

NEXUS BETWEEN SCHOOL ENVIRONMENTAL CONDITIONS AND JOB MOBILITY OF TEACHERS IN EKITI STATE

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Abstract

The purpose of this paper was to investigate the nexus between school environmental conditions and job mobility of teachers in Ekiti State. A descriptive research design of the study survey type was adopted in the study. The population consisted of all teachers of private and public secondary schools in Ekiti State. The sample consisted of 400 teachers selected from private and public secondary schools in the State. Multi-stage sampling procedures were used to select the sample. In stage one, a simple random sampling technique was used to select five (5) Local Government Areas out of the sixteen Local Government Areas in the state. At stage two, a simple random sampling technique was also used to select ten (10) public and private secondary schools in the Local Government Areas. Purposive random sampling technique was used to select two teachers each from both private and public secondary schools. The face and content validity of the instrument was ensured. The reliability was ascertained through test-retest method and Alpha Cronbach reliability coefficient was used to determine the internal consistency of the items. The result yielded coefficient of 0.90. The questions raised were answered using descriptive statistics such as mean scores, percentage and Standard Deviation, while the hypothesis was tested using Pearson's Product Moment Correlation and regression analysis at 0.05 level of significance. The study revealed that job mobility of teachers in Ekiti State was low and there was a significant relationship between school environmental condition and teachers' job mobility. It was therefore recommended that Government should treat teachers independently and let their transfer be done appropriately according to regulations. Government and proprietors of Secondary schools should make the environment conducive and attractive for teachers.

Key words: Nexus, school, environmental conditions, job mobility, teachers

Introduction

The issue of job mobility seems to be a salient part of employees' work experiences that is central to the understanding of how individual career unfolds. According to Greenhaus, Callanan, and Godshalk (2000), job mobility is also relevant to institutions because it may enhance the diffusion of knowledge, innovation and technology across institutions and promote effective human resource planning and skill development. Conducive environment is very important because individuals are only assets if they invest knowledge and skills that benefit their institutions in any social environment they find themselves. Modern infrastructural facilities are essential in educational institutions.

Kirton and Greene (2009) observed that decisions on job mobility are usually based on subjective interpretation of a range of factors some of which are external to workplace. Izamoje (2011) opined that the external factors usually comprise the social environment, family responsibilities, religious beliefs and changing work values. Also, Garcia-Serrano (2009) had earlier posited that internal factors which have traditionally provided a basis for the incidence of job mobility include institutional commitment, age and tenure. A combination of internal and external factors therefore can provide impetus for adequate understanding of job mobility in school settings. Therefore, job mobility could depend on a number of factors such as age,

ethnicity, sex, academic qualifications. For instance, job mobility among female teachers would be expected to have quite different characteristics from that of male teachers due to family commitment, children and other social factors. McDonald and Hite (2005) supported this assertion by saying that situational factors such as relationship with employee, work, family conflict and overall life satisfaction have also contributed to the explanation of sources and correlates of job mobility.

Social Studies describes the interaction of human beings with his total environment being it physical, socio-political, religious, economic and other features of the human environment. From this point of view, the researcher felt that in the process of the interaction, there are some problems that are emerging which Social Studies is trying to address. Abdullah and Ramay (2012) observed that, work environment may affect a teachers' commitment to their current school. What is less clear is, whether the effects can be separately identified and how the magnitudes can be compared. The first relates to his/her sense of efficacy as a teacher. If a large proportion of the students comes from economically and educationally disadvantaged backgrounds, and the teacher does not have the skills or training needed to meet their needs or feels she has inadequate support to do so, she is likely to become discouraged and consider leaving the school and/or the teaching profession. (Johnson

and Birkeland, 2003; Johnson, Berg and Donaldson, 2005). Secondly, teachers may feel uncomfortable in such schools because of student's lackadaisical attitude, bullying, harassment, absence of discipline, and possibly safety risks (Public Agenda (2003). Part of this discomfort could reflect a mismatch between the races or social background of the teacher and the students, but it is difficult to sort out such concerns from those of the first two types because of high correlations among the relevant variables Akuegwu (2005) asserted that quality of working life affects human activities in all its visceral beyond mere basic needs.

Job mobility seems to describe the flow of workers between jobs. It reflects the freedom of workers to use their skills wherever opportunities exist. Issues of teacher job mobility have become perennial in Ekiti State as teachers try to position themselves strategically in duty stations most appropriate to them. Rush (2011), remarked that majority of people who leave their job do so because they are dissatisfied and want to find a better job. It is not surprising therefore that teachers who do not like their environment for whatever reason are more likely to move to other place. Examining job dissatisfaction a little further, Watson (2011) looked at satisfaction with level of pay, social environment, the nature of work, the hours of work, and flexibility to balance work and life commitments. He found that hours of work and flexibility do not appear to be an issue. It is the workers who are concerned with the level of pay, social environment, the nature of work and job security which are more likely to change their jobs. Satisfaction with job security seems to have the most impact, with those most worried about a lack of job security considerably more likely to change jobs. As Watson (2011) suggested that it is 'better to move on before being moved'. Looking at the job mobility aspect, people relocate for many different reasons and this includes among others: starting a new job, incessant transfer and looking for a new job. Previous quantitative research on the relationship between teacher working conditions and teacher mobility draws attention to easily measured school characteristics such as racial and economic mix of the student or their achievement levels. According to Hanushek (2004), emerging from such studies is the clear conclusion that the presence of high proportions of racial minorities or low-income students makes it difficult for schools to retain teachers.

Another factor that influences teachers' job performance is location/site of the school. This is so because in a situation whereby the school is sited in a noisy area like near airport or in the heart of a city like Port Harcourt, Lagos cities, where activities disrupt the teaching/learning of the teachers, such teachers may not perform to expectation. According to Onukwo (2004), a conducive environment enhances teachers' growth and development. Teachers feel happy in a peaceful and friendly

environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to poor job performance of the teacher.

Additionally, school climates can be of positive influence on the health of the teaching/learning environments as Abdullah and Ramay (2012) noted that, "school climate can have a positive influence on the health of the learning environment or a significant barrier to teaching. School environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for teachers and students. Durotolu (2000) revealed that there was no significant relationship between the entire work environment and academic job mobility. Ariyo (2000) identified the various components of work environment and academic staff job mobility. Garwe (2013) argued that, school climate in high risk urban environment indicates that a positive, supportive and culturally conscious school climate can significantly shape the degree of job mobility experienced by urban teachers. Loeb and Wyckoff (2007) found that a positive school climate is associated with increased job satisfaction for school personnel. Attending a new school can be frightening for teachers and this apprehension can adversely affect teachers' perception of their schools climate and teaching outcomes. Therefore, providing a positive and supportive school climate for teachers is important for a smooth and easy transition to a new school.

Abdullah and Ramay (2012) further asserted that, school climate can play a significant role in improving a healthy and positive school atmosphere. He noted that the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels. A positive school climate can yield positive educational and psychological outcome for students and school personnel. Similarly, a negative climate can prevent optimal learning and development. Vikoo, Nwikina and Kpee (2013) said School climate including "trust respect, mutual obligation and concern for others welfare can have powerful effect on educational relationships as well as teachers' job performance and overall school progress.

Purpose of the Study

This study was to examine the relationship between school environmental condition and teachers' job mobility in Ekiti State. In addition, the study attempted to find out the level of teachers' job mobility and the influence of school environmental conditions on teachers' job mobility.

Research Questions

The following research questions were raised for the study:

1. What is the extent of teachers job mobility in Ekiti State ?
2. Does the school environment affect teachers job mobility?

Research Hypothesis

1. There is no significant relationship between school environmental Conditions and teachers job mobility.

Research Method

The study adopted a descriptive research design of the survey type. The population of this study consisted all teachers of private and public secondary schools in Ekiti State. As at the time of conducting this research work, the number of secondary schools in Ekiti was 286 public secondary schools and 132 private schools. The sample consisted of 400 respondents (teachers) selected from private and public secondary schools. Multi-stage sampling procedure was used to select the sample. The first stage involved the selection of five (5) Local Government Areas out of the sixteen Local Government Areas in the state through simple random sampling technique. The second

stage involved the selection of ten (10) public and private secondary schools from the Local Government Areas using purposive random sampling technique. The third stage was the selection of 400 teachers from public and private secondary schools using simple random sampling technique.

A self designed questionnaire tagged "School Environmental Conditions and Teacher Job Mobility Questionnaire (SECTJMQ)" was used for collecting data from the teachers. The items contained in the instrument were examined by expert in Social Studies Education to ensure face and content validity. The reliability of the instrument was determined by administering the items to fifteen teachers that has almost the same characteristics with the sample schools twice. The scores from the two set of administration were correlated using Alpha Cronbach reliability coefficient which yielded a score of 0.89. Data collected were analyzed using percentages, mean scores and Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance.

Results

Question 1: What is the extent of teachers job mobility in Ekiti State ?

Table I: Showing the level of teachers' job mobility among secondary schools in Ekiti State.

S/N	Item	Agree		Disagree	
		N	%	N	%
1	I have always be on transfer since I started teaching	128	32	272	68
2	I have been transferred from rural to urban	148	37	252	63
3	I have experienced urban to rural transfer since I started teaching	256	64	144	36
4	I have experienced being transferred since I started working.	190	47.5	210	52.5
5	My transfer has been from urban to urban	132	33	268	67
6	I have been transferred from rural to rural	151	37.7	249	62.3
7	I have not resists being transferred	185	46.2	215	53.8
8	There has been regular transfer of teachers	207	51.7	193	48.3
9	Transfer of teachers has been adequately carried out	187	46.7	213	53.3
10	I am always satisfied with my transfer from one place to another.	145	36.3	255	67.7
Mean		172.9	43.2	227.1	57.1

Table 1 revealed that the level of Teachers' job mobility among secondary schools in Ekiti State, 68% of the respondents have not transferred since they started teaching, 63% have experiences rural to urban transfer while 64% have experienced urban to rural transfer. Also, 52.2% of the respondents have been on transfer since they started teaching while 67% have not benefited from

rural to urban transfer while 53/8% has not resisting been transferred. However, 51.7% reported that transfer teachers' teachers transfer was not adequately carried out. 67.7% of the respondents reported that they are not satisfied with their transfer from one place to another. The table revealed that teachers' job mobility in Ekiti State is low.

Question 2: Does the school environment affect teachers job mobility?

Table 2: Showing how school environmental conditions affect teachers job mobility

S/N	Item	Agree		Disagree	
		N	%	N	%
1	Environment determines my movement from one place of work to another	302	75.5	98	24.5
2	Teachers are motivated not to be transferred through safe environment	286	71.5	114	28.5
3	Accommodation problems is considered before concluding on job location	205	51.3	195	48.7
4	Better opportunity may influence my movement from one place of work to another	254	63.5	146	36.5
5	Geographical area is considered before opting for another job	252	63	148	37
6	Climatic factor is put into consideration before changing job location	309	77.3	91	22.7
Mean		286.5	71.6	113.5	28.4

Table 2 revealed the effect of school environmental condition on teachers' job mobility in Ekiti State. 75.5% of the respondents agreed that environment determines their movement from one place to another, 71.5% of the respondents agreed that teachers are motivated not to be transferred through safe environment. 51.3% of the respondents agreed that accommodation problems is considered before concluding on job location while 63.5% agreed that better opportunity may influence their movement from one place to another. 63% was of the opinion that geographical area is considered before opting for another job while 77.3% agreed that climatic factor is put into consideration before changing job location. Results in the table revealed that 71.6% of the respondent agreed that school environmental condition affect teachers' job mobility.

Research Hypothesis :

There is no significant relationship between school environmental Condition and teachers job mobility.

These set of scores subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 3.

Table 3: Pearson Product Movement Correlation of environmental condition and teachers' job mobility

Variables	N	Mean	SD	r_{cal}	r_{table}
School Environmental Condition	400	21.62	3.89	0.521*	0.195
Teachers' Job Mobility	400	21.57	5.88		

*P<0.05

Table 3 shows that r_{cal} (0.521) is greater than r_{table} (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between school environmental condition and teachers' job mobility.

Discussion

The study showed that the level of job mobility was low among teachers in Ekiti State. This implies that there is significant relationship between school environmental condition and teachers' job mobility. This findings is in line with Watson (2011) who claimed that people relocate for many different reasons which includes, getting a new job, incessant transfer or looking for a new job. The study also revealed that school environmental condition affect teachers' job mobility. This is in line with the findings of Abdullah and Ramay (2012) who observed that demographic characteristics of a school may affect a teacher's plans to leave her current school. If the school environment is friendly enough with necessary instructional materials, invariably teachers will always be active in their daily responsibilities. The finding suggests that the classroom environment could serve as a motivating factor of teacher job mobility. A conducive environment will enhance teacher effectiveness growth and development.

Conclusion

The concluded that, teachers' job mobility was inadequate and school environmental condition was a determinant of teachers' job mobility.

Recommendations

It is therefore recommended that,

1. Government and other school owners should encourage teachers by paying them adequate remuneration to avoid leaving their job of teaching for other more lucrative jobs.
2. Government and proprietors of secondary schools should make the environment conducive and attractive for teachers.
3. Teachers should be giving opportunity to update their skills on the job through attending seminars, workshops and further studies to enhance teacher's growth and development.

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