

Teacher Job Satisfaction for Secondary School Effectiveness in ABA Education Zone, South-East Nigeria

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Received: May 7, 2012

Accepted: May 30, 2012

Online Published: November 15, 2012

doi:10.5430/jct.v1n2p1

URL: <http://dx.doi.org/10.5430/jct.v1n2p1>

Abstract

This paper examines teacher job satisfaction for secondary school effectiveness. It was a descriptive survey. A sample of 512 teachers emerged from a population of 1280 representing 40% of the entire population. A 2-part, 15-item, 4-point scale instrument was used to generate data for answering 3 research questions. The instrument was validated by a team of experts in the Department of Educational Management, University of Port Harcourt, Nigeria; and a reliability value of 0.83 established. The researchers distributed and retrieved the instrument. Mean was used to answer the research question. The findings included among others that the classrooms are well ventilated and concluded that inadequate classroom environment and school facilities produced negative teacher job satisfaction and recommended among others that school laboratory should be well equipped to make science teaching more practical and promote effective teacher job satisfaction.

Keywords: *Teacher; Job Satisfaction; Secondary School; Effectiveness*

The Background

Before now in Nigeria, teachers were highly regarded in the society. The society saw them as stores of knowledge; role models and they settled disputes in the community. The society depended on teachers for the discipline of the youths as well as their moral and academic development. Teachers then served in very powerful committees in the community because they were sources of wisdom and knowledge.

This role has not changed even though the society's conception of teachers has changed as teachers are today looked down upon. It is pertinent to call to mind that teachers play an important role in national development. The nation depends on the teachers for transfer of knowledge, manpower development as well as the realization of educational policies of the nation. The quality of any nation's economy depends on the quality of its manpower and this manpower can only be developed by teachers. Oluwuo (2009) stress that no nation develops without education and education is not possible without teachers because teachers inculcate what is worthwhile to learners who in turn utilize the knowledge, skill, values and attitudes to develop the nation. Adejumo in Okorie (2008) describes the teacher as one who performs student-related tasks summarized below: -

- i. Gives knowledge, train students in some basic tasks and provides them with effective learning activities in class.
- ii. Provides conducive emotional climate in the classroom that facilitates learning and
- iii. Helps in the administration of the school. All these tasks are aimed at producing well adjusted individuals who will carry on developmental tasks in the society.

The success of a number of government programmes rests on the shoulders of teachers. The Universal Primary Education (UPE), the Universal Basic Education UBE, the 6-3-3-4 system of education and most recently, entrepreneurship education are some of the programmes that depend on the co-operation of teachers for success. The government spends huge sums of money to ensure the realization of these programmes. The United Nations

Educational Scientific and Cultural Organization (UNESCO) advocates that 26% of the annual budget of every nation be spent on education. In view of this, huge sum of money is spent on education, there is need to ensure that teachers are properly motivated enough to give their full potential in the realization of the national education goals. The job satisfaction of teachers is of paramount importance to make sure that teachers who will carry out these all important functions are in the mood to give their best so that the country's manpower development is properly developed.

Ukeje, Okorie and Nwagbara (1992) define organizational effectiveness as the extent to which organizations achieve their objectives with minimal expenditure of time and money. For them, it is the extent to which students are achieving, the teachers are satisfied, the staff morale is high, student dropout is low. School effectiveness is the extent to which the school is able to meet with the goals and aspirations of which it is established. The goal of the school is not only to make students acquire good grades and certificates but also to socialize the students and produce all round developed individuals who are well prepared to fit in as leaders of tomorrow and take over the development of the economy. Teacher Job Satisfaction is a measure of organizational or school effectiveness. When teachers are not satisfied with their jobs to the extent that attrition rate is high, it means that the schools are not effective. Igwe (2000) sees an effective school as one that could provide admission opportunities and turn out reputable students which in turn would project the image of the catchments to the outside world. Griffin (1984) is of the opinion that an effective organization is one that meets the following criteria: (1) ability to acquire the resources needed (2) ability to operate smoothly and efficiently without strain (3) ability to satisfy the demands and expectations of the groups that have a strong interest in the organization. When schools meet the above criteria, they can now be regarded as effective. Schools in south-east Nigeria cannot be said to be effective with the present situation of things. Classes are overcrowded, basic facilities are lacking, teachers' salaries are irregular and teacher job satisfaction is lacking. A lot still needs to be done to ensure that our schools meet up with the goals for which they are established. In the light of the foregoing therefore, this paper seeks to explore teacher job satisfaction for secondary school effectiveness in Aba Education Zone, South-East, Nigeria.

The Problem

There has been so much complaint about the falling standard of education in Nigeria. Parents and the government complain that teachers are to blame as they have not been alive to their responsibilities. They accuse teachers of abandoning their duties for other businesses, truancy, absenteeism and dereliction of duty, leaving the students to their fate. Teachers on their part blame the government for late payment of salaries and allowances, poor working conditions, poor salary structure, lack of incentive, poor motivation leading to job dissatisfaction. The Nigerian Union of Teachers (NUT) has used incessant strike actions to press for salary increase and better condition of service. The non-professionalization of teaching has also compounded the problem of teachers as teachers do not receive the same treatment as their counterparts in other professions who have better salary structure and conditions of service.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended that developing nations spend 26% of their annual budget on education but Nigeria spends only about 10% or less of its budget on education. This has led to the inability of the government to equip school with modern facilities. Teachers work under very poor conditions and this situation cannot make for school effectiveness and efficiency. Furthermore, most government policies that concern education are formulated by politicians who know little or nothing about education. These policies are then pushed down to teachers to carry out and they end up most times not working as those policies run parallel to the educational problems of the nation. The study therefore will aim at finding answers to the following pertinent question: What factors of school facilities determine teacher job satisfaction? What teacher characteristics determine teacher job satisfaction? What human relations factors determine teacher job satisfaction?

Purpose of Study

The purpose of this study is to identify the factors of school facilities that determine teacher job satisfaction, teachers' personal characteristics that determine job satisfaction, and the human relations factors that determine teacher job satisfaction.

Research Questions

The following research questions guided the study:

- 1) What factors of school facilities determine teacher job satisfaction?
- 2) What are the teachers own characteristics that determine teacher job satisfaction?
- 3) What factors of human relations determine teacher job satisfaction?

Method

The study was a descriptive survey. Data collected were presented as they were. The design was used to determine the extent teacher job satisfaction could guarantee secondary school effectiveness in Aba Education Zone. All the 1280 (421 males and 859 females) made up the population. A sample of 512 teachers representing 40% was selected through proportionate random representation.

A 2-part, 15-item, 4-point scale instrument titled 'Job Satisfaction School Effectiveness Questionnaire (JSSEQ)' was used to gather data for answering 3 research questions. The instrument was validated by a team of experts in the Department of Educational Management, University of Port Harcourt, Nigeria and a reliability of co-efficient of $r=0.83$ established using Pearson's Product Moment Correlation. Mean was used to answer the 3 research questions.

Results

Research Question 1: *What factors of school facilities determine teacher job satisfaction?*

Table 1: Factors of school facilities

	Factors of school facilities that determine teacher job satisfaction	X male	X female	Remarks
1	Classroom is well ventilated and managed.	3.20	2.90	A
2	Electricity is always available.	2.40	2.31	R
3	Library and teachers books are available.	2.35	2.27	R
4	Science laboratory is well equipped.	2.40	2.48	R
5	School library is well equipped.	2.35	2.47	R
	Grand Mean	2.54	2.49	

Data in table 1 indicate that classroom is well ventilated. This had mean 3.20 and 2.90 for male and female teachers. Electricity is always available pooled 2.40 and 2.31 means respectively for male and female teachers. Library and teachers' books are available generated for male teachers 2.35, female teachers 2.27. Science Laboratory is well equipped 2.40 and 2.48 for both. School library is well equipped had the mean 2.35 and 2.47 for male and female teachers respectively.

Thus, answer to research question 1 is the only factor of school facility that determine teacher job satisfaction is that classrooms are well ventilated.

Research question 2: What are the teacher characteristics that determine Job Satisfaction?**Table 2:** Teacher characteristics that determine teacher job satisfaction

	Teacher Characteristics that determine job satisfaction	X male	X female	Remarks
6	Teacher is qualified	3.10	2.95	A
7	Teacher attends seminar / workshop.	2.50	2.52	A
8	Teacher is experienced	2.84	2.80	A
9	Teacher is young & energetic.	2.65	2.68	A
10	Teacher has attended professional programme	2.70	2.74	A
	Grand Mean	2.76	2.74	

Table 2 indicates that teacher is qualified had a mean of 3.10 and 2.95 for male and female teachers respectively. Teacher attends seminar and workshop pooled means 2.50 (males) and 2.52 (females). Teacher is experienced generated means 2.84 and 2.80 for male and female teachers respectively. Teacher is young and energetic scored 2.65 and 2.68 for the two groups. Teacher has attended professional programmes 2.70, 2.74 for the two groups.

In the light of the above, the followings are teacher factors that influence job satisfaction:

- a. Teacher qualification
- b. Teacher attendance of professional seminars and workshops
- c. Teachers' experience
- d. Teacher youthfulness, health and strength.
- e. Teacher attendance of other professional programmes.

Researcher Question 3: What human relation factors determine teacher job satisfaction?**Table 3:** Human relation factors that determine teacher job satisfaction

	Human Relations factors that determine Teacher Job Satisfaction	X male	X female	Remarks
11	Principal holds regular meetings with teachers to discuss school affairs.	3.41	3.40	A
12	There is regular PTA meetings to discuss students' affairs.	2.25	3.24	A
13	There is cordial relationship between principals and staff member.	2.95	2.95	A
14	There is regular cordial internal supervision.	3.05	3.09	A
15	Teachers are assigned duties and allowed to use their discretion to work.	2.58	2.61	A
	Grand Mean	3.05	3.06	

Data in table 3 reveal that principal holds regular meetings with teachers to discuss school affairs generated. This generated mean scores of 3.41 and 3.40 for male and female teachers respectively. There are regular PTA meetings to discuss students' affairs (means 3.25 and 3.24 for male and female teachers respectively). There is cordial relationship between principals and staff members tied at mean score 2.95 for both categories of teachers. There is regular cordial internal supervision pooled (mean scores 3.05 and 3.09 for male and female teachers respectively). Teachers are allowed to use their discretion to work scored 2.58 and 2.61 for male and female teachers respectively.

From the foregoing presentation, answer to research question 3 are:

- a. Principals hold regular meetings with staff to discuss school affairs.
- b. There are regular meetings with staff to discuss school affairs.
- c. There is cordial relationship between principals and staff members.
- d. There is regular cordial internal supervision.
- e. Teachers are assigned duties and allowed to use their discretion to work.

Discussions

Results indicate that classrooms are well ventilated and manageable. This is perfectly in agreement with the findings of Ani in Ndu, Ocho and Okeke (1997) who noted that there is a positive relationship between the academic performance of students and the availability and nature of classrooms. This author further adds that if there is shortage of classrooms, furniture, equipment and other material resources, this can affect the productivity of the teacher and this affects his level of job satisfaction. Similarly, Orukotan and Oladipo (1994) suggest that efforts should be made to bring together in a careful manner those elements which help to create job teaching and learning audition in a class and thus improve the level of teacher job satisfaction. Edem (1987) and Abraham (2003) suggest that the class size must be manageable with good sitting arrangement to permit students seeing the board from all angles of the class. The authors added that the classroom should be well ventilated to allow free movement of air, especially in this era of climate change and considering the humid tropical weather.

Results show with low means of below 2.50 that electricity, library and teacher book, school laboratory are not regularly available/well equipped. All these portend loss of interest on the part of both the teacher and the students thereby limiting the chances of the learner acquiring much from the teacher and the continuous job satisfaction of the teacher.

Results show that teacher characteristics determine job satisfaction. Young teachers tend to show difficulty in being satisfied. The main reason being that since they are young, they will want to explore and look for better paying jobs that offer better job satisfaction. Stuit and Smith (2009) found that teacher attrition is highest among teachers who are young and energetic. Results indicate that when teachers are professionally trained, qualified and experienced they tend to leave their present poor condition to jobs where they can find job satisfaction. G.N.A.T (2010) observes that the rate of teacher attrition and dissatisfaction are more among young teachers. Additionally, Hannskek, Kain and Rivkin (2004) agree that teachers who left the profession because of job dissatisfaction were generally young and inexperienced or much older approaching retirement eligibility.

Guriano, Santibanez, Daley andBewer (2006) found that teachers with advanced degree from prestigious colleges and teachers with degrees in high market value subjects typically leave teaching jobs for jobs in non-educational fields where they will find better job satisfaction.

Findings also indicated that principal's human relations affect the level of teacher job satisfaction. Reacting to the above scenario, Akubue in Ndu et al (1997) advises that principals should encourage teachers to promote and pursue good relation with the community. In addition, teachers according to Akubue (1997) should have a friendly disposition towards parents. This will give teachers a sense of value, responsibility and job satisfaction.

In line with the above thought, Okorie (2008) suggests that there should be a cordial relationship between teachers and principals, teachers and supervisors. When there is no job satisfaction in the teachers work environment, he does not put in his best. This will affect teaching and learning adversely; the goals of education may be limited and the society suffers because the future generation may not have been adequately exposed and prepared to face challenges after school because they have been inadequately prepared.

Conclusions

Inadequate classroom environment and school facilities affected the teacher and produced negative teacher job satisfaction. Poor electricity, inadequate library, lack of teacher books, unfriendly classrooms and ill-equipped laboratories adversely affected the performance of teacher skewing it to the negative. All these gave rise to poor teacher job satisfaction.

Teachers' personal characteristics influenced the level of job satisfaction demonstrated by the teacher. This is

because young and energetic teachers for instance, tend not to be satisfied with their job. Teachers' level of human relations affected their job satisfaction. This is because where the principal holds regular meetings with teachers to discuss academic and school affairs, gave teachers assignments and allowed them use their discretion, teachers put in their best and show physically that they are satisfied because they will follow up the execution of these assignments with greater zeal.

Recommendations

From the results of the data analyzed, the following recommendations emerged:

- 1) Electricity should be available always. This will enable the teachers and students work at all times not interrupted by epileptic power supply common in Nigeria
- 2) Library and teacher books should be adequately provided. This will encourage, promote and propel scholarly works and habits.
- 3) The school laboratory should be adequately equipped. This will make teaching and learning of science subjects more practical.
- 4) Efforts should be made to encourage young teachers stay on the job. This is because this class of teachers show more enthusiasm in the job and pursue their work schedule with greater zeal and energy.
- 5) Teachers should be assigned duties and allowed to use their discretion to work. This will encourage greater commitment to the job.
- 6) Teachers should be consulted in matters concerning education. This will give them sense of belonging and guarantee their greater jobs satisfaction.

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