

# **JOB SATISFACTION: A PANACEA FOR THE RETENTION OF VOCATIONAL TEACHERS IN TECHNICAL COLLEGES IN DELTA STATE**

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## **Abstract**

This study was designed to investigate the job satisfaction factors that influence the retention of vocational teachers in Delta State technical colleges. Three research questions guided this investigation. A simple survey research design was employed in conducting the study. The population for the study was 185 vocational teachers within the study area. Data for the study were collected by means of a structured questionnaire. The reliability of the validated questionnaire was 0.93. This was done using Pearson's Product Moment Correlation Coefficient. Mean and Standard deviation were used to analyze the data. The result of the data analysis showed among others that the job satisfaction factors that influence the retention of vocational teachers in Delta State technical colleges include achievement on the job, recognition of effort, opportunity for advancement, salary, working condition, college policies and practices, prompt payment of salary, payment of hazard allowances, etc. The poor provision of facilities by the government was also identified as job satisfaction factor that adversely influence the retention of vocational teachers in Delta State technical colleges. Based on the findings, it was recommended that the Delta State government should urgently embark on the provision of modern workshop/laboratory training facilities and that principals of technical colleges in Delta State should use various methods to minimize dissatisfaction among vocational teachers thereby aiding their retention.

## **Introduction**

Teachers are regarded as builders of many nations of the world, hence, the world is constantly researching for ways of producing the right caliber of teachers. Such teachers will be able to uphold the ethics of the profession. Macdonald and Kirkpatrick (1977) viewed the teacher as one who instructs skillfully; and teaching as the act, practice or profession of giving instructions. Also Majasan (1995) defined a teacher as a facilitator of learning, leading, guiding, stimulator. He is an organ administrator whether as a class or subject teacher in school system.

The National Policy on Education (FRN, 2004) defined vocational teachers as teachers who are trained to teach vocational and pre-vocational subject areas of Technical Education, Agricultural Education, Home Economics Education, Applied and Fine Arts Education and Business Education. The issue of teacher retention has been the focus of research for more than twenty years. Retaining key personnel is critical to long-term success of an organization. A retention strategy has become essential if an organization is to be productive over time and can become an important part of the hiring strategy by attracting the best candidates who know the track record of caring for employee (Mason, 2006). Hornby (2000) defined retention as the action of holding in position or stopping it from coming out.

The extent to which workers (teachers) are satisfied with their job varies strikingly by occupation. Job satisfaction is a situation whereby the worker feels satisfied with his work and work

environment. According to Hoppcock (1935), it is any combination of psychological, physiological and environmental circumstances that cause one to say, "I am satisfied with my job". This view is even held up till today. Vroom (1964) also stated that 'job satisfaction is the affective orientation of individuals towards work roles that they are presently occupying'. Smith (1973) has equally conceptualized job satisfaction as "an effective response of the worker to his job". While Wanous and Lawler III (1972) stated that job satisfaction generally means the fulfillment acquired by experiencing various job activities and rewards. The term is used to analyze outcome already experienced by an employee. It is an end-state resulting from the attainment of some desired goal. Thus, satisfaction is a consequence of rewards and punishments associated with past performance.

Satisfaction results when a workers' on the job experience relates to his own values and needs. Workers constantly want to equate their input into a particular job with the benefits derivable from the job. When the worker experiences that his personal needs are taken care of by his job, he tends to have a feeling of satisfaction. When a worker is satisfied with his work (job satisfaction), he tends to put in more efforts, time and interest into the work. This is to ensure that the goals of the organization are realized. By doing this, the worker is seen as being committed to his work. The worker wants to be identified with the job because he is satisfied. It is not out of place to find the worker putting in enough effort and loyalty in order that the task and/or job might be accomplished. This definitely will increase performance. When a worker is committed to his work because he is satisfied, there is the likelihood of increased performance and willingness to remain on the job (Wiener and Vardi, 1978).

It is important here to stress that although Nigerian historical background helped to create fertile environment for poor work attitudes, however, the human factors consisting of the nature of work environment and the kind of relationship existing between employers and employees did, and still do influence Nigerians' attitude to work. According to Iwuh (1989), the human factors that have either boosted workers morale, or thwarted the hopes of workers all over the world are identified as follows:

- 1) Lack of motivation
- 2) Poor working conditions
- 3) Corrupt and incompetent leadership
- 4) Inadequate counseling orientation

Iwuh (1989) concluded that one single factor that has inflicted more injuries to the attitude of Nigerian workers, both past and present, is the lack of motivation or its inadequacy.

### **Statement of the Problem**

Vocational teachers are charged with the responsibility of training technical personnel at the craft and master craft levels and similar levels in business occupations (National Board for Technical Education, NBTE, 1992). This caliber of personnel forms a very important human resource in any economy. They are needed for industrialization and overall development of the nation.

The extent of job satisfaction of vocational teachers in the six technical colleges in Delta State is not certain. It is therefore necessary to ascertain the teachers' level of satisfaction with their job as this will enhance retention. Standard ways of improving job satisfaction among vocational teachers have not been identified. If this is not done, the college authorities and government may find it very difficult to effectively minimize job dissatisfaction among the teachers. It seems necessary therefore,

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to identify reliable measures for minimizing job dissatisfaction among technical college teachers in Delta State of Nigeria in order to ensure their retention.

### **Purpose of the Study**

The purpose of this study was to identify the job satisfactory actors that influence the retention of vocational teachers in Delta State technical colleges and measures for minimizing dissatisfaction among the teachers. Specifically, this study was designed to find out

- 1) The intrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State technical colleges.
- 2) The extrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State technical colleges.
- 3) The measures for minimizing job dissatisfaction and enhancing retention among vocational teachers in Delta State technical colleges.

### **Research Questions**

The following research questions guided this study:

- 1) What are the intrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State technical colleges?
- 2) What are the extrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State technical colleges?
- 3) What are the measures for minimizing job dissatisfaction and enhancing retention among vocational teachers in Delta State technical colleges?

### **Scope of the Study**

This study was specifically focused on vocational teachers in the six technical colleges in Delta State.

### **Methodology**

#### **Design of the Study**

The survey design was employed in conducting the study.

#### **Population of the Study**

The population of this study consisted of 185 vocational teachers in six technical colleges within the study area. All the teachers were included in the study, so no sampling was done.

#### **Instrumentation**

The instrument used in this study was a questionnaire titled, "Job Satisfaction Factors that Influence the Retention of Vocational Teachers in Delta State Technical Colleges (JSFIRVIDTCQ)". The questionnaire was arranged in three sections. Section A was designed to obtain information on their sex, place of work and educational/professional qualifications of the respondents. Section B was used to obtain the perceptions of the respondents on their job satisfaction factors that influence retention while section C was used to obtain the perception of the respondents concerning measures for minimizing dissatisfaction among vocational teachers in technical colleges. The subjects were to respond to the statements on a scale of satisfied (S) or dissatisfied (DS).

In other to ascertain the validity of the instrument, it was subjected to scrutiny by two senior academic staff of vocational technical education. The scrutiny was to ascertain the face and content validity. The test-retest method of testing reliability was used. The reliability co-efficient of 0.93 was derived using the Pearson's Product Moment Correlation. The administration and collection of copies of the questionnaire was done by the researcher and two other assistants. Out of the 185 questionnaires administered, 170 (92%) were completed and returned.

### Method of Data Analysis

Mean and standard deviation (SD) were the main statistical tools used to analyze the data. The mean ( $\bar{X}$ ) of 2.50 was used for decision, such that a mean rating of any item by respondents equal to or above 2.50 was taken as "Satisfied" or "Agree", while any mean rating lower than 2.50 was taken as "Dissatisfied" or "Disagree".

### Findings

**Research Question 1:** What are the intrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State Technical Colleges?

**Table 1:** Intrinsic Job Satisfaction Factors Influencing the Retention of Vocational Teachers in Delta State Technical Colleges.

| S/N | Intrinsic Job Satisfaction Factors | $\bar{X}$ | SD   | Decision     |
|-----|------------------------------------|-----------|------|--------------|
| 1   | Achievement on the job             | 2.97      | 0.81 | Satisfied    |
| 2   | Recognition of effort              | 2.92      | 0.85 | Satisfied    |
| 3   | Demand of the work                 | 2.89      | 0.86 | Satisfied    |
| 4   | Assignment of responsibility       | 2.87      | 0.94 | Satisfied    |
| 5   | Opportunity for advancement        | 2.79      | 0.98 | Satisfied    |
| 6   | Availability of facilities         | 2.23      | 1.19 | Dissatisfied |

**Research Question 2:** What are the extrinsic job satisfaction factors influencing the retention of vocational teachers in Delta State Technical Colleges?

**Table 2:** Extrinsic Job Satisfaction Factors Influencing the Retention of Vocational Teachers in Delta State Technical Colleges.

| S/N | Extrinsic Job Satisfaction Factors | $\bar{X}$ | SD   | Decision  |
|-----|------------------------------------|-----------|------|-----------|
| 7   | Salary/allowances                  | 2.56      | 1.01 | Satisfied |
| 8   | Working condition                  | 2.50      | 1.13 | Satisfied |
| 9   | College policy and practices       | 2.50      | 1.13 | Satisfied |
| 10  | Supervision                        | 2.56      | 1.01 | Satisfied |
| 11  | Interpersonal relations            | 2.79      | 0.98 | Satisfied |

**Research Question 3:** What are the measures for minimizing job dissatisfaction and enhancing retention among vocational teachers in Delta State Technical Colleges?

**Table 3:** Measures for minimizing job dissatisfaction and enhancing retention among vocational teachers in Delta State Technical Colleges.

| S/N | Measures for Minimizing Dissatisfaction  | $\bar{X}$ | SD   | Decision |
|-----|--|-----------|------|----------|
| 12  | Provision of adequate teaching facilities and workshop/laboratory training materials.  | 2.89      | 0.86 | Agree    |
| 13  | Provision of stimulating environment where teachers actively and effectively utilize their skills and potentials.  | 2.90      | 0.86 | Agree    |
| 14  | Prompt payment of salaries and allowances of technical college teachers.   | 2.96      | 0.84 | Agree    |
| 15  | Improvement of the salary being paid to vocational teachers in technical colleges.   | 3.10      | 1.20 | Agree    |
| 16  | Regular supervision of teachers.   | 3.05      | 1.16 | Agree    |
| 17  | Regular supervision of technical college programmes and provision of feedback to the teachers on their performance.  | 3.05      | 1.16 | Agree    |
| 18  | Establishment of production and service units in all technical colleges in the country.  | 3.01      | 1.14 | Agree    |
| 19  | Organizing industrial visits for students on regular basis.  | 2.93      | 0.85 | Agree    |
| 20  | Organizing conferences, symposia and seminar for vocational teachers in technical colleges.  | 3.10      | 1.20 | Agree    |
| 21  | Providing adequate opportunities for in-service training for vocational teachers in technical colleges.  | 3.32      | 1.30 | Agree    |
| 22  | Employment of adequate number of professionally qualified vocational teachers in technical colleges.   | 3.13      | 1.23 | Agree    |
| 23  | Recognizing and rewarding hardwork and special feats performed by individual vocational college teachers by the principal and the State Post Primary School Board. | 3.08      | 1.22 | Agree    |
| 24  | Giving autonomy to the teachers to plan and execute projects and dispose the products.   | 2.97      | 0.81 | Agree    |
| 25  | Payment of hazards allowance to vocational teachers.   | 3.11      | 1.21 | Agree    |

### Discussion of Findings

Table 1 indicates that the respondents were satisfied with five out of six intrinsic job satisfaction factors used for investigation. The five factors are achievement on the job, recognition of achievement, demand of the work, assignment of responsibility and opportunity or advancement. On the other hand, the respondents were dissatisfied with availability of facilities. This is in line with the observation of Falade (1981), Olaitan (1996) and Anyanwu (1997) who stated that inadequacy of

these facilities only reduces the teaching of technology education to theoretical lesson only. It is the opinion of the researcher that inadequacy of facilities in technical colleges makes it impossible for most vocational teachers to practice their trades.

Also table 2 shows that vocational teachers in Delta State technical colleges are satisfied with all the five extrinsic job satisfaction factors used for the investigation. However, there is still room for improvement in their level of satisfaction with the extrinsic job satisfaction factors investigated, judging from their mean perception rating scores. This finding is in agreement with that of Owoso (1991), which showed, among other things, that low level of job satisfaction among vocational teachers in technical colleges was due mainly to limited opportunity to apply their skills, inadequate remuneration, irregular payment of salary, etc. Extrinsic job satisfaction factors relate directly to the teachers' material benefits on the job. Therefore, moderate or low level satisfaction with these factors may not be attractive enough especially to the new teachers.

Furthermore, the results of the study on table 3 showed that all the fourteen proposed measures for minimizing dissatisfaction among vocational teachers in technical colleges were favourably rated by the respondents. In other words, the respondents agree that the identified measures can be used to minimize areas of dissatisfaction among the teachers. This finding is consistent with many studies e.g. Ezeji and Okorie, (1988), Ewuninu (1984), Ezugu (2004) in which sources of satisfaction/dissatisfaction were identified among vocational teachers in technical colleges.

### **Conclusion**

The results of this study have shown that vocational teachers in technical colleges in Delta State are generally satisfied with their job. It was, however, concluded that there was still room for improvement on the teachers' satisfaction and that areas of dissatisfaction can be effectively addressed using the measures identified by this study.

### **Recommendations**

The following recommendations are made on the basis of the findings of the study:

- 1) There is an urgent need for the governments of Delta State to embark on the provision of modern workshop/laboratory training facilities in the various technical colleges.
- 2) The Principals of technical colleges in Delta State should use the various measures for minimizing dissatisfaction among technical college teachers, which were identified in this study, as a guide in formulating and/or improving their strategies or enhancing job satisfaction among vocational teachers, which will in turn enhance their retention.

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