



Teachers Characteristics and their Job Satisfaction among Secondary Schools in Ikot Ekpene Educational Zone of Akwa Ibom State

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Abstract

This research investigated the teachers' characteristics and their job satisfaction in secondary schools Ikot Ekpene Educational Zone, of Akwa Ibom State. A sample of 500 teachers was randomly selected from the population of 2,754 teachers in all public secondary schools in Ikot Ekpene Educational Zone of Akwa Ibom State. Ex-post-facto design was used for the study. The instrument used for this study was the researcher made questionnaire titled "Teachers Characteristics and Job Satisfaction Questionnaire" (TCJSQ). It consists of two parts (A and B). Part A contained the demographic variables of the respondents while Part B consists of 20-items on job satisfaction measured on 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of the instrument (TCJSQ) was computed using Cronbach Alpha reliability coefficient. Reliability coefficient of 0.86 was obtained. Five objectives, five research questions and five null hypotheses guided the study and were tested at 0.05 level of significance. Data was analyzed using mean, t-test and analysis of variance (ANOVA). Findings revealed significant difference in the job satisfaction of older teachers as compared with the younger teachers. It is therefore recommended among others that the State School Board should recruit more NCE and B.Ed holders into the educational sector since they indicated a higher level of job satisfaction than holders of M.Ed. Long serving experienced teachers should be appointed into positions of higher responsibilities such as Directors to facilitate their job satisfaction in teaching.

Keywords: Age, Sex, Teaching qualification, Area of Specialization and Years of experience

Introduction

The schools were established for the purpose of impacting skills, values, competencies and attitudes desired by society to the citizens. Teachers are essential elements of educational opportunity (Park & Hannum, 2001). No matter how well a curriculum instruction is designed or how beautiful the physical structures in the school are, when the teachers are incompetent, not satisfied with their work or have negative attitudes, the curriculum objectives may not be achieved. There can be no effective learning by students if there is no effective teaching, since it is the teachers that form the pivot on which the whole school structure revolves. Without dedicated teachers, the school system collapses. Federal Government of Nigeria (2013) acknowledges the importance of teachers when it asserts that no educational system can move above the quality of its teachers.



The concern of every personnel manager and administrator in any organization is how to make the employees more productive. Denga (1996) stressed that this was the major problem addressed by the Hawthorne experiment in which various factors were manipulated to determine their influences on the motivation of the employees in an electrical company. If employees do not work well it means that the goals of the organization would not be achieved. A school cannot be said to be good if the learners do not perform well on their own in examinations. The students cannot do well if they are not properly taught. One factor that helps teachers to be effective is the level of their job satisfaction. Ma & MacMillan (2001) stressed that in any organization the motivation of an employee to work is driven by various factors, one of which is the level of satisfaction or dissatisfaction with the work or the working environment. Judge, Thoresen, Brono & Patton (2001) agrees with the above report when they stated that motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. An employee's motivation to work is continually related to their job satisfaction.

The Nigerian teacher cannot compete with others in other professions. This is mainly due to the poor conditions of service which include poor salary, irregular payment etc. This has made the average teacher to be looked down by the public including the children of the teachers and his parents, hence many people leave teaching for other jobs. This problem can be limiting to moral and performance of teachers resulting in poor performances of the students in examination.

Teachers are of various characteristics such as age, sex, academic qualification, area of specialization and years of teaching experience. Therefore, this study wants to find out whether a significant difference exists in teachers' characteristics and their job satisfaction among secondary schools, Ikot Ekpene Educational Zone of Akwa Ibom State in Nigeria.

Statement of the Problem

The relevance of teachers' job satisfaction is very crucial to the long term growth of any educational system around the world (Pii, 2008). The major problem that attracted the attention of the researcher is the constant conflict between the government in Nigeria and the Nigerian Union of Teachers (NUT) over the increase in salaries, benefits and improvement in working conditions. Teachers' salary is low compared to others in other profession, thus with the current economic recession, they cannot provide three square meals to their families thus being absent from schools, lateness to duty and engaging in private businesses such as trading, (Gosnell, 2000). The implications that result form high absenteeism is not only for the employer, but also for the society as a whole (Sargent and Hannum 2005).

The effectiveness of an educational system depends largely on the job satisfaction of the teachers employed in the system. Each teacher has personal characteristics such as age, sex, academic qualification, area of specialization, area of specialization and years of experience (Ingersoll, (2001). There is need therefore to ascertain how these characteristics made difference in job satisfaction of secondary school teachers in Ikot Ekpene Educational



Zone of Akwa Ibom State in Nigeria. The study sought to seek answer to one major question. Do teachers' job satisfaction differ significantly based on their characteristics.

Purpose of the Study

The purpose of this study is to determine the differences of specified teachers' characteristics on their job satisfaction in secondary schools in Ikot Ekpene Educational Zone. Specifically the study sort to:

1. To determine the differences in secondary schools teachers' job satisfaction based on age.
2. To determine the differences in secondary school teachers' job satisfaction based on sex.
3. To determine the differences in secondary schools teachers' job satisfaction based on academic qualifications.
4. To determine the differences in secondary school teachers' job satisfaction based on area of specialization.
5. To determine the differences on secondary school teachers' job satisfaction based on years of experience.

Research Questions

The following research questions were formulated to guide the study:

1. What is the difference in secondary schools teachers' job satisfaction based on age?
2. What is the difference in secondary schools teachers' job satisfaction based on sex?
3. What is the difference in secondary schools teachers' job satisfaction based on academic qualification?
4. What is the difference in secondary schools teachers' job satisfaction based on area of specialization?
5. What is the difference in secondary schools teachers' job satisfaction based on years of teaching experience?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significances:

1. There is no significant difference in job satisfaction of secondary schools teachers' based on age.
2. There is no significant difference in job satisfaction of secondary schools teachers' based on sex.
3. There is no significant difference in job satisfaction of secondary schools teachers' based on academic qualification.
4. There is no significant difference in job satisfaction of secondary schools teachers' based on area of specialization.



- 5. There is no significant difference in job satisfaction of secondary schools teachers' based on years of experience.

Methodology

The ex-post-facto design was used for this study. The population of this study comprised all public secondary school teachers in the 85 public secondary schools in Ikot Ekpene Educational Zone. Based on the data collected from Akwa Ibom State Secondary Education Board, the population of these teachers is 2,754 comprising 1,643 male and 1,111 female teachers. Two different sampling techniques were used in selecting the sample. First, the simple random sampling was used to select 20 secondary schools from the list of 85 public secondary schools in Ikot Ekpene Educational Zone. Then, at the second stage, the proportionate stratified random sampling was used to select sample of teachers from each of the selected schools. Sample of 500 teachers representing 18.2% of the total population were selected. Two public secondary schools were selected from each of the 10 local governments within Ikot Ekpene Educational Zone by simple random sampling. Then, the proportionate stratified sampling technique was used to select teachers from the selected 20 public secondary schools in the educational zone.

The instrument used for this study was the researcher made questionnaire titled "Teachers Characteristics and Job Satisfaction Questionnaire" (TCJSQ). It is was a 20-item questionnaire measured on a 4-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instrument was validated by the researchers' supervisor, three lecturers in the Department of Curriculum Studies, Educational Management and Planning and two lecturers of Measurement and Evaluation from the Faculty of Education, University of Uyo. They went through the items and matched them with the variables in the hypotheses to ensure that they were relevant. Badly framed items were changed and inappropriate ones were removed. To test for the reliability of the instrument, a pilot study was conducted by administering the instrument to twenty teachers (20) who were not part of the main population. Reliability coefficient of 0.86 was obtained for teachers' characteristics and job satisfaction questionnaire. Hence, based on this coefficient, the instrument is judged to be reliable. Statistical analysis of data was done using mean, t-test and analysis of variance (ANOVA). All hypotheses were tested at .05 level of significance.

Results

Research Question 1: What is the differences in secondary schools teachers' job satisfaction based on age?

Table 1: Differences in secondary school teachers' job satisfaction based on age

Age(Years)	N	Means	SD
25-30	182	37.78	6.27
31-40	172	38.37	6.63
41-59	137	40.20	8.27



The result of the descriptive statistics as shown in Table 1 showing the differences in job satisfaction of secondary school teachers on the basis of age showed that teachers between ages 41-59 years reported the highest level job satisfaction(Mean= 40.20) while those between ages 25-30 were least satisfied(Mean = 37.78). These results revealed that job satisfaction increases in relation to age. The older ones (41-59 years) were more satisfied than the younger age groups (25-30 and 31- 40 years respectively).

Research Question 2: What is the difference of secondary school teachers' based on sex?

Table 2: Differences in secondary school teachers' job satisfaction based on sex

Sex	n	Means	SD
Male	225	37.12	6.67
Female	266	39.96	7.12

Based on the result in Table 2, the female teachers reported a higher job satisfaction (Mean =39.96) than their male counterpart (Mean=37.12). Hence, on the basis of sex, the female secondary school teachers were more satisfied than the male secondary school teachers.

Research Question 3: What is the difference of secondary school teachers' job satisfaction based on academic qualification?

Table 3: Differences in secondary school teachers' job satisfaction based on academic qualification

Academic qualification	N	Means	SD
NCE	209	39.52	7.22
HND	80	38.85	8.05
B.Ed	185	38.31	5.74
M.Ed	17	31.12	8.68

On the basis of the results in Table 3, those who had NCE certificate showed mean scores of 39.52 on job satisfaction. Those who had HND, B.Ed and M.Ed were 38.85, 38.31 and 31.12 respectively. Hence, those with NCE reported the highest level of job satisfaction while those who had M.Ed reported the least. Therefore, the NCE holder was more satisfied on their job than other academic qualification.



Research Question 4: What is the difference of secondary school teachers’ job satisfaction based on area of specialization?

Table 4: Differences in secondary school teachers job satisfaction based on area of specialization

Area of specialization	N	Means	SD
Sciences	106	37.48	6.34
Vocational	97	38.85	6.88
Humanities	288	39.48	7.27

As shown in Table 6, the mean scores on job satisfaction of 37.48, 38.85 and 39.48 were obtained for sciences, vocational and humanities respectively. Those teachers in humanities showed a higher level of job satisfaction than those in the sciences and vocational subjects.

Research Question 5: What is the difference of secondary school teachers’ job satisfaction based on year of experience?

Table 5: Differences in secondary school teachers job satisfaction based on year of experience

Year of experience	N	Means	SD
0-10	115	38.23	6.47
11-15	115	37.34	7.34
16-20	191	39.21	7.15
21-25	46	40.07	7.08
26-35	24	40.00	6.83

The results showed in Table 5 revealed that those who had between 21- 25 years of teaching experience were most satisfied compare to those who had between 0-10, 11-15, 16-20, and 26-35 years respectively. From the result of the descriptive statistics, job satisfaction decreases as the year of experience increases.

Testing of the Null Hypotheses



Null Hypothesis 1: There is no significant difference in secondary school teachers’ job satisfaction based on age. This hypothesis was tested using Analysis of Variance (ANOVA)

Table 6: ANOVA result for hypothesis one showing significant difference in secondary schools teachers’ joy satisfaction based on age

Source of Variation	SS	df	MS	F
Between group	478.804	2	239.40	
Within group	23915.07	488	49.006	4.89
Total	24393.88	490		

F critical = 3.00, significant at 0.05 alpha level.

The result of the one way analysis of variance (ANOVA) as shown in Table 8 shows that the calculated F (F calculated = 4.89) is greater than F critical (F = 3.00) at 0.05 level of significance. Hence, the null hypothesis of no significant difference in secondary school teachers’ job satisfaction based on age is rejected. Therefore, there is a significant difference in job satisfaction of secondary school teachers based on age.

Table 7: Scheffe test showing the direction of the significant difference in job satisfaction based on teachers’ age.

Age	n	Subset for alpha = 0.05	
		1	2
25-30	182	37.7802	
31-40	172		38.3721
41-59	137		40.1971
Sig.		1.00	.066

Result in Table 7 shows that there is no significant difference in job satisfaction between teachers between age 31-40 years and 41-50 years (p>0.05). The result also shows that job satisfaction of teachers between 31-40 years and 41-59 years were significantly higher than that of teachers between 25-30 years(p<0.05).

Null Hypothesis 2: There is no significant difference in secondary school teachers’ job satisfaction based on sex. The hypothesis was tested using the independent t-test.

Table 8: t-test result for hypothesis two showing significant difference in secondary school teachers’ job satisfaction based on sex

Sex	N	Means	SD	t cal.
Female	266	39.96	7.12	
Male	225	37.12	6.67	4.53

t critical = 1.96, df = 489, significant at 0.05 alpha level, N = 491



As displayed in Table 8, the calculated t value of 4.53 is greater than the t-tabulated (t tabulated = 1.96) at 0.05 significance level with 489 degrees of freedom. Therefore, the null hypothesis is rejected, hence, it is concluded that, there is a significant difference in secondary school teachers' job satisfaction based on sex.

Null Hypothesis 3: There is no significant difference in secondary school teachers' job satisfaction based on academic qualification.

Table 9: ANOVA result for hypothesis three showing significant difference in secondary school teachers' job satisfaction based on academic qualification

Sources of variation	Sum of squares	df	Mean square	F calc.
Between groups (Academic qualification)	1146.28	3	382.10	8.00
Within groups(Error)	23247.59	487	47.74	
Total	24393.88	490		

F critical = 3.00, significant at 0.05 alpha level

The results of the one way analysis of variance (ANOVA) as shown in Table 9 shows that the calculated F(F calculated = 8.00) is greater than the F tabulated(F tabulated = 3.00) at 0.05 level of significance. Hence, the hypothesis of no significant difference in job satisfaction based on academic qualification is rejected. Therefore, there is a significant difference in job satisfaction of secondary school teachers based on academic qualification.

Table 10: Turkey Test showing the direction of the significant in school teachers' job satisfaction based on academic qualification.

Academic qualification	n	Subset for alpha = 0.05	
		1	2
M.Ed	17	31.1176	
B.Ed	185		38.3081
HND	80		38.8500
NCE	209		39.5167
Sig.		1.000	.822

Result of Turkey's test in Table 10 reveals that teachers with B,Ed, HND and NCE were more satisfied with their jobs than teachers with M.Ed(p<0.05) where between school teachers with B,Ed, HND and NCE, there was no significant difference in their job satisfaction.

Null Hypothesis 4: There is no significant difference in secondary school teachers' job satisfaction based on area of specialization. This hypothesis was tested using the one way of variance (ANOVA).



Table 11: ANOVA result for hypothesis four showing significant difference in secondary school teachers’ job satisfaction based on area of specialization

Sources of variation	Sum of squares	df	Mean square	F calc.
Between groups (Area of specialization)	461.462	2	230.73	4.71
Within groups(Error)	23932.42	488	49.04	
Total	24393.88	490		

F critical = 2.60, significant at 0.05 alpha level

The result of the one way analysis of variance (ANOVA) as shown in Table 11 shows that the calculated F (F calculated = 4.71) is greater than the F tabulated (F – tabulated = 2.60) at 0.05 level of significance. Hence, the null hypothesis of no significant difference in secondary school teachers job satisfaction based on area of specialization is rejected. Therefore, there is a significant difference in job satisfaction of secondary school teachers based on area of specialization.

Table 12: Turkey Test showing the direction of the significant in school teachers’ job satisfaction based on teachers’ area of specialization

Area of specialization	n	Subset for alpha = 0.05	
		1	2
Sciences	106	37.4811	
Vocational	97	37.5361	
Humanities	288		39.4757
Sig.		.058	1.00

Result of Turkey’s test in Table 12 shows that teachers in humanities were more satisfied with their jobs than teachers in sciences and vocational (p<0.05) while between science and vocational teachers, there was no significant difference in their job satisfaction(p>0.05).

Null Hypothesis 5: There is no significant difference in secondary school teachers’ job satisfaction based on years of experience.

Table 13: ANOVA result for hypothesis five showing significant difference in secondary school teachers’ job satisfaction based on years of experience

Sources of variation	Sum of squares	df	Mean square	F calc.
Between groups (Area of	414.98	4	103.75	



specialization)			2.10
Within groups(Error)	23978.90	486	49.34
Total	24393.88	490	

F critical = 2.37, not significant at 0.05 alpha level

The result of the ANOVA as shown in Table 13 shows that the teachers’ job satisfaction do not differ significantly on the basis of teachers’ years of experience. This conclusion was arrived at because of the fact that the calculated value of F (F calculated = 2.10) was not greater than the F tabulated (F tabulated = 2.37). Therefore, the null hypothesis above is retained. Hence, it is concluded that job satisfaction of secondary school teachers in Ikot Ekpene Educatinal Zone do not differ significantly based on years of experience.

Table 14: Turkey Test showing the direction of the significant in school teachers’ job satisfaction based on teachers’ years of experience.

Years of experience	N	Subset for alpha = 0.05	
		1	2
0-10	115	38.2261	
26-35	330	38.6182	
21-25	46		40.0652
Sig.		.189	1.000

Result of Turkey’s test presented in Table 14 reveals that teachers with 21-25 years of experience reported significant job satisfaction as compared with teachers who had other years of experience(p<0.05). Between those with 0-10 and 26-35 years of experience, there was no significant difference in job satisfaction.

Discussion of Findings

The result of the study indicated that a significant difference exists in secondary school teachers’ job satisfaction based on age. This might be due to the fact that young teachers are energetic and try to experiment many opportunities in life to get to the top of the society. This findings supports the opinion of Ma & Macmillan (2001) who affirmed that female teachers were more satisfied than male teachers. This is consistent with the studies of Michaelowa (2002) and Fuller (1987) who affirmed that female teachers were more satisfied than male teachers but differ from these studies in that this difference in career satisfaction is statistically not significant. This report is also supported by the opinion of Sargent and Hannum (2005) who affirmed that salary is negatively related to teachers’ satisfaction and that gender does not have a significant relationship with teachers’ satisfaction even though female teachers appeared to be more satisfied with the teaching profession.



The result of the study also indicated that a significant difference exists in secondary schools teachers' job satisfaction based on academic qualification. The difference may be due to the fact that teachers with qualifications higher than Bachelor's degree in secondary schools expect more income and incentives considering the time and money that they put in to acquire a higher degree higher than Bachelors' degree. This findings supports the opinion of Dabo (1998), who affirmed that teachers' educational attainment is negatively correlated with teachers' career satisfaction. This report may find explanation in the statement of Michaelowa (2002) who affirmed that teachers' academic attainment beyond Bachelors degree tend to lead to a mismatch between teachers expectations and professional realities. Also, the result of investigation showed that a significant difference exists in secondary schools teachers' job satisfaction based on area of specialization. This findings supports the opinion of Morgan & O'Leary (2004) who affirmed that there was a significant relationship between area of specialization and job satisfaction. Job satisfaction between teachers in varying subjects may be due to the schools focus on Mathematics and Sciences both inside and outside of the school. Also, positive public perception may give these teachers a better feeling about themselves. The subject that teachers taught also influenced their job satisfaction. There is tendency for teachers of the humanities to respond differently than teachers of Mathematics and Sciences.

Another aim of this study was to investigate the difference in secondary schools teachers' job satisfaction based on years of experience. The result of the study indicated that there was no significant difference on secondary school teachers' job satisfaction based on years of experience. This might be due to the fact that the longer one works, the higher the financial responsibilities and expectations of friends and family members. Teachers' years of experience is significantly negatively related to teachers' job satisfaction. This study is in line with the opinion of Gosnell (2000), who affirmed that years of experience was significantly negatively related to the job satisfaction of Federal employees in the United States of America.

Conclusions

The study set out to examine the differences on secondary school teachers' characteristics such as: age, sex, academic qualification, area of specialization and years of experience on their job satisfaction in Ikot Ekpene Educational Zone of Akwa Ibom State. The study found that young teachers were not satisfied with teaching job, this might be due to the fact that a young person is more active than the one that is elderly, young workers are energetic and try to experiment many opportunities in life to get to the top of society.

Recommendations

Based on the findings of the study, the following recommendations were made:



1. The state school board should recruit more mature teachers since they show more job satisfaction than young teachers. Also, more opportunities should be given to retired but active teachers to serve in the school system. Salaries and allowances of teachers should be improved and paid in time, reduction in class size would help to promote job satisfaction of young teachers since they are new in the educational system.
2. The government should recruit more female teachers than men as they showed more satisfaction in the teaching job. Female teachers should be sent on seminars and workshops so that they would learn new developments in the profession and acquire more knowledge and skills to impact to the learners to promote high productivity in the system.
3. The government should recruit more NCE and B. Ed holders in the secondary schools and they indicated higher job satisfaction than holders of M. Ed. whereas, teachers with higher qualifications beyond B. Ed should be promoted to the rank of principal not to wait until mass promotion.
4. The government should train more science teachers and recruit more technical and science teachers into secondary schools to reduce job monotony. They should also be encouraged by some incentives to enhance their job satisfaction.
5. Long-serving experienced teachers should be appointed into higher post of responsibilities such as Directors by the government to facilitate their job satisfaction. They should also be given the opportunities by their principals to influence important decisions and direct work of others and also be recognized as one whose contributions could ensure the attainment of the organizational goals and objectives and the sense of self-actualization would reinforced him to be satisfied with the job

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