



Job Satisfaction of Secondary School Vocational Teachers in Oyo State, Nigeria

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ABSTRACT

Investigating the job satisfaction level of workers is essential as it is an important element that can affect the total operation or production of any organization. This study determines factors affecting job satisfaction among vocational teachers in Ibarapa Central local government area of Oyo State using structured questionnaire. A total of 336 respondents were randomly selected within the study area. The findings show that majority (54%) were male with most of the respondents within the age range of 41-50 years. High proportion of the respondents possesses B, Sc. /B. Ed (50.3%) while majority were married with working experience of between 11 and 15 years. It was also seen that teachers in the area were satisfied with their job. However, it was revealed that factors like job security, salary, promotion opportunities and appraisal by supervisor were motivating factors determining job satisfaction.

Keywords:

Job satisfaction, vocational teacher

INTRODUCTION

An educational system that is sound is usually considered to be the bedrock of a developing country. Quality teachers are indispensable for the attainment of such educational system. This high esteem role of teachers has made teaching profession to be extremely challenging and demanding. The situation has forced teachers into a hectic and busy schedule which has made them to experience high level of stress, unhappiness and job dissatisfaction in recent time (Salim, Nasir, Arip & Mustafa, 2012). Moreover, one of the job related topics that received greater attention of educational psychologists in Nigeria in the past years is job satisfaction of secondary school teachers. Many studies carried out within the last decades revealed a high rate of job dissatisfaction among teachers (Adeyoju 1999, Ajayi, 1998, 1981; Adeyemo, 1996, 1986). According to Locke (1976) Job satisfaction is the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It refers to the fulfillment acquired by experiencing various job activities and rewards. Surprisingly, in recent years, research has reported moderate improvement in the level of job satisfaction among secondary school teachers (Adetayo, 2008; Gesinde & Adejumo, 2012).

Therefore, the purpose of this paper is to measure the job satisfaction level and to determine factors affecting level of satisfaction of Oyo state secondary school vocational teachers.

Statement of the problem

Despite many studies on teachers' motivation and job satisfaction, detection of factors affecting job satisfaction and prescription of different strategies of addressing the challenges of job satisfaction, yet, efforts of addressing these challenges, are still witnessing a teachers that are lethargic and indifferent in assisting the learners to acquire the basic knowledge and competencies for future career. This study aims at contributing to the knowledge of job satisfaction factors among the secondary school vocational teaching force taking a case of Oyo State, Nigeria.

CONCEPTUAL FRAMEWORK

The conceptual domain of job satisfaction is broad, because it includes all characteristics of the job itself and the work environment, which employees find rewarding fulfilling and satisfying or frustrating or unsatisfying (Churchill, Ford and Walker 1974; Snipes Oswald, Latour and Armenakis 2005). According to Locke's definition, the evaluation of teaching satisfaction involves a cognitive, judgmental process as well; solely measuring the effective state of teachers cannot fully address teaching satisfaction (HD and Au, 2008). To continue with, job satisfaction of employees is very

crucial to the success of any organization. It mediates the relationship between working conditions and organizational outcomes (Dormann & Zapt, 2001; Akomolafe & Olatomide, 2013). And also, job satisfaction enhances organizational commitment, organizational citizenship behaviour and employee wellbeing (Rue & Byars, 2005; George & Jones, 2008; Ghazzawi, 2008; Ghazzawi & Smith, 2009; Robbins & Judge, 2009; Oyewobi, Suleiman & Muhammad-Jamil, 2012; Akomolafe & Olatomide 2013). At the same time, teachers who are satisfied with their jobs usually have a high degree of professional competence. They feel qualified in terms of their knowledge of subject matter and teaching skills, and they feel secured about classroom management. So the effectiveness of an educational system depends largely on the job satisfaction of teachers employed in the system (Sleyn, 1992).

There are many factors affecting job satisfaction as discovered by many researchers. For instance, According to Maslow theory, people are influenced by two sets of factors: motivator factors (intrinsic) and hygiene factors (extrinsic). Intrinsic factors involve mainly aspects of the job itself (e.g. Achievement, recognition, works itself, responsibility, advancement, and growth). The presence of intrinsic factors produces job satisfaction, but their absence, does not lead to job dissatisfaction. On the other hand, extrinsic factors involve primarily the context in which the job was performed. The presence of these factors does not produce feelings of satisfaction, but their absence leads to job dissatisfaction. There is a relationship between job satisfaction and very different variables. There is a relationship between job satisfaction and life satisfaction (Ho and Au, 2008), service and quality (Hartline and Farrell, 1996; Schneider and Bowen, 1985), performance Luthans, 1995: 129), demographic, job and personality characteristics (Miller *et al.*, 2009). Job satisfaction is found to be a mediator between emotional intelligence and organization commitment (Guleryurz *et al.*, 2008).

Meanwhile, Judge and Ilies (2004) said that people who tend to be positive and cheerful most of the time do indeed tend to express higher job Satisfaction than ones who tend to be down and gloomy. Moreover, according to the Employee Job Satisfaction Survey Report by the Society for Human Resource Management (SHRM) (2009) which reinforced the findings of Morrison (2004), employee relationship with management is one of the factors that influence job satisfaction of employees. This employee relationship with management can be separated into two elements, that is, relationship with immediate supervisor (leadership) and communication between junior and senior employees (communication satisfaction). While according to Akintoye (2000) money remains the most significant motivational strategy. Though way back Abraham Maslow (1943), gave a model that shows that factors that motivate an individual keep changing as one

climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. A review of the literature indicates that the level of earnings is substantial and has a positive effect on job satisfaction (Carvajal and Hardigan, 1999). This argument is supported by Kazooli's Lenses (2010) who underline that pay is one of the most important factors influencing workers' level of job satisfaction. Accordingly, Handel (2000) found that most employees were satisfied with their compensation which is associated with incentives, stock option, cash recognition and so forth, while Miller (1980) identified that job satisfaction is greater among workers who are more secure and highly paid.

Furthermore, there are many studies which found that working environment is linked with job satisfaction (Oraman 2011). Specifically, job security and working condition are the elements clustered under the working environment (SHRM, 2009). Job security is feeling safe at work which is a basic requirement that must be addressed before high level needs can be met, at least on a systematic basis (Lockwood, 2009). When there is feeling of insecure at work, it will lead to a lower level of job satisfaction (Eurobarometer Surveys, 1996; Blanchflower and Oswald, 2000). Because of this argument, many studies have found a positive relationship between job

security and job satisfaction (Nikolaou et al., 2005) which imply that employees may have the poor performance if they are insecure in their jobs (Rosow and Zager, 1985).

The effect of rank, age, gender and length of service on job satisfaction of employees was studied by Oshagbemi (2003) for the universities in United Kingdom (UK). The study found individual's rank within the organization as a major predictor of job satisfaction and there was positive and strong correlation between the two. Similarly the length of service was significantly and negatively correlated to the job satisfaction. But the relationship between job satisfaction and age and gender was found to be insignificant for employees of the UK universities. Demographic characteristics and job satisfaction which was conducted by Malik (2011) under the title of, "Study of job satisfaction factors of faculty members at university of Baluchistan". The researcher tried to explain the relationship between demographic factors "Age, Gender, Family size, Income, Occupation, Education, Ethnicity, Nationality, Religion, Social standards" and job satisfaction. Olorunsola (2010) in his article under the title of "Job satisfaction and gender factor of Administrative staff in south west Nigeria Universities". As conclusion was concerned male administrative members were comparatively more satisfied than female administrative staff.

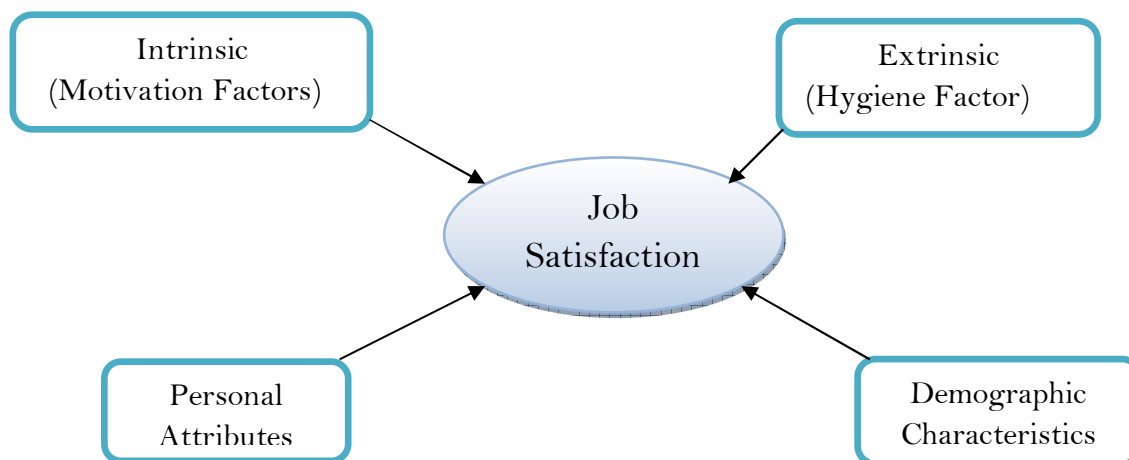


Figure 1: Conceptual framework of the variables related to job satisfaction developed by the Authors

RESEARCH METHODOLOGY

Study area

The study was carried out in Oyo State between March and August 2016. The state covers a total of 28,454 square kilometers of land mass with a population of 5,591,589 (NPC, 2006). It is bounded in the south by Ogun State, in the North by Kwara State, in the West it is partly bounded by Ogun State and partly by Republic of Benin, while in the East by Osun State. The landscape consists of old hard rocks and dome shaped hills. Oyo State has an equatorial climate with dry seasons and

relatively high humidity. Average daily temperature ranges between 25^oc and 35^oc. the vegetation pattern of Oyo State is that of forest in the South and guinea savannah in the North (Oyo State website, 2016).

Sample and sampling Techniques

A multistage sampling method was used in selecting the respondents for the study. Stage one involves dividing Oyo State into four areas (Oyo/Ogbomoso, Oke Ogun, Ibadan and Ibarapa region). Secondly, fourteen secondary schools were randomly selected per area and lastly, six vocational teachers were randomly selected. A

total of three hundred and thirty six respondents altogether were involved in this study.

Instrument for the study and Administration

The instrument for the study was questionnaire. The instrument was administered by the researchers in person with the help of a well-informed research assistant to ensure a one hundred (100) percent return of completed questionnaire. On arrival at the schools, the researcher explained to the respondents the purpose

of the study to allay fears and reduce misinterpretation of the items in the questionnaire. Finally, the researchers assured confidentiality of all information provided. The instrument comprise of two segments A and B. Section A is made up of demographic data of respondents such as sex, Age, educational qualification, marital status and years of experience. Section B consisted of ten (10) items on perceived challenges of effective implementation of VTE. The responses to the items on the problems were assigned as shown in Table 1 below:

Table 1: Response categories of the instrument

Responses	Value	Lower limit	Upper limit
Highly motivating	4	3.5	4.49
Motivating	3	2.5	3.49
Not motivating	2	1.5	2.49
Highly not motivating	1	0.5	1.49

Method of data analysis

Descriptive statistics for data analysis procedure were used. Data which provided answers to the research questions were analysed using mean and standard deviation.

RESULTS AND DISCUSSIONS

Table 2 shows the demographic characteristics of respondents, from the table, majority (54%) were male while 46% were female. Most of the respondents fall within the age range of 41-50 years followed by age of between 31 and 40 (32.4%). High proportion of the respondents being adult is an indication that they know what decision they are taking. High proportion of the respondents possess B, Sc. /B. Ed (50.3%) followed by those with NCE (34.5%). Majority were married while only 34.2% were single. Most of the respondents had working experience of between 11 and 15 years.

Table 2: Demographic characteristics of respondents

	Frequency	%
Sex		
Male	181	54
Female	155	46
Age		
Less than 31	19	5.7
31-40	109	32.4
41-50	138	41.1
40-49	39	11.6
Above 50	31	9.2
Educational Status		
Grade II	14	4.2
NCE	116	34.5
B.Sc./B.Ed.	169	50.3
M. Sc./M. Ed.	32	9.5
Ph.D.	5	1.5
Marital Status		
Single	115	34.2
Married	221	65.8
Working Experience		
1-5yrs	31	9.1
6-10 yrs	92	27.5
11-15yrs	157	46.7
Above 16yrs	56	16.7

Source: Field Survey, 2016

Table 3 shows the perspective of vocational teachers towards job satisfaction. From the table, most of items had mean above the criterion value of 2.5. The mean range from 2.01 to 3.44 while the standard deviation range from 0.33 to 0.94. However, using the respective means, the finding reveals that job satisfaction is a crucial measure of the success of any organization (M=3.44, STD=0.33), nature of job and working environment was also found as contributory factor to job

satisfaction (M=2.82, STD=0.69), If teachers are satisfied then they will be more motivated toward students performance and achievement will be satisfactory. The vocational teachers were satisfied with their job (M=2.94 STD=0.51), however, they believed that their monthly income was not sufficient and was not commensurate with their qualification (M=2.06, STD=0.94).

Table 3: Perspective of vocational teachers towards job satisfaction

S/N	Statement	SA	A	D	SD	Mean	STD	Decision
1.	Job satisfaction of employee is very crucial to the success of any organization	162 (48.2)	160 (47.6)	14 (4.2)	0 (0.0)	3.44	0.33	Agree
2.	Nature of job and working environment contribute to job satisfaction	56 (16.7)	196 (58.3)	50 (14.9)	34 (10.1)	2.82	0.69	Agree
3.	If teachers are satisfied then they will be more motivated toward students and outcomes will be satisfactory	65 (19.3)	147 (43.7)	95 (28.3)	29 (8.7)	2.74	0.76	Agree
4.	As a vocational teacher I am satisfied with my job	66 (19.6)	186 (55.4)	76 (22.6)	8 (2.4)	2.94	0.51	Agree
5.	My monthly income is sufficient and commensurate with my qualification	25 (7.5)	92 (27.5)	96 (28.5)	123 (36.5)	2.06	0.94	Disagree
6.	Less pay as compared to work done can negatively affect job satisfaction	95 (28.3)	182 (54.2)	45 (13.3)	14 (4.2)	3.07	0.58	Agree
7.	You are very much underpaid in relation to the amount of work that you do	87 (25.9)	142 (42.3)	65 (19.3)	42 (12.5)	2.82	0.92	Agree
8.	Supervisor have a fair and reasonable justice in staff's promotion and salary advancement	34 (10.0)	141 (42)	134 (40)	27 (8)	2.54	0.61	Agree

Source: Field Survey, 2016 (Percentages in parenthesis)

Table 4 shows the perceived factors determining job satisfaction of Vocational Teachers in the study area, from the table, all the items had mean above the criterion value of 2.5. The mean range from 2.55 to 3.08 while the standard deviation ranges from 0.6 to 1.1. This is an indication that all items were strong motivation factors toward job satisfaction. However, using the respective means, one of the factors responsible for teachers' satisfaction is job security (M= 3.08, STD=0.6); this confirms the work of Lacy & Sheehan (1997) who indicated that a clear relationship exists in the job security and satisfaction with the work. Siddique et al (2002) also stated that security of service is a feature that has a considerable affiliation with the job satisfaction, so permanent employees are more pleased with their jobs in comparison to the employees who are on contract. Another factor affecting job satisfaction is remuneration (M=2.90, STD=0.8) through salary (financial compensation). Material rewards are much essential in job satisfaction. According to the many

researchers, a constructive relationship exists between salary and satisfaction of job. Increase in one thing must enhance the other. This is in line with Souza-Poza (2000) who stated that salary is a forecaster of work satisfaction; also Miller (1980) said that workers who were rewarded vastly showed a better job satisfaction.

Other factors as perceived by vocational teachers are working conditions (2.62) that has a major influence on the work satisfaction level of the employees. This is in congruent with Herzberg et al. (1959), working conditions are a key factor that affect job satisfaction level. Similarly Santhepparaj & Alam (2005) indicated a significant connection in the job satisfaction and working condition of workers. Promotion opportunities (2.55) are also seen as a factor affecting job satisfaction. This also suggested by Kosteas "promotion expectations also affect job satisfaction, workers who believe a promotion is possible in the next two year report higher job satisfaction"

Table 4: Perceived factors determining job satisfaction of vocational teachers in the study area

	Responses				MEAN	STD.	Remark
	HM	M	NM	HN			
Job security	98(29.2)	179(53.3)	45(13.3)	14(4.2)	3.08	0.6	M
Appraisal by supervisors and superiors	134(40.0)	65(19.2)	103(30.8)	16(10.0)	2.89	1.1	M
Recognition from administration, parents, or other	95(28)	143(43)	34(10.0)	64(19)	2.80	1.1	M
Positive work atmosphere	74(22)	121(36)	101(30)	40(12)	2.68	0.9	M
Working condition	73(21.7)	118(35.1)	91(27.1)	54(16.1)	2.62	1.0	M
Workshop offered and paid for by the employer	94(27.9)	87(25.9)	88(26.2)	67(20.0)	2.61	1.2	M
Promotion opportunities	61(18.2)	107(31.8)	118(35.1)	50(14.9)	2.55	0.9	M
Salary (Financial compensation)	91(27.1)	151(44.9)	60(17.9)	34(10.1)	2.90	0.8	M
Overall mean					2.77		

HM=highly motivating, M=motivating, NM=Not motivating, HN=highly not motivating

A Kruskal Wallis test was conducted to evaluate differences among the four point scale (HM, SM, SN and HN) on median of the responses. The test, (Table 5) which was corrected for tied ranks was significant χ^2 (3, N=32) 16.56, $p=0.0009$. Null hypothesis of equality of means was rejected by Kruskal Wallis test.

Since the overall test of Kruskal wallis is significant, follow up tests were conducted to evaluate

pair wise differences of medians among the four points. This was done controlling for type 1 error across tests by using Bonferroni approach. The results of this test indicated no significance between HM/M, HM/NM, HM/HN, M/HN and NM/HN pairs but only significant between, M/N pair (Table 6).

Table 5: Summary statistics on Rank and test results

	HM	M	NM	HN
Count Observation	8	8	8	8
Rank Observation	149.5	200.5	127.5	50.5
Rank Average	18.69	25.06	15.94	6.31
H-Statistics (Tie corrected)	16.56			
Significance Level	0.05			
Critical Value				
p-Value	0.0009			

Total Size=32, Overall Rank

Table 6: Pair wise Comparison

Factor 1	Factor 2	Statistical Significance
HM	M	No
HM	NM	No
HM	HN	No
M	NM	Yes
M	HN	No
SN	HN	No

CONCLUSION

Job satisfaction (motivator) factors include achievement, recognition, the work itself, responsibilities, and

advancement. Job satisfaction factors allow individuals to reach their psychological potential and are usually associated with the work itself. Job dissatisfaction (hygiene) factors are usually associated with the work environment and include pay, working conditions, supervision, company policy, and interpersonal relationships and teachers involvement in decision making.

RECOMMENDATION

Based on the findings of the research, the following recommendations are made; there should be investigation on the role and impact of human resource management practices on job satisfaction among the employees (teachers)

Administrators should decide to make use of a rewarding system in order to identify those teachers who perform their job well and highly satisfied

Moreover, school administrators or managers should motivate teachers to be friendlier and be fair to their co-workers and their bosses in order to increase the teacher's job satisfaction

The organization or school system should develop strategic ways of increasing the cooperation among the employed (teachers) to increase the relationship among the employees (teachers).

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