

SALARY, WELFARE AND WORK ENVIRONMENT AS DETERMINANTS OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS.

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Abstract

The study investigated factors influencing job satisfaction among secondary school teachers in Yenagoa metropolis of Bayelsa State. Descriptive survey design was adopted. Four research questions guided the study. The population of the study comprised secondary school teachers in all fifteen secondary schools in Yenagoa metropolis of Yenagoa local government area of Bayelsa State. Convenience sampling technique was adopted to select the sample. The sample of the study was one hundred and fifty-seven secondary school teachers in Yenagoa metropolis of Bayelsa State. The instrument for data collection was a questionnaire titled "Teachers' Job Satisfaction (TJS)". The instrument had a reliability coefficient of .83. Mean was applied to answer the research questions. The findings revealed that secondary school teachers in Yenagoa metropolis were generally satisfied with their job (mean of 2.78), but are dissatisfied with their salary (mean of 1.73), work environment (mean of 2.20) and staff welfare package (mean of 1.87). Based on the findings, it was recommended that the appropriate authorities should do the following; review the salaries and welfare package of secondary school teachers, provide a good working environment for the teachers by providing well-furnished staff rooms, conveniences, well stocked up-to-date libraries and modern laboratories to enhance teachers' job satisfaction.

Key words: Job satisfaction, salary, teachers, welfare, work environment.

Introduction

The heart's desire of every worker is to be satisfied at their place of work. From observation, it has become a practice especially among secondary schools today, to see some teachers transfer their services from one place of work to another, with the claim of searching for greener pastures, and at other times, they are observed to be slack at their jobs and not offering their best, due to lack of dedication. These observations made by the researcher have motivated her to embark on this study to find out the factors that may really be associated with job satisfaction and dissatisfaction. Ahmad and Abdurahman (2015) asserted that, "job satisfaction basically relates to how employees perceive their job, whether it is a happy or unhappy one".

Shanthapparaj and Solucis, as cited in Barman and Bhattacharyya (2017), stated that job satisfaction fosters happiness, success, and efficiency in an individual's professional life. They also noted that it contributes to creating a positive and harmonious work environment. The effectiveness of the teaching-learning process can be determined by the level of

satisfaction a secondary school teacher gets from his or her job.

Teachers will naturally want to perform their duties, but in order to achieve this, the issue of job satisfaction becomes necessary, as it is a major factor that can aid the teacher to retain his job of training future leaders. The job of a secondary school teacher is regarded as a prestigious one in any given society, it is so because of the nature of work they do. Moulding the character of young ones to become responsible citizens who will later on contribute to the development of the society, is their primary focus. However, with this great responsibility on them, it is highly needful that they should be well catered for to ensure job satisfaction so as to ensure they offer their best. Job satisfaction, is an important factor that determines if a worker should remain or leave their jobs to other fields. There is the possibility of secondary school teachers seeking an alternative job where job dissatisfaction is encountered. Doghonadze (2012) stated that, "even in student-centred educational systems, teachers still remain important subjects of knowledge construction process, thus their satisfaction should be studied if efficient

education process and healthy classroom environments are the goals". The job of a secondary school teacher, though, a prestigious one, is yet quite demanding. From observations, while some show signs of being satisfied, others show contrary signs, which to an extent has an effect on the academic environment, the students and the system. Some secondary school teachers complain of poor working environment, in terms of overpopulated classroom, lack of offices, lack of conferences and workshops, lack or delay in promotion, and so on. It is therefore relevant to ascertain whether secondary school teachers are affected by these conditions and whether they are satisfied or not with their job, and also find out some factors that influence job satisfaction of secondary school teachers in Bayelsa State.

Armstrong in Aziri (2011) views job satisfaction as, "the attitudes and feelings people have about their works: positive and favourable attitude towards the job indicate job satisfaction, negative and unfavourable attitudes towards the job indicate job dissatisfaction". Venkatesh (2015) says, "job satisfaction is the extent of positive feelings and attitudes that individuals have toward their jobs". Sattar et al (2012) view job satisfaction, "as the level to which workers like their work and it is the difference between what employees expect and what they receive".

There have been various studies on job satisfaction of educators in relation to variables such as salary, work environment, welfare, promotion, staff development, to mention a few. Salary is defined as the monetary amount an employer offers an employee in lieu of the services offered by the employee. (MBA SkoolTeam, 2020). *Work environment according to Al-Omari and Okasheh (2017) can be anything that is existing around the employee, which can affect how he performs his duties. Agbozo et al (2017) asserted that a work environment that is attractive and supportive is critical to job satisfaction. Luenendonk (2017) opined that "employee welfare entails everything from services, facilities and benefits that are provided or done by an employer for the advantage or comfort of an employee". Lazear in Malik et al (2012) asserted that promotion "is the upward movement of an employee in the hierarchy of the organization, which typically leads to*

enhancement of responsibility and rank and an improved compensation package". Wireless Group PLC (2016) refers to staff development as "any activity designed to help individuals become more effective at their work by improving, updating or refining their knowledge and skills. It encompasses a range of activities including, for example, attending training courses, conferences or seminars, involvement in various projects, and so on".

The ability to retain teachers in secondary schools is highly dependent on their job satisfaction. The importance of job satisfaction to a teacher's job effectiveness cannot be overemphasized. Irrespective of the important position teachers hold in any given society, there seem to be shortage of research examining factors that can aid teachers gain job satisfaction, particularly within the context of secondary school teachers within Yenagoa metropolis of Yenagoa local government area of Bayelsa State of Nigeria. This research gap is significant, especially given the need to ascertain factors that can enhance job satisfaction among secondary school teachers in Yenagoa metropolis of Yenagoa local government area of Bayelsa State, so as to proffer useful suggestions. This study hence, is faced with the job of gathering information on the job satisfaction level of secondary school teachers in Yenagoa metropolis of Yenagoa local government area of Bayelsa State. The researcher will study the extent to which the factors (salary, welfare and work environment) influence job satisfaction of secondary school teachers. The independent variables of this study are: salary, work environment and welfare. The dependent variable of this study is job satisfaction of secondary school teachers.

The problem of the study therefore, is to ascertain the level of job satisfaction among secondary school teachers in Yenagoa metropolis and how their job satisfaction is influenced by variables such as: salary, work environment and welfare.

Many theories of job satisfaction abound, however, for the purpose of this study, the researchers' reviewed range of affect theory. This theory also simply known as the Affect theory, was propounded by Edwin A. Locke. Koonandiyur (2012) stated that the "Edwin A. Locke's Range of affect theory (1976) is the most popular job satisfaction model. The main

idea of this theory is that satisfaction is determined by a difference between what one wants from his or her work and what one gets from the job. Chances are high that one will be satisfied with his or her job if the gap is small. When expectations are met, satisfaction is positive but when expectations are not met, one is dissatisfied. It can be asserted from the Affect theory that if secondary school teachers' desires are not met, there is the possibility of low or no satisfaction towards the job.

In researching the level of job satisfaction, some scholars found varying results; Jawabri (2017) carried out a study on job satisfaction of academic staff of private universities in the United Arab Emirate (UAE), and verified that academic staff in the fifteen private universities in the UAE were satisfied with their job. Kafyeta (2015) in Masanja (2018) carried out a study on factors affecting employees' job satisfaction in public organizations in Tanzania and ascertained that most employees were not satisfied with their jobs.

Reviews on salary and job satisfaction revealed varied results. Asekun (2015) in his study on survey of pay satisfaction, job satisfaction, and employees' turnover in selected business organizations in Lagos found out that teachers in Lagos were not satisfied with their pay. In their study on "Job Satisfaction among Lecturers in Tertiary Institutions in Bayelsa State", Bruce-Agbogidi and Asangolo (2019) verified that lecturers in Bayelsa State were satisfied with their salary.

On job satisfaction and welfare, varying results were found. Hemalatha et al (2017) investigated on impact of employee welfare facilities on job satisfaction and found out that 87% of the employees were highly satisfied with the welfare measures. Bruce-Agbogidi and Asangolo (2019) verified that lecturers in Bayelsa State were not satisfied with staff welfare package.

Concerning job satisfaction and work environment, reviews showed varying results. Salunke (2015) investigated the effects of work environment on job satisfaction in cooperative sugar factories in Maharashtra, India, and verified that the employees in the sugar factories were satisfied with the work environment. Osibanjo et al (2014) investigated the impact of job environment on job satisfaction and commitment among Nigerian

nurses" it was verified that nurses were less satisfied with the current job environment.

Despite the crucial role of secondary school teachers in shaping the future of society, many experience low job satisfaction for diverse reasons. Research suggests that salary, welfare, and work environment are critical factors that influence job satisfaction, but the specific relationships between these determinants and job satisfaction among secondary school teachers in Nigeria remain poorly understood. Hence, the aim of this study was to investigate the extent to which salary, welfare, and work environment determine job satisfaction among secondary school teachers in Yenagoa metropolis. Specifically, the objectives were:

1. to find out the extent to which secondary school teachers are satisfied with their jobs
2. to verify the extent to which secondary school teachers are satisfied with their salary
3. to ascertain the extent to which secondary school teachers are satisfied with their work environment.
4. To verify the extent to which secondary school teachers are satisfied with welfare packages.

Research Questions

The following questions guided the study:

1. To what extent are secondary school teachers satisfied with their job?
2. To what extent are secondary school teachers satisfied with their salary?
3. To what extent are secondary school teachers satisfied with their work environment?
4. To what extent are secondary school teachers satisfied with welfare packages?

Methodology

The descriptive surveyed sign was adopted for this study. According to Kothari and Gaurav (2016), "the main purpose of descriptive research is to describe the state of affairs as it presently exists and that the researcher has no control over the variables". The population of this study comprised all secondary school teachers in the fifteen government secondary schools in Yenagoa metropolis of Yenagoa local government area of Bayelsa State. The sample of this study comprised one hundred and fifty teachers drawn from the fifteen

secondary schools in Yenagoa metropolis. The study adopted convenience sampling technique. A questionnaire titled Teachers' Job Satisfaction (TJS) was developed and used for data collection. The questionnaire was segmented into two sections; section A comprising of general demographic information while Section B consists of items to be responded to. To determine the level of satisfaction with various aspects of the job, a criterion mean of 2.5 was used as the decision threshold. Facets with a mean score below 2.5 indicate dissatisfaction (scores of 0-1.4 signify extreme dissatisfaction, while 1.5-2.4 indicate dissatisfaction). Facets with a mean score of 2.5 or higher are considered satisfactory (scores of 2.5-3.4 indicate satisfaction, while 3.5-4.0 indicate extreme satisfaction). The instrument was validated by two measurement and evaluation experts. The instrument was

Table 1: Teachers' level of job satisfaction

Items	SA	A	D	SD	N. R	Mean
I am satisfied with my job	35	74	37	9	2	2.83
*I am only teaching because I do not have any choice	58	49	35	15	0	2.96
*My job is demeaning	38	40	49	28	2	2.54
Summary Mean						2.78

Table 1 shows that secondary school teachers in Yenagoa metropolis were satisfied with their job (with a summary mean of 2.78).

Table 2: Teachers' level of satisfaction with salary

ITEM	SA	A	D	SD	N. R	Mean
I am satisfied with my pay package	5	25	54	68	5	1.73

Table 2 shows that secondary school teachers in Yenagoa metropolis are not satisfied with their salary (with a mean of 1.73).

Table 3: Teachers' level of satisfaction towards work environment?

	SA	A	D	SD	N. R	Mean
Principal's behaviour towards teachers is satisfactory	24	95	21	8	7	2.80
Teacher-student relationship is satisfactory	40	93	10	8	6	2.97
Colleagues' behaviour towards each other is encouraging	35	95	18	6	3	2.97

subjected to a pilot study in order to establish reliability. The instrument was administered on a sample of twenty-five (25) secondary school teachers drawn from a secondary school that was not part of the sample. The outcome obtained from the pilot study was subjected to reliability test using Cronbach Alpha for the preliminary internal consistency of the instrument and a reliability coefficient of .83 was obtained. To answer the research questions, the Statistical Package for Social Sciences (SPSS) was utilized for the analyses. The mean was used to address the research questions.

Results

Research Question One:

To what extent are secondary school teachers in Yenagoa metropolis satisfied with their job?

Research Question Two:

To what extent are secondary school teachers satisfied with their salary?

Research Question Three:

To what extent are secondary school teachers satisfied with work environment?

Availability of classrooms is satisfactory	19	62	42	31	3	2.40
Well-furnished staff rooms is satisfactory	13	28	60	53	3	1.97
Conveniences for teachers is satisfactory	17	40	54	41	5	2.15
The state of the library is satisfactory	6	28	56	66	1	1.82
Availability of laboratories is satisfactory	9	21	63	61	3	1.82
Availability of teaching materials (chalkboard, books, markers, dusters) is satisfactory	30	75	29	22	1	2.71
Availability of furniture for students is satisfactory	14	58	45	37	3	2.23
Summary mean						2.20

Table 3 shows that secondary school teachers in Yenagoa metropolis are not satisfied with their work environment (with a summary mean of 2.20).

Research Question Four:

To what extent are secondary school teachers satisfied with welfare packages?

Table 4: Teachers' level of satisfaction towards welfare package

Items	SA	A	D	SD	N. R	Mean
Welfare package for teachers is satisfactory	8	27	54	61	5	1.81
*Remuneration is poor	17	27	47	58	8	1.92
Summary mean						1.87

Table 4 shows that secondary school teachers in Yenagoa metropolis are not satisfied with their staff welfare package (with a mean of 1.87).

Discussion of Findings

Level of Job Satisfaction:

The findings on the job satisfaction level of secondary school teachers in Yenagoa metropolis revealed that teachers are satisfied with the job generally, with a mean of 2.78 which is above the criterion mean of 2.5. The findings is in agreement with the findings of Jawabri (2017) who verified that "academic staff in the fifteen private universities in the UAE were satisfied with their job". The finding is however in contrast with the findings of Kafyeta in Masanja (2018) who ascertained "that most employees in public organizations in Tanzania were not satisfied with their jobs".

Level of Satisfaction with Salary:

The findings on secondary school teachers' satisfaction with salary reveal that secondary school teachers in Yenagoa metropolis are not satisfied with the salary structure, with a mean

of 1.73. The finding of this study is in agreement with Asekun (2015) who found out that, "teachers in Lagos were not satisfied with their pay. The finding was however in contrast with the findings of Bruce-Agbogidi and Asangolo (2019) who verified that lecturers in Bayelsa State were satisfied with their salary.

Teachers' Level of Satisfaction towards Work Environment

The findings on teachers' level of satisfaction towards work environment reveals that secondary school teachers in Yenagoa metropolis are not satisfied with their work environment with a summary mean of 2.20. The finding of this study agrees with the finding of Osibanjo et al (2014) who verified that nurses were less satisfied with the current job environment. However, the finding is in contrast with the finding of Salunke (2015) who verified that the employees of the sugar factories were satisfied with the work environment.

Teachers' Level of Satisfaction toward Welfare Package

The findings on teachers' level of satisfaction towards welfare package reveals that secondary school teachers in Yenagoa metropolis are not satisfied with staff welfare package, with a mean of 1.87. The finding of this study contrasts with the finding of Hemalatha et al (2017) who found out that 87% of the employees were highly satisfied with the welfare measures. The finding however agrees with that of Bruce-Agbogidi and Asangolo (2019) who verified that lecturers in Bayelsa State were not satisfied with staff welfare package.

Conclusion

The study confirmed that secondary school teachers in Yenagoa metropolis satisfied with the job generally, but are however not satisfied with the salary structure, neither with the work environment nor welfare policy.

Recommendations

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

1. The management of the secondary schools in Yenagoa metropolis and by extension, Yenagoa local government area in Bayelsa State should review their welfare policy and packages for teachers and beef it up.
2. The administrative sector managing the secondary schools in Yenagoa metropolis should try and provide a good working environment for the teachers by providing well-furnished staff rooms, conveniences, well stocked, up-to-date library and modern laboratories to ensure teachers' job satisfaction.

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