

## JOB SATISFACTION AMONG BASIC SCIENCE TEACHERS IN PUBLIC SECONDARY SCHOOLS IN SOUTH-WEST, NIGERIA

<sup>1</sup>Oniya, Toluwa and <sup>2</sup>Faluyi, Samuel Gbenga

<sup>1</sup>Department of Science Education, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria.  
[oniyatoluwa@gmail.com](mailto:oniyatoluwa@gmail.com)

<sup>2</sup>Department of Computer Science Education, College of Science and Information  
Tai Solarin University of Education, Ijebu- Ode, Ogun State, Nigeria.  
[Faluyisamulo1@Gmail.Com](mailto:Faluyisamulo1@Gmail.Com)

### Abstract

*This study focused on the phenomenal of job satisfaction of Basic Science teachers in South-west, Nigeria. The purpose of this study is to first assess the prevalence of secondary school Basic Science teachers' job satisfaction. The study further investigated into the difference in job satisfaction among Basic Science teachers in rural and urban public secondary schools and also investigated difference in job satisfaction between male and female Basic Science teachers in South-west, Nigeria. The study employed a descriptive research design of the survey type. The sample consisted of 100 Basic Science secondary school teachers chosen 50 secondary schools in South –West, Nigeria. The instrument used in collecting the data was Minnesota Job Satisfaction (MSQ) which was adapted for the study. The data generated were subjected to descriptive and inferential analysis using t-test. The study revealed that the level of job satisfaction was moderate among Basic Science teachers. It also showed that there was difference in job satisfaction between Basic Science teachers in rural and urban secondary schools. Also that there was difference in job satisfaction between female and male Basic Science teachers. Based on the findings, it was recommended that government should put in place routine seminars and workshops to aid job satisfaction. Both government and school principals should motivate Basic Science teachers in terms of intrinsic and extrinsic reward to boost their moral and enhance their job satisfaction. Social amenities should be provided to rural areas to make the place inviting and conducive.*

**Keywords:** Job satisfaction, Gender, Rural, Urban, Basic Science, Teachers

### Introduction

Job satisfaction is the degree to which individuals feel positively or negatively about their jobs. Researchers define job satisfaction as an individual's positive and/or negative attitudes and feeling toward his/her profession (Sunal, Sunal, & Yasin, 2011).

The term 'satisfaction' is commonly employed to describe the state of inner feelings that follows interaction with people or objects by a person. It has also been oftentimes substituted with other words such as gratification, happiness, compensation, fulfillment, joy excitement, and self-actualization. For instance, the Microsoft Encounter Dictionary (2009) perceives satisfaction to have four diverse interpretations, these are: the feeling of pressure that comes when a need or desire is fulfilled (gratification); happiness with the way something have been arranged or done; compensation for an injury or loss; and the fulfillment for a need, claim, desires, in a similar vein.

Job satisfaction refers to how well a job offers fulfillment of a need or want. Consequently, an individual's job satisfaction affects his/her productivity in the workplace. Thus, the importance of employee job satisfaction has been an prominent topic among managers and supervisors of profit

and non-profit organizations. Spear et al. (2000) concluded that sources of teachers' job satisfaction included working with students, the cerebral challenge of the profession, and a sense of classroom autonomy. They further described workload, salary, and professional status as sources of dissatisfaction. These conclusions suggest that working conditions of teachers are more likely to contribute towards job satisfaction than job dissatisfaction.

The lack of support from government, school administrators, available laboratory supplies, and low pay are negative factors decreasing teachers' job satisfaction. Job satisfaction has also been found to decrease as they experience some problems relating to students' misbehavior, workload, relationships with colleagues and administrators, salary, and career growth (Norton & Kelly, 1997; Shann, 1998). Satisfied teachers are always ready to extend extra effort in working with students and parents to provide positive results (Al-Mashaan, 2003). Educational quality is largely related to teachers' job satisfaction. The happier teachers are, the better they teach (Hean & Garrett, 2001). Thus, we need to maximize teacher satisfaction with sustained efforts to improve teacher working conditions, especially in the area of low salary compared to other professions such as nursing. This helps teachers to become more

effective would help to improve students' learning and achievement.

This study also looks at how school location and gender have affected basic science teachers' job satisfaction in south-west region of Nigeria. And whether the job is congruent to what the job eventually offers. The location of a school has a big role to play on the curriculum implementation. Nelson (2004) observed that rural schools tend to be smaller than urban schools and that has a number of benefits. Since classes in rural schools rural tend to be smaller, students enjoy more individual attention towards practical activities from their teachers. Teachers in such schools also know each students. Nelson (2004) Observed that small rural school can be more effective in helping their student to learn better through practical activities, behave better and active in their school activities.

In terms of job satisfaction, research findings had indicated that higher level of satisfaction is generally found in female teachers, homeroom teachers, teachers who assume directorship in schools, teachers with lower educational attainment, and the teachers with higher income Huei-Jane and You-I WU (2001). In their gender-based study, Ali et al. (2004) found that female teachers showed significantly greater degree of satisfaction than male teachers. With regards to teaching profession, survey reveals that female teachers showed higher level of job satisfaction than their male counterpart (Watson, Hatton, Squires, & Soliman, 1991). Also, in a study conducted by Al-Mashaan (2003), male employees reported higher level of job satisfaction than females due to better employment chances and promotion opportunities. Few studies claimed that men and women show parallel satisfaction (Clark, Oswald, & Warr, 2001). Women, due to their lower expectations, tend to be satisfied easily at work (Witt & Nye, 2000). Male teachers attach more importance to career than females hence they show less satisfaction (Kremer-Hayton & Goldstein, 2000).

### Research Question

In the course of this study, a general question was raised:

1. What is the level of job satisfaction among Basic Science teachers in public secondary schools in South-west, Nigeria?

### Research Hypotheses

The following hypotheses were postulated for this research work:

1. There is no significant difference between job satisfaction among Basic Science teachers in rural and urban public secondary schools.
2. There is no significant difference in job satisfaction between male and female Basic

Science teachers in public secondary schools.

### Research Design

Descriptive survey research design was adopted in carrying out this study. It was adopted as it involved the collection of facts extensively from the Basic Science teachers for the purpose of describing and interpreting existing situation on job satisfaction in public secondary schools South-west, Nigeria.

### Population

The population of this study consisted of 1350 basic science teachers in secondary schools in south – west, Nigeria.

### Sample and Sampling Techniques

The sample for the study consisted of 100 Basic Science teachers selected using multi-stage, random sampling technique. At the first stage, Ekiti and Oyo States were randomly selected from the six states in South-West Nigeria. At the second stage, twenty five secondary schools were purposively selected in each state through stratified random sampling technique, taking into cognizance the schools with Basic Science laboratory and the school location (rural or urban). At the third stage, two basic science teachers were also purposively selected from each school stratified random sampling technique. To be eligible; the teacher must be a full- time graduate of Basic Science, making a total of 100 teachers 50 male and 50 female teachers).

### Research Instrument

The instrument used in this research work was the adapted form of Minnesota Job Satisfaction Questionnaire (MSQ).

### Validity of the instrument

The construct validity of the instrument was done by experts in science education to confer a high validity and internal consistency on the instrument.

### Reliability of the Instrument

The method of test-retest was used to establish the reliability of the instrument. The instrument was administered to thirty basic science teachers in Osun State twice within a period of two weeks. Pearson Product Moment Correlation analysis was used to analyse the data collected, and a reliability coefficient of 0.88 was obtained which was considered enough to accept it as reliable.

### Data Analysis

The questions raised were answered using descriptive statistics while the hypotheses were tested using t-test analysis at 0.05 level of significance.

## Results and Discussion

### Descriptive Analysis

#### Question 1

What is the level of job satisfaction among Basic Science teachers in public secondary schools in South-west, Nigeria?

In order to answer the question, mean score on job satisfaction and standard deviation were computed. These ( $\bar{x}=62.63$ ,  $SD=9.20$ ) were used to categorized the job satisfaction of the Basic Science teachers into Low, Moderate and High levels of job satisfaction. The result is presented in Table 1.

**Table 1:** Percentage and Frequent Table showing the level of job satisfaction among Basic Science teachers in public secondary schools in South-west, Nigeria.

Level of Job Satisfaction	Frequency	Percentage
Low	20	20.0
Moderate	59	59.0
High	21	21.0
Total	100	100.0

Table 1 shows that 20 (20%) of the total sample experienced low level job satisfaction while 59 (59%) and 21 (21%) had moderate and high levels of job satisfaction respectively. Therefore, the level of job satisfaction among Basic Science teachers in South-west, Nigeria could be said to be moderate.

### Testing of Hypotheses

#### Hypothesis 1

There is no significant difference between job satisfaction among Basic Science teachers in rural and urban public secondary schools.

**Table 2:** t-test showing job satisfaction among Basic Science teachers in rural and urban public secondary schools.

Group	N	Mean	SD	DF	t-cal	t-tab
Rural	50	152.86	5.60	98	5.013	1.980
Urban	50	162.46	12.33			

Table 2 shows that t-cal (5.013) is greater than the t-tab (1.980) at 0.05 level of significance. The null hypothesis was rejected. Therefore, there is significant difference between job satisfaction among basic science teachers in rural and urban public secondary schools.

#### Hypothesis 2

There is no significant difference in the job satisfaction between male and female Basic Science teachers in public secondary schools.

**Table 3:** t-test showing job satisfaction between female and male Basic Science teachers in public secondary schools.

Group	N	Mean	SD	DF	t-cal	t-tab
Female	50	65.52	9.56	98	3.293	1.980
Male	50	59.74	7.91			

Table 3 shows that t-cal (3.293) is greater than the t-tab (1.980) at 0.05 level of significance. This null hypothesis is not accepted. Therefore, there is significant difference in the job satisfaction between female and male Basic Science teachers in public secondary schools.

### Discussion

The study examined the prevalent job satisfaction among Basic Science teachers in South-west, Nigeria. The study showed that the level of job satisfaction among Basic Science teachers in south-west, Nigeria was moderate. This agrees with Spear et al. (2000) who concluded that sources of teachers' job satisfaction included working with students, the cerebral challenge of the profession, and a sense of classroom autonomy which could be controlled. Further, they described workload, salary, and professional status as sources of dissatisfaction.

This study further revealed that there was significant difference in job satisfaction between Basic Science teachers in rural and urban public secondary schools. This also agreed with the submission of Tasnim, (2006) that teachers of urban schools are found to be responsible and sincere to their job and are more satisfied than the rural school teachers because of infrastructure.

The study also revealed that there was difference in job satisfaction between female and male Basic Science teachers in public secondary schools. This finding is in agreement with those of Lambert, Hogan, Barton, & Lubbock, 2001 who found that women have higher level of job satisfaction than their male peers across most worksites, but contradicts that of Al-Mashaan (2003), who reported that male employees report higher level of job satisfaction than females due to better employment chances and promotion opportunities.

### Conclusion

Based on the findings of this study, it can be concluded that job satisfaction is moderate among Basic Science teachers and that location has influence on job satisfaction. Female Basic Science teachers are more satisfied with their job.

### Recommendations

Based on the findings, it was recommended that government should put in place routine seminars and workshops to aid job satisfaction. Both government and school principals should motivate Basic Science teachers in terms of intrinsic and extrinsic rewarding to boost their moral and enhance their job satisfaction and that social

amenities should be provided to rural areas to make the place conducive and inviting.

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