; Mghana, 2013; Zafarullah & Vaisanen, 2017). Some of the reasons proffered for low teacher job satisfaction include lack of professional autonomy, poor salaries, and unavailability of teaching resources. The effects of teacher job dissatisfaction on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor students' performance. Other effects of teacher job dissatisfaction include leaving the profession suddenly in search of greener pastures (Huberman, 1993), and inefficiency on the part of teachers (Tshannen-Moran & Hoy, 1998). Research into teacher job satisfaction is thus significant in order to retain teachers in the educational profession and to encourage increased teacher productivity. The role of teachers' as facilitators of learning is crucial if their respective learners have to perform highly in the National examination.

The levels of job satisfaction of the teachers as workers of the institutions are of great importance (Karuga, 2004, Mutuku, 2005 & Mghana, 2013). Moreover, it is important to find out the factors that account for teacher job satisfaction. When these factors are known, then it will be possible for school administrators and other educational stakeholders to adjust the school environment accordingly to foster satisfaction amongst teachers. The widely held belief in Nigeria is that there is generally low teacher satisfaction (Businge, 2011) and low morale amongst Nigerian school teachers (Daily Trust, 2010; Kayode, 2012). Furthermore, most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of National Union of Teachers (NUT) said, "Government must develop a remuneration and reward system that will promote job satisfaction" (Komolafe, 2010).

2. STATEMENT OF THE PROBLEM

The purpose of any educational system is the preparation of skillful citizens that help in political, social and economic development of the country (Green, 2000). These are accomplished when the components of the educational systems are in good conditions. Among several components of the educational system viable, functional and productive maintenance of satisfied, committed and motivated teaching force in the system is crucial. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage will be caused to the skilled man power supply. 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. However, secondary school teachers have 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 influence job satisfaction of teachers in public secondary schools in Mubi North Local Government Area of Adamawa State.

3. OBJECTIVES

The objectives of the study are to:

- i. Determine the factors influencing teachers' job satisfaction in Mubi North Local Government Area of Adamawa State.

- ii. Investigate the roles of school managers in ensuring teachers' job satisfaction
- iii. Establish the difference between policy and professional self-development of teachers.
- iv. Compare male and female teachers' perception on factors influencing job satisfaction.

4. RESEARCH DESIGN

The study adopted a descriptive survey design and assessed factors influencing teachers' job satisfaction in public secondary schools in Mubi North Local Government Area of Adamawa State. This design is chosen because Fajonyomi (2003) says that survey is used for descriptive, explanatory and exploratory purpose, and of course this survey is descriptive in nature and therefore is more appropriate for this study. However, descriptive survey design is considered appropriate because it allows for collection of data from a group of people at the same time for the purpose of describing phenomena under study. Descriptive study also allows the investigator to discuss the phenomenon under study as it exists at the time of the study.

The target population for the study comprised of teachers in public secondary school in Mubi North Local Government Area of Adamawa State. The sample size of 200 teachers was chosen from 10 secondary schools by stratified sampling technique. The research instrument titled "Teachers' Job Satisfaction Questionnaire" (TJSQ) was adopted from Nganzi (2014); Qaisrani, Mughal, & Solangi (2015). The instrument comprised of 37 items divided into 3 sections. Section A contained the demographic characteristics of the respondents which constituted age, sex, name of school and qualification. Section B contained 27 items on factors influencing job satisfaction, while Section C contained 10 items on the roles of school managers in ensuring job satisfaction. The face and content validity of the instrument was established by two experts in Counselling Psychology and Test and Measurement in the Department of Science Education, Adamawa State University, Mubi. The reliability of the instrument was carried out in Government Secondary School, Michika using test-retest reliability method. First test was administered on 20 teachers, while the second test was administered on the same set of teachers after two weeks. The reliability coefficient of 0.85 was obtained.

5. DATA ANALYSIS RESULTS

Table 1: Factors Influencing Job Satisfaction among Secondary School Teachers.

ITEMS	N	Mean	S. D.	Remarks
Salary and fringe benefits				
I draw reasonable salary for the work I do in school	200	1.56	0.58	Rejected
The fringe benefits I get in school are according to my qualification and experience	200	1.34	0.42	Rejected
I have sufficient opportunities for promotion in my teaching job	200	1.48	0.48	Rejected
My job is safe and secure	200	1.54	0.53	Rejected
Supervision				
School administration resolve academic issues collaboratively and professionally	200	2.64	0.75	Accepted
The focus of school management is to promote students' learning	200	4.39	1.12	Accepted

ITEMS	N	Mean	S. D.	Remarks
Teachers are properly informed about key decisions	200	4.40	1.14	Accepted
Head teachers'/principal's feedback on my teaching work as stimulus for me	200	2.80	0.77	Accepted
My achievements in school gives me sense of pride	200	4.78	1.32	Accepted
My head teacher/principal's recognition of my work gives me a sense of pleasure	200	4.71	1.29	Accepted
Policy and vision				
Key decisions in school are made in consultation with teachers and staff	200	4.32	1.01	Accepted
School policies are teachers' friendly	200	4.27	0.98	Accepted
Only selected teachers get opportunities for professional development	200	4.88	1.55	Accepted
My school goals are clear to me	200	4.71	1.29	Accepted
Working conditions				
I have good working relations with my head teacher/principal	200	4.29	1.00	Accepted
Communication system in school is well organized	200	4.58	1.19	Accepted
I have freedom to take initiatives about students learning at classroom level	200	4.58	1.19	Accepted
I am pleased with my achievements in school	200	4.33	1.02	Accepted
There is shortage of teaching materials in school	200	4.58	1.19	Accepted
The working environment in school is conducive for my own learning	200	2.00	0.87	Rejected
There is flexibility in school environment to take my own steps for teaching-learning improvement	200	4.79	1.33	Accepted
Interrelationship				
I do not have friendly relations with my head teacher/principal	200	1.72	0.67	Rejected
I always discuss academic issues with my colleagues	200	2.40	0.59	Rejected
Parents show keen interests in the education of their children	200	2.41	0.59	Rejected
The support of administration is according to my expectation	200	4.58	1.19	Accepted
Professional Development/Promotion				

ITEMS	N	Mean	S. D.	Remarks
The policy for promotion and career progression of teacher in the teaching service commission is clear	200	3.26	0.89	Accepted
There are ample opportunities for me to attend professional development programme in my area of expertise`	200	1.49	0.48	Rejected

*Accepted (\bar{x} =2.5 and above) Rejected is less than 2.5)

According to mean score of different job satisfaction facets as mentioned in table 1, the interpretation of results is provided as under:

Salary and Fringe Benefits :-Government secondary school teachers’ over all mean score in this construct revealed that they are not satisfied with their monthly salary, fringe benefits (house rent, Conveyance, medical, dearness allowances) and summer and winter vacations.

Supervision:-Government secondary school teachers’ over all mean score in this construct indicated that they are satisfied with administrative support provided them in implementing teaching activities and their head teachers’ feedback in improving teaching practice. In this construct, teachers have shown their satisfaction to the role of head teacher as a supervisor and monitoring officer.

Policy/Vision:-In this construct, the overall mean score suggested that Government secondary school teachers are moderately satisfied with school policies, school goals and the performance of school management committee (SMCs). The school policies include admission policy, allocation of periods to teachers, time table, and disciplinary rules.

Working Conditions/environment:-Regarding the construct of working environment, Government secondary school teachers’ views can be classified into two categories. Teachers are satisfied and believe that their job is safe, workload is appropriate, communication system is well-organized, and teaching provides them opportunity for effective use of professional skills. While teachers seem less satisfied with the availability of teaching material and believe that there is absence of collaborative culture in school.

Interrelationship:-In this construct, the overall mean score indicates that Government secondary school teachers are satisfied with their working relations with head teacher/principals, fellow teachers and students. Teachers also confirmed that their children parents were cooperative and they support school in the education of their children.

Table 2: Role of School Managers in Ensuring Teachers’ Job Satisfaction.

ITEMS	SA	%	SD	%
Flexible curriculum	128	64	72	36
Interpersonal and intrapersonal relations at school	150	75	25	50
Involvement of teachers in decision making in schools	124	62	76	38
Flexible school timetable	140	70	60	30
Fringe benefits	106	53	94	47
Autonomy to perform own duties with no interference	130	65	70	35
Moderate working hours	148	74	52	26
Job security	160	80	40	20
Transfers by school managers	116	58	84	42

ITEMS	SA	%	SD	%
Communication network between staff members and the administration	136	68	64	32

As shown in Table 2, most 128 (64%) of the respondents felt that flexible curriculum is a role of managers in ensuring teachers' job satisfaction, 72 (36%) disagreed with the statement. In response to the interpersonal and intrapersonal relations at school, majority 150 (75%) of the participants felt that interpersonal and intrapersonal relations at school is a role of school managers, a smaller number 50 (25%) of the participants disagreed to the statement. From the findings a little more than half 124 (62%) the teacher participants felt that involvement of teachers in decision making in schools is also the role of school managers to check in order to motivate teachers, and 76 (38%) disagreed to this. Regarding flexible timetable, majority 140 (70%) of the teacher participants felt that indeed it is the role of school managers to job satisfaction because it creates room for one to engage in personal activities that could be geared towards the personal growth and development, a sizeable number 60 (30%) disagreed. Data indicates most 130 (65%) agreeing that autonomy is a factor to job satisfaction, a sizeable number 70 (35%) disagreed. Closely related to this is the moderate working hours, 148 (74%) agreed that it is a contributor to job satisfaction, 52 (26%) disagreed to the statement. Data regarding fringe benefits from the participants indicate 106 (53%) agreeing that fringe benefit is a factor, 94 (47%) disagreed as shown. An element of job security was also sought from the field. Data revealed that majority 160(80%) were of the view that job security is a contributing factor to job satisfaction; a small number 40 (20%) disagreed. The study also posed a question to the participants regarding the transfer of teachers by school manager where 116 (58%) agreed and 83 (42%) disagreed. Closely linked to this is the good achievement of the communication network between staff members and the administration. Data on this saw majority 136 (68%) agreeing that good communication network aids in job satisfaction, a sizeable number 64 (32%) disagreed.

Table 3: Difference between policy and professional development of teachers

	N	\bar{x}	S. D	df	t-cal	t-cri	Decision
Policy	126	4.24	0.27	199			
Professional development of teachers	74	3.10	1.41		54.87	2.72	Rejected

**Significant: P<0.05*

Table 3 shows the difference between policy and professional development of teachers. The analysis shows the t-cal of 54.87 was obtained which is higher than critical t-value of 2.72 at P<0.05 level. The results show that there is a significant difference between policy and professional development of teachers. Therefore, the null hypothesis is rejected and the alternative is accepted.

Table 4: 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-cri	Decision
Female Teachers	108	12.73	3.23	0.32	1.96	Accepted
Male teachers	92	12.54	3.20			

Not significant: $P > 0.05$

Table 4 showed that the calculated value of 0.32 is less than the critical 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. The study revealed the factors that influenced job satisfaction of teachers in Mubi North Local Government Area of Adamawa State are good salary and fringe benefits, supervision, good policy and vision, good working conditions, cordial relationship. Solangi, Qaisran and Mughal, (2015), whose findings showed that teachers in Pakistan enjoyed exemplary relation with their head teachers, colleagues and parents. This is not in agreement with other empirical work that shows that teachers' job satisfaction is unrelated to salary. In Egypt, where teacher salaries are also quite low, Abd-El-Fattah (2010) conducted a study to determine how pay increases influence teacher job satisfaction. In 2007; the results demonstrated that pay increase did not have a significant effect on teachers' job satisfaction. In Malawi (Kadzamna & Rose, 2001; Tudor-Craig 2002). In their research studies concluded that remuneration levels of job satisfaction and motivation are low in both Primary and Secondary Schools. Teachers are highly dissatisfied with their remuneration and other conditions of services.

The study revealed that the roles of school managers in ensuring teachers' job satisfaction as held by respondents are flexible curriculum, interpersonal and intrapersonal relations at school, involvement of teachers in decision making in schools, flexible school timetable, fringe benefits, autonomy to perform own duties with no interference, moderate working hours, job security, transfers by school managers and communication network between staff members and the administration. This is consonance with the study made by Nganzi (2014), who indicated that transfer of teachers brought dissatisfaction to the profession and in most cases disrupt learning. The study showed that there was a significant difference between policy and professional development of teachers. The study also showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction in secondary school. 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.

6. CONCLUSION

Factors influencing teachers' job satisfaction are promotion, salary, fringe benefits and motivation. If these factors are made available to teachers, there shall be effective job performance. However, if all these factors are not made available, the teachers shall develop negative attitude to work and as such can lead to poor academic performance of students in examinations.

7. RECOMMENDATIONS

Based on the findings of the study the following recommendations were made:

- 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.
- There should be regularity in the promotion of teachers and such promotion should be based on merit to encourage hard work.
- Promotion should be promptly effected and arrears paid en block or in reasonable installments to make teachers happy and instill in them more enthusiasm to perform their duties.
- 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.
- 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.

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