

STRATEGIES FOR IMPROVING JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN OWERRI, IMO STATE, NIGERIA

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Abstract

The utilization of teachers in their various areas of specialization in schools has become a topical issue in view of teacher's low productivity. This has raised the issue of job satisfaction among teachers in secondary schools. This study aimed at finding strategies for improving job satisfaction amongst secondary school teachers in Owerri education zone I of Imo State. The purpose of this study is to determine if teachers in this zone are satisfied with their mode of salary payments and to examine how teachers' benefits affect their level of job satisfaction. Two research questions and hypothesis were formulated while descriptive survey was employed for the study. A sample comprising 260 teachers and 16 duty principals were chosen using proportionate stratified sampling technique. Data were collected using a 10-item-researcher-made-questionnaire titled 'Strategies for Improving Job Satisfaction among Secondary School Teachers' (SIJSASST). Data were analyzed and tested using frequency distribution, mean rating, pooled mean and Pearson-moment-product-correlation-statistic respectively. Findings were that teachers are unsatisfied with their salaries and emolument. Also payments of teachers' benefits have positive effect on teachers' attitude to work. Recommendations were made.

Keywords: Strategies, Job Satisfaction, Teachers, Improvement.

The effectiveness and growth of any organization depends largely on the human resources in that organization. The management and subordinate staff in any organization constitute the human resources in it and without them there cannot be an organization.

According to experts like Robbins (1983) in organizational behaviour, workers and their needs should be upper most in the mind of the leadership of any organization. This brings to bear the issue of motivation, which is defined as the psychological feature that arouses an organism or person to action a desired goal. In fact motivation is most related to work performance. Nwadiani (2000) posited that the quality of product of any educational system is largely dependent on the quality of inputs, production, functions, dynamics among other variables of the workers. As could be seen motivation has a psychological attribute that directly or indirectly impact on the input, production, function and dynamics of the teacher hence, the need to motivate him.

According to Agulanna and Nwachukwu (2009) motivation is an internal state that energizes a person's behaviour, maintains and directs it towards a goal so that a state of equilibrium is attained.

As an antithesis to motivation, poor management of the human resources in any organization will inevitably lead to ineffectiveness or collapse (Robbins, 1983). It follows that when an individual has a need, which is a state of biological deprivation (absence of motivation), the tension that it creates, motivates him to seek to satisfy that need. Motivation is concerned with the willingness to do something and is conditioned by the ability to satisfy some needs for the individual. A good personnel policy is therefore a sine qua non in any organization. The personnel policy is a factor of motivation which import is the element of actuation, encouragement, stimulation as well as inducement of employees. Motivating a worker is a way of propelling him into positive action that will eventually bring about the attainment of the organizational goal.

This factor of motivation is linked to the concept of job satisfaction in such a way that the later can hardly be explained without reference to the former. Job satisfaction has generated a lot of interest amongst various groups of people and numerous articles have been written on it (Ukeje Okolie and Nwagbara, 1992). One of the earliest inquiries on job satisfaction was the Hawthorne's study (1924-1933) which was credited to Elton Mayo of the Harvard Business School reported by Hoppock (1935) and since then, more than four hundred thousand studies on job satisfaction have been carried out worldwide (Research paper and other works www.otherpapers.com). The early human relationship convinced both theorists and managers that a happy worker is a productive worker.

Recently, the study of job satisfaction has been intensified because of the concern and increasing awareness for quality working life. When it is said that an employee in an organization has high job satisfaction it means that such an employee generally likes and values his job highly and feels positively towards it. It therefore follows that a satisfied worker in an organization is operating at two levels of satisfaction namely; his own need satisfaction and the satisfaction of the organization. For workers to discharge their duties effectively, the management must be committed to the satisfaction of their needs and expectations.

Job satisfaction represents the feelings and attitude of the workers on and about their job. It is the analysis of the outcomes already felt by an employee in doing his work or how one feels after completing a job. For example, a classroom teacher who derives job satisfaction from his job is expected to be punctual at school and to carry out his duties diligently in an adequate learning environment and with instructional facilities (Okunamiri and Uba 2008 in Kanno 2008). Eduwen (2002) remarked that job satisfaction involves fulfillment of individual needs and expectation thereby giving the individual a sense of enjoyment and accomplishment in the performance of his or her work. Job satisfaction refers to a pleasurable and positive emotional state resulting from the appraisal of one's job experience (Lock, 1976). Teachers' apparent ineffectiveness in the school may be attributed to the attitude of the administrators and their inability to adopt job enrichment strategies that would enhance their productivity level and subsequent their job satisfaction.

The strikes embarked by teachers in Secondary Schools are indications of their dissatisfaction with their jobs or dissatisfactions with the condition under which they do their work. These conditions include; poor salaries, poor wages, unsanitary and unsafe teaching environment among others conditions of service etc.

Problem

In most of the Secondary Schools in Owerri Education Zone I of Imo State, Teachers are seen during school hours hawking wares, food items and items of clothing instead of staying in their class rooms either teaching the students or monitoring their activities. The teachers' staff room is turned into a mini market. There is antagonism amongst teachers and in most cases government policies are fiercely opposed to the extent that at the slightest agitation the teachers resort to strikes, protests and demonstrations. The teachers readily resist the constituted authority.

Given this situation, the academic calendar is disrupted to the detriment of the students. The entire school system is often jeopardized. In view of the poor salary, poor facilities and lack of incentives to teachers, some of them only see teaching as a past time, and a stepping stone to more lucrative jobs. This plight of these teachers

gives rise to strike action. It therefore becomes imperative to investigate strategies that would motivate teachers, cure these malaises and give the teachers job satisfaction.

Purpose

The purpose of this study is to clearly identify those factors that militate against teachers' job satisfaction in Secondary schools in Owerri Zone I and to determine the ways to improve teachers' job satisfaction based on the established factors. Specifically this study aimed at:

- I. Determining whether teachers in Owerri Education Zone I are satisfied with their mode of salary/emoluments payment.
- II. Examining how teacher' benefits affect their level of job satisfaction.

Research Questions

To guide this, the following research questions are addressed;

1. To what extent are teachers in Owerri Education Zone I satisfied with their mode of salary/emoluments payment?
2. What benefits/incentives should be given to teacher to enhance their job satisfaction and job performance?

Hypotheses

The following hypothesis was formulated to guide the study and was tested at 0.05 significant level.

1. There is no significant relationship between job satisfaction and mode of payment of teachers' salaries/emoluments ($P < 0.05$).

Methodology

Descriptive survey was adopted for the study. Survey in the opinion of Nworgu (1991) is a procedure used in obtaining data from a sample relevant population that is familiar with the ideas relating to the objectives of a study through interview or questionnaire. Questionnaire was used to obtain data from teachers and principals from the zone.

The study was carried out in public secondary schools in Owerri education zone I of Imo State. The education zone I is made up of five (5) local government areas namely; Ikeduru, Mbaitoli, Owerri Municipal, Owerri North and Owerri West.

The target population of this study consisted of all teachers and duty principals in public schools in Owerri education zone I of Imo State, Nigeria. The eighty one (81) public secondary schools in the area under study, two thousand, six hundred and six teachers (2606) and 81 duty principals formed the population of the study.

The population of this study is shown on table 1.

Table 1: Statistical distribution of schools, principals and teachers in the local government areas.

S/N	LGAs	No. of Schools	No. of Principals	No. of Teachers
1.	Ikeduru	18	18	319
2.	Mbaitoli	21	21	462
3.	Owerri Municipal	9	9	775
4.	Owerri North	19	19	679
5.	Owerri West	14	14	371
Total		81	81	2,606

Source: Planning, Research and Statistics Unit, Secondary Zonal Education Management Board (SZEMB) 2013/2014 School year.

The sample was made up of two hundred and seventy six (276), comprising two hundred and sixty (260) teachers and sixteen (16) principals. Random sampling was used to select twenty percent (20%) of the principals and ten percent (10%) of the teachers from the sample schools in Owerri Education Zone 1 of Imo State. This gave rise to 16 principals and 260 teachers selected using a proportionate stratified sampling technique.

Table 2: Sample of principals and teachers in Owerri education zone I

S/N	L.G.As	No. of Principals	No. of Teachers	20% of Principal	10% of Teachers
1.	Ikeduru	18	319	3	32
2.	Mbaitoli	21	462	4	46
3.	Owerri Municipal	9	775	2	77
4.	Owerri North	19	679	4	68
5.	Owerri West	14	371	3	37
Total		81	2,606	16	260

The instrument was a researcher-made-questionnaire which was made up of two sections. Section A contained information on the bio-data of the respondents and section B contained the main issues relevant to the investigation. The rating scale was a four (4) point likert form with degree of responses as Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed and weighted 4, 3, 2 and 1 respectively.

The instrument was then validated by three experts of measurement and evaluation.

The instrument was considered reliable having a coefficient of about 0.80 after a test-retest trial of the instrument at an interval of two weeks using twenty (20)

teachers in three secondary schools for the zone who were not part of the sample and ten (10) principals chosen from the neighbouring secondary schools and also using the Pearson-product-moment-correlation statistic.

The researcher with the help of some trained research assistants visited all the selected schools to administer the questionnaire. Effort was made so that the respondents would complete the questionnaire and return same to the administrators on the sport. The researcher stayed back to collect the completed instruments.

The data collected were analyzed using frequency distribution table and mean rating to answer the research questions while the Pearson product moment correlation statistic at a significant level of 0.05 was employed to test the hypothesis. The table helped in the interpretation of the result. The scale of interpretation used in this work was mean rating of 2.50 which was derived by the sum of the rating scale weighted - 4, 3, 2, 1 divided by the number (4). Any mean rating score of 2.5 and above was regarded as a significant factor i.e. job being satisfactory while any item with mean score below 2.5 is considered as insignificant.

Results

Research Question One

To what extent are teachers in Owerri education zone I satisfied with their mode of salary/emolument payment?

Table 3: Table of principals and teachers responses to the factors with mean rating for research question one.

S/N	Salary & Emoluments	SA	A	D	SD	ΣX	N	\bar{X}	Pooled Mean
1.	Your salary is good enough for you to put in your best.	32	22	87	135	503	276	1.82	
2.	The yearly increase is a source of good motivation.	20	25	95	136	481	276	1.76	
3.	The delay in payment of salaries affect your job satisfaction.	150	100	15	11	941	276	3.41	
4.	The salary grade level given to teachers is good enough to make them have a sense of job satisfaction.	12	18	100	146	448	276	1.62	2.20
5.	Teachers lose a lot of recognition and status because of their meagre salary.	60	79	70	76	666	276	2.41	

Table 1 shows that items Nos. (1), (2), (4) and (5) including the pooled mean (2.20) are below the expected mean (2.5) except item No. (3) that has the mean of 3.41. This shows that the opinion of principals and teachers delay in payment of salaries among others in the table affect teachers’ job satisfaction.

Research Question Two

What benefit should be given to teachers to enhance their job satisfaction?

Table 4: Mean rating of principals and teachers on the benefits that should be given to teachers to enhance their job satisfaction and performance.

S/N	Salary & Emoluments	SA	A	D	SD	ΣX	N	\bar{X}	Pooled Mean
6.	Teachers housing benefit is too meagre.	130	110	15	21	901	276	3.27	
7.	Teachers transpiration	150	100	15	11	941	276	3.41	
8.	Teachers’ hospital benefits are strong source of job satisfaction.	150	110	5	11	951	276	3.45	3.39
9.	Transfer allowances given to teachers help to give them job satisfaction.	145	98	18	15	925	276	3.35	
10.	Allowances given to science teachers and gamesters contribute a lot to their job satisfaction.	160	100	6	10	962	276	3.48	

Table 4 shows that all the items including the pooled mean (3.39) are greater than the expected mean or bench mark (2.5) this implies that all these allowances should be given to teacher to enhance their job satisfaction and performance.

Hypothesis Testing

Ho: There is no significant relationship between job satisfaction and prompt payment of teachers salary/emolument.

Table 5

Summary of Pearson’s Product Moment Correlation coefficient analysis on relationship between job satisfaction and teachers prompt payment of salaries/emoluments.

Variables	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	recal	r^2	r Tab	r Sing
Job Satisfaction.	1476	2183438					
			163559	-0.993	0.986	0.634	0.05
Payment of salaries.	1112	124226					

Table 5 shows that the calculated r value is -0.993 while tabulated r value is 0.634. since the calculated value of r (-0.993) is less than the tabulated value of r (0.634) there is no significant relationship between job satisfaction and teachers prompt payment of salaries/emolument, whereby accepting the Null Hypothesis.

$$r = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{n(\Sigma X^2) - (\Sigma X)^2 (n\Sigma Y^2 - \Sigma Y)^2}}$$

$$= \frac{10(163559) - (1476)(1112)}{\sqrt{(5804)(5716)}}$$

$$= \frac{-5722}{5759.83194}$$

$$r = -0.993$$

Discussion

This study investigated the strategies for improving job satisfaction among secondary school teachers in Owerri Education Zone 1 of Imo State. The discussion is made according to the research questions posed and null hypothesis formulated.

Challenges facing teachers in Owerri Education Zone 1 which makes it difficult for them to perform maximally.

Table three (3) shows delay on payment of salaries amongst others affects teachers' job satisfaction. The table also shows that of all the five items which are items No (1), (2), (3), (4) and (5) only one (No. 3) is positive while the mean of the other four items that is items Nos. (1), (2), (4) and (5) and the pooled mean are negative (2.20) being below the decision range or expected mean of 2.50. This shows that there are challenges facing teachers which make it difficult for them to perform maximally.

Table four (4) Benefits that should be given to teacher to enhance their job satisfaction and job performance.

Table four (4) shows that the pooled mean of the teachers responses is positive (3.37) which is above the expected mean of (2.50) including the means of all the five items. This shows that if given all the fringe benefits like housing, hospital, transport allowances, meal subsidy, science and game maters' bonuses, they will be enhanced. Ukeje (1992:160) argued that "good condition could lead to greater physical comfort, which would consequently result in job satisfaction of workers".

The result of table 5 shows that r calculated value -0.993 is less than the tabulated value of $r = 0.634$, this means that there is no significant relationship between job satisfaction and teachers payment of salaries/emoluments. The hypothesis is that, there is no significant relationship between job satisfaction and teachers payment of salaries/emoluments, is hereby accepted at ($P < 0.05$).

Conclusions

Following the findings and subsequent implications, conclusions are drawn:

1. That teachers are not satisfied with their salaries/emoluments.
2. That the payments of teachers' benefits have a positive effect on teachers' attitude to work.
3. The finding of this study also indicated that salaries/emoluments, fringe benefits, promotions, principal relationship with teachers are motivational factors and strategies that will help to improve teachers' job satisfaction. The implication of the study indicated that the motivational factors that will help to improve teachers' job satisfaction are not adequately implemented.
4. The educational implication practice is that since teachers are not satisfied with their salaries and not paying teachers their due salaries, fringe benefits, promoting them as and when due will affect their work. So there is need for government to strategize on how to improve their working conditions.
5. The result of this study also showed that a significant relationship was established between work and teachers benefits to suggest a need for the government to intervene so as to provide a reasonable level of benefits for the teachers to enhance learning in the school system.

Recommendations

Based on the findings, the following recommendations are made to improve teachers' job satisfaction:

- I. Adequate motivational factors that will enhance job satisfaction of teachers should be provided.
- II. Teachers should be paid salaries as and when due and the issue of delay or non-payment of teachers salaries should be removed by the government.
- III. Fringe benefits and other bonus should be reintroduced for teachers in the school system.
- IV. The principal should employ motivational strategies always to promote job satisfaction that will enhance teachers' performance.
- V. Promotion should be regular and as when due.

VI. Because of limited time, the researcher could not study the entire zones, therefore further research should be carried out in other educational zones in Owerri, Imo State for further studies.

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