

# EVALUATING JOB SATISFACTION AMONG FINE ART TEACHERS

***Daniel Nosa Osariyekemwen***

*Department of Ceramics and Glass Technology,  
Auchi Polytechnic,  
Auchi.*

***Pius Otimeyin***

*Department of General Art and Industrial Design,  
Auchi Polytechnic,  
Auchi.*

**And**

***George Esebameh***

*Department of Graphics and Textiles,  
Auchi Polytechnic,  
Auchi.*

## **Abstract**

*Job satisfaction is an integral part of any organization and for any organization to be productive and progressive; its employees must have a considerable level of satisfaction on the job. It is a known fact that teachers (Fine Art Teachers) in Nigeria are poorly remunerated and inadequately motivated. Also, their works are not accorded the expected recognition and attention they deserve: Just like every worker, the Fine Art Teachers have needs and expectations, if these are not sufficiently accomplished; the teaching of this important subject becomes unattractive. This paper has therefore identified the factors that contribute to the feeling of dissatisfaction by Fine Art Teachers and suggests strategies for improving job satisfaction so as to ensure greater quality performance of Fine Art Teachers.*

Human resource managers all over the world agree that people can only give their best if their needs are satisfied. These needs may range from psychological to self-actualization. In other words employees must be adequately motivated and the necessary stimuli must be created to achieve the desired results. Social scientists are of the opinion that the type of personnel that are available to an organization can to a large extent determine the success or otherwise of that organization, since job satisfaction are very important to any organization, Esebameh, (2009) noted that the organization has no independent life of its own, rather it consists of people whose

---

*African Education Indices Vol. 4 No. 1, August, 2012*

attitude and value influence the way the organization operates and they can only give their best if their needs are satisfied.

There is therefore the need for every organization to motivate their workers if they want to be successful and such organization must continuously ensure the satisfaction of their employees. Job satisfaction according to Khan (2005) in Olorube (2006) relates to happiness with one's work life, he suggested that pay and other material benefits must be sufficient to meet basic human needs like food, housing, transport, healthcare, education etc. Esebameh (2009) defines job satisfaction as an "individual's reaction to the job experience" and that there are many important variables that influence the way a person feels about his job. Strauss and Sayles, (1980) rightly observed that people spend about one-third of their whole day at work, and if the job is not satisfying, they will be frustrated, the resultant effect therefore could be costly on both the worker and his employer. It is not surprising that they should expect work to satisfy various sorts of needs, physical, social or egoistic, and these needs may be satisfied in a wide variety of ways, off the job, around the job, and through the job.

Without doubt, job satisfaction among Fine Art Teachers will directly or indirectly influence the quality and quantity of services provided. With the apparently frustrated conditions of Fine Art Teachers in Nigeria and indeed, other teachers, it is pertinent to examine to what extent they can achieve their values and expectations from teaching Fine Art as a subject, and ascertain their level of satisfaction with their career. There is also the need to determine the level of perceived job satisfaction, which Fine Art Teachers in the country derive from their jobs and how these factors affect their level of satisfaction or dissatisfaction. Fine Art Teachers and indeed other teachers are seemingly frustrated and highly dissatisfied in their performance of their duties and this of course is a major concern for this paper.

### **The Teacher**

There cannot be teaching and learning without the teacher, he plays the central and dominant role in the whole educational process, as it has been rightly suggested the teacher is a coach, instructor, trainer, he systematically presents facts, ideas, skills and techniques to his students and plays various roles in the teaching/learning process. He serves as a mentor to his students and also serves as a counselor and a guardian during school periods; in fact there can be no meaningful economic, social or political development in any society without the teacher. The teacher is largely responsible for the translation and implementation of educational policies. Afe (2006) is of the opinion that "there can be no meaningful socio-economic and political development in any society without teachers, upon whose numbers, their quality and their devotion rest the effectiveness of all educational arrangements". But unfortunately, teaching has become one of the lowest paying jobs in the country. It is common knowledge that teachers in Nigeria are poorly remunerated and earn lower salaries than those of other professions; this assertion is buttressed by Ossai (1995) that evidence abounds that teachers are poorly motivated and this results in low morale and lack of job satisfaction.

## ***Evaluating Job Satisfaction among Fine Art Teachers***

---

The Fine Art Teacher like teachers in other disciplines has suffered a lot of degradation, as little or no recognition has been given to this special, peculiar, creative and imaginative area of education. Concerns have been raised over the years regarding losing the best hands in this profession to other sectors of the economy. There is a general apprehension towards Fine Art Teachers and Fine Art as a subject. Worst still, the society looks down on the Fine Art Teachers as never-do-wells who could not excel in other areas of education hence their choice of Fine Art. This obnoxious notion is indeed very far from the truth. Stanfield (1976) while discussing the all importance of Fine Art as a subject in schools suggested that it is a subject that is connected with everything that is taught in school. Among many other reasons he listed, were that the students have the opportunity to express themselves in other medium other than words; it helps the students to think for themselves and develop their creative abilities and critical powers. It also helps the students develop muscle control, gives the child pleasure and teaches him or her to be aware of the things around them.

It is disheartening to note that Fine Art Teachers are seemingly frustrated, ill-motivated and highly disillusioned in the performance of their duties as a result of the absence of materials, equipment and relevant incentives like Art studio, donkeys, easel etc. to work with. Where they exist, they are dilapidated or nonfunctional and these and many more lead to poor job satisfaction which should be a major concern for all stakeholders.

### **The Concept of Job Satisfaction**

The concept of job satisfaction has received much attention in the past years; George, Louw and Badenhort (2008) asserted that Maslow's (1954) hierarchy of needs theory forms the basis of many researchers' discussion and assessment of job satisfaction. They explained that the expectancy theory is about how people choose from various available options which they perceive to be the means of obtaining their goals and their job satisfaction is strongly influenced by the rewards that the individual receives from his/her work. Since Fine Art Teachers like other workers have needs and expectations and if their needs are not sufficiently met, the teaching of Fine Art as a subject becomes unattractive, and since teachers are partners and prime movers in the process of school improvement, they will act out their approaches to their work from their needs and aspirations. Ololube, (2006) citing Khan, (2005) shares this view when he related job satisfaction to happiness with one's work life and suggested that the pay and other material benefits must be sufficient to meet basic human needs like food, housing, clothing etc. However overall job satisfaction among teachers is also strongly determined by higher order emotional and social needs, most notably professional esteem, job security, interpersonal relations at work between teachers, educational managers, students, parents, working environment, workloads etc.

Teaching in Nigeria has become increasingly demanding due to more diverse student population and complex educational techniques that require additional training to keep abreast with the trends.

### **Determinants of Job Satisfaction**

There are various variables that are vital to job satisfaction, the variables are vital because of the way people feel about their jobs. They include the pay, promotion, work condition, benefits, relationship with co-staff, school managers or administrators, ease of communication etc. According to Esebameh (2009), much of these factors figure into an individual's job satisfaction differently. While Strauss and Sayles (1980) on their part expressed that social scientists believe that a job is satisfying where there is a match between the characteristics of the job and the needs of the individual and that if the expectations of the employee about the job pay and work conditions are high and the employee later discovers otherwise, he/she is likely to be dissatisfied and that the employee is likely to feel satisfied if people appreciate what he does or if he is respected and sees his job as a good one.

The critical factors affecting teachers' job satisfaction could be summed up thus: financial issues, management and personnel issues, in-school management and professional issues.

### **The Need for Job Satisfaction**

Teachers in Nigeria, Fine Art Teachers inclusive are poorly remunerated and inadequately motivated, even the teachers themselves recognize that they are underpaid and that poor remuneration conveys that they are valued less than those in the other sectors. Governments and other stakeholders the world over agree that there is poor motivation in the teaching profession, but to date they have been unable to take effective action to address these needs. And since all agree that education is the most effective channel of bringing about the desired change in any society and the teacher an essential element in this process, it is obvious that until the teachers (Fine Art Teachers) have salaries and work conditions that can compete with other sectors of the economy, retaining the best hands will be a big illusion.

Job satisfaction among teachers will no doubt directly and indirectly influence the quality and quantity of service rendered by teachers, this opinion buttressed by the National Policy on Education (2004) which emphasized that no educational system can rise above the quality of its teachers and since the teacher is considered as a key factor in the entire process, his welfare must be paramount. On the other hand, job dissatisfaction can have a negative impact on the individuals' emotions and by extension lead to discouragement, absenteeism, lukewarm attitude, frustration, poor classroom practices and early exit from the profession. Research has proved that job satisfaction has some positive correlation with physical health of an individual as people who like their work may live longer and on the other hand job dissatisfaction can have a negative impact on the individual's emotion and could trigger off stress, which on the long run takes a toll on the individual, the organization and society.

Afe (2006) advanced poor conditions of service and late payment of salaries as some of the major reasons accounting for the low morale of teachers. It is evident that the teacher is poorly motivated and the result is low morale and lack of job satisfaction. The following factors can help ensure job satisfaction among Fine Art

Teachers; the relationship between parents/teachers and teacher/school authority must be cordial, parents must be supportive and be involved in their wards academic progress. The teacher must be appreciated, respected, supported and adequately compensated in his bid to perform his functions, this the parents, colleges and the entire society must do by providing him with a good working environment.

### **Conclusion and Recommendations**

Teachers are most likely going to be effective when they have good work environment supported by other teachers, parents, government etc. Given the above discourse, it is obvious that the challenges of improving the educational sector in Nigeria requires concerted efforts from all stakeholders, especially the government, educational planners, parents and teachers as lack of job satisfaction creates unhealthy situation that is harmful to the employee, the organization/school and the society as the effectiveness of an educational system depends largely on the job satisfaction of the teachers employed in the system. The benefits derivable from ensuring job satisfaction among Fine Art Teachers cannot be imagined on a short term but the implication of such to the development of education in a nation like ours cannot be over emphasized.

It is believed that these suggestions will be valuable tools in the hands of stakeholders of our educational system.

1. Teaching must be attractive and equated with other professions if the desired result is to be achieved.
2. Teachers salaries must be based on knowledge, professional skill and experienced Fine Art Teachers must be sort after, recruited and retained.
3. There must be a clear programme of change in teacher education. It should be more encompassing and teachers adequately motivated.
4. Government, parents, school authorities and students are important factors in sustaining Job satisfaction and if this is so, they must support, appreciate and respect the teacher for his immense contributions to the society.
5. Necessary materials, equipment and relevant tools must be provided if the Fine Art Teacher is to perform his duties effectively and avoid job dissatisfaction.

### **References**

- Afe, J.O. (2006) *Reflections on becoming a teacher and the challenges of Teaching Education*. Inaugural Lecture Series 64, University of Benin, Benin City.
- Esebameh, R.O. (2009) *Job Satisfaction among Business Education Teachers in Secondary Schools in Oredo Local Government Area of Edo State*. An unpublished PGDE thesis of NTI Kaduna.

- George, E., Louw D. & Badenhorst, G. (2008). Job Satisfaction among Urban Secondary School Teachers in Namibia South African. *Journal of Education*, 28, 135-154.
- Ololube, N.P. (2006) *Teacher Education School Effectiveness and Improvement. A study of Academic and Professional Qualification on Teachers' Job Effectiveness in Nigeria*. Unpublished Ph.D Thesis of University of Helsinki, Finland
- Ossai, R. (1995), *A study of Related Factors in Teachers Stability Rate in Isoko North Local Government Area of Delta State*. Unpublished M.Ed Thesis. University of Benin, Benin City.
- Struss, G. & Sayles, L.R. (1980) *Personnel: The Human Problems of Management* 4<sup>th</sup> Edition New Jersey: Prentice-Hall Inc.
- Stranfield, N.F. (1976) *Art for African Schools Ibadan*: Evans Brothers Nigeria. Publishers Ltd.