

## **Determinants of Job Satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria.**

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**Abstract.** This paper examined the Determinants of Job Satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria. A survey research design was employed and four research questions were raised to guide the study. The instrument for data collection was a researcher designed 30 items questionnaire with a reliability coefficient of 0.78 and structured interview. A total of three hundred (300) copies of questionnaire were distributed to the respondents but only 245 were duly filled and returned. Twenty teachers were also interviewed and the data collected was analyzed using descriptive statistics. The findings revealed that among teaching related job satisfiers, adequate recognition by the society was rated highest by the respondents followed by remuneration. It was also discovered that the teachers in the state are not satisfied with their working conditions, the welfare package, working environment to mention but a few. Based on the findings, the study recommended among others that Kwara state government should address the issue of low salary package of teachers in the state. In addition, the government should also try to look at how the teachers' welfare and general condition of service can be improved upon as most teachers expressed dissatisfaction with the present working conditions in the state.

**Keywords:** Determinant, Job satisfaction, Teacher's morale, Remuneration, Working condition.

### **1. Introduction**

A teacher is an important pillar in the teaching and learning process because, he is the interpreter and disseminator of curriculum content. The success of any educational programme depends largely on the teacher's ability to successfully put together all available resources to achieve the stated goals. Though the entire world activities including education is 'hammering' on information and communication technology, teacher is still at the center of educational programme. Hence, whatever affect teacher's functionality will definitely have effect on educational programs. The determinant of teacher's job satisfaction is a variable that has been a concern of education scholars such as (Black, 2004; Bolling 2007; and Armstrong 2012)

Job satisfaction can be defined as the affective relationship between someone and his job. It is the relationship between one's expectation of what his job should offer him and what the job actually offered. If the gap between the expectation and the reality is wide, that is, if what someone is getting is below expectation, such worker may not be satisfied with his or her job. The success of any work place depend

largely on the ability of the workers to successfully achieve organizational goals. This can only be done when the workers are satisfied with their job and job conditions. When workers derive fulfilment and enjoyment from their job, they tend to put in their best as such job output will be better. Hence, Ubom (2001) defined job satisfaction as a pleasurable emotional state resulting from appraisal of one's job; and an attitude towards one's job

Teacher's job satisfaction therefore can be defined as the fulfilment and enjoyment a teacher derived from carrying out his teaching roles. It is the affective feelings a teacher has towards his students, the school environment, his teaching roles and the entire teaching and learning conditions (Zembylas and Papanastatiou 2006). Teachers' morale in Nigeria like any other developing countries is generally low. Many who are teachers in Nigeria find themselves in the job because they have no alternative as such they are not fulfilled doing the job (Akindutire, 2005 and Durosaro, (2006 ). Teacher's job satisfaction is a function of teacher's effectiveness and teachers' effectiveness is directly related to productive output in teaching and learning process. According to Durosaro, (2006), many factors have been attributed to teachers' dissatisfaction with their jobs. Such factors include among others:

**Poor remuneration:** Teaching is a profession that is poorly remunerated in many developing countries especially in Nigeria. Teachers take homes in most cases can hardly put meal on their tables. Teachers are usually victims of non-payment of salaries and other benefit. This may account for frequent strike and other industrial actions among Nigerian teaching force and migration to other sector for those who have the opportunity to do so.

**Poor working environment:** Working environment can facilitate job satisfaction and can cause dissatisfaction in workers. Most public schools in Nigeria lack adequate infrastructure and instructional materials (Akinwumi,2000). Teachers' staff room or offices in most cases cannot be compared with their counterparts who are in other profession. Teaching in a class

where more than half of the learners do not have seat can be frustrating. The issue of over population is another major problem faced by teachers in Nigeria public schools especially in major cities. There is no way a Mathematics teacher can be effective in a class containing over sixty students. An uncondusive working environment can be highly frustrating and can easily aid job dissatisfaction. Working relationship among workers is an important aspect of working environment. If relationship between the headship and the workers are cordial and workers have good working relationship among themselves, the working environment will be less stressful.

**Public Recognition:** Every human being wants to be respected and seen as individual in their workplace. The way a particular job or profession is viewed by the society can cause job satisfaction or dissatisfaction to an individual who is engaged in the job. Teaching is a profession that is not given proper attention by the Nigerian Government and not respected by many Nigerians. This may account for the reason why many young Nigerian are not interested in the teaching profession. According to Demirtas (2010), when a job is accorded high prestige by the society the workers are usually happy and satisfied with the job. Reverse is the case in Nigeria where those who are teaching presently do not wish their children or wards go in to teaching because of their unpleasant experience with teaching in Nigeria (Akindutire,2005).

**Intrinsic motivation:** Another source of job dissatisfaction for most workers not only in teaching profession but in all profession is lack of intrinsic motivation. Intrinsic motivation has to do with behavior that is driven by internal reward. It is an internal force driving an individual to do a thing or carry out an activity due to enjoyment of the activity itself (Tella,2007). Majority of teachers in Nigeria today find themselves in teaching not because they love to teach but they have no other alternative because of economic downturn. An Engineer who is employed to teach mathematics or a micro biologist teaching biology in secondary school may not enjoy adequate job satisfaction as someone who has passion for teaching and has decided to take on teaching as a

profession. Teaching profession in Nigeria has turn to dumping ground where most who are not trained to be teachers or willing to be teachers now found themselves. Teachers in that categories just take the teaching job just to have something doing not because they enjoy doing it. As such, they get frustrated with little provocation or stress. That can account for the reason why many teachers in Nigeria easily quite teaching for other jobs at any available opportunity.

**Poor working condition:** Attainment of technological advancement is a must for any developing nation who is not ready to be left behind. This advancement is not possible without adequate knowledge of Mathematics and Science. Teachers' roles in any Educational programme cannot be relegated to the background because teachers are the most important resources in the teaching and learning process. Even when technology is applied in teaching, the service of a teacher is still required either as a facilitator or a mentor. Therefore, attainment of technological advancement is a function of many factors especially teachers' efficiency and functionality. Teachers' working condition should be one that is motivating and satisfying. Having opportunity for self-development and advancement can be an engineering factor for job satisfaction (Bolling, 2000)

Teachers who are satisfied with their jobs are likely to be more productive and happy doing the job because what so ever will influence teacher's job satisfaction should be the concern of any serious government. Adeniran (2011) revealed that there is low enrolment in Science and Sciences related subjects among Nigerian Schools. In the same vein, Akanmu (2013) identified persistent high rate of failure in Mathematics in West Africa Examination Council (WAEC). Many researchers have worked on teacher's variables such as improvement of teaching methods and strategies, teacher's personality and other psychosocial factors (Adeniran, 2011; Park and Oliver 2008; Sawyer, 2004). However, little attention is paid to the issue of whether they are satisfied or dissatisfied with the job. If a teacher has all the methods and the knowledge required and he is not happy doing the job the expected

outcomes may still not be realized. Hence, this study examined the determinant of job satisfaction among Mathematics and Science teachers in Kwara State secondary schools, Nigeria

## 2. Objectives of the Study

The study was set out to:

- To find out the determinants of job satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria.
- To examine if promotion and opportunity for advancement will have effect on Mathematics and Science teachers' job satisfaction in Kwara state, Nigeria.
- To determine the effect of working environment on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria.
- To determine the effect of poor remuneration and staff welfare on job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria,

## 3. Research Questions

The following research questions were raised to guide the study:

- What are the determinants of job satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria?
- To what extent do promotion and opportunity for advancement have effect on Mathematics and Science teachers' job satisfaction in Kwara state, Nigeria?
- Would working environment have significant effect on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria?
- How do poor remuneration and staff welfare influence job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria?

## 4. Methodology

A Survey research design method was adopted for the study. The population for the study was all senior secondary school teachers in public secondary schools in Kwara State, Nigeria that

has worked for at least three years. A total of three hundred (300) copies of questionnaire were administered, however, only 245 were duly filled and returned. Hence, the sample comprised of two hundred and forty five Mathematics and Science teachers, purposively selected from public secondary schools in Ilorin Centre senatorial district, Kwara State. The instrument for data collection was researcher designed questionnaire titled “Determinant of Teachers Job Satisfaction (DTJS)” and structured interview. The questionnaire had a 4-point Likert scale of strongly agreed, agreed,

disagreed and strongly disagreed with the weights of 4,3,2,1 allotted respectively. The instrument was validated by an expert in test and measurement from University of Lagos. The suggestions and corrections made were used in modifying the questionnaire to suit the study. To determine the internal consistency of the instrument, Cronbach alpha method was used and a reliability coefficient of 0.78 was obtained. . 20 teachers were interviewed in order to marry the questionnaire responses with the oral interview. Frequency count and percentage and mean were used to answer the research question.

**Research Question 1:** What are the determinants of Mathematics and Science Teachers job satisfaction in Kwara State?

**Table 1: Ranking of factors that determine Mathematics and Science Teachers job satisfaction according to Respondent opinions**

Variables	Ranking	Mean
Recognition by the society	1	2.08
Collecting salary that can meet at least basic needs	2	4.23
Good welfare package and fringe benefit	2	4.23
Job security	4	4.78
Having opportunities for carrier advancement	5	5.49
Good condition of service	6	5.98
Regular Promotion with benefit attached to it	7	6.08
Having opportunities for carrier advancement	8	6.82
Good working environment		
Good leadership	9	7.89
Opportunity to contribute to Educational Development	10	9.42

Table 1 revealed ranking of teachers’ job satisfaction by the respondents. Out of ten variables; recognition by the society was rated highest by the respondents while collecting salary that can meet at least basic needs, good welfare package and fringe benefit had the same rating as number two. It implies that Nigerian teachers are yearning for recognition by the society. Also, poor salary and welfare package has contributed to teachers’ dissatisfaction in Kwara State Nigeria. Having opportunities for carrier advancement and good condition of service were rated number 4 and 5 respectively

while regular Promotion with benefit attached to it and having opportunities for carrier advancement takes 6<sup>th</sup> and 7<sup>th</sup> position followed by good working environment and good leadership. Opportunity to contribute to educational development was rated last. From the oral interview conducted, 80% of the respondents indicated that their salaries are too small to cater for their basic needs. Also, 87% of the teachers who were interviewed complained that there is unfairness in promotion exercise and when they are eventually promoted, it is merely on paper without any financial backing.

**Research Question 2:** To what extent do promotion and opportunity for advancement have effect on Mathematics and Science teachers’ job satisfaction in Kwara state, Nigeria?

**Table 2: Promotion, Opportunity for Advancement and Job Satisfaction**

Variable	SA	A	D	SD	(SA+A)	TOTAL	%Agree
Promotion is regular	8	12	80	145	20	245	8.16
Allowances are paid as at when due	15	10	70	150	25	245	10.20
There is fairness in promotion exercise	10	24	65	146	34	245	13.88
Promotion comes promptly with financial backing	-	15	45	185	15	245	6.12
There is opportunity for career development through seminar/workshop	30	40	90	85	70	245	28.57
Regular promotion with benefit attached aids teachers' satisfaction	107	103	23	12	210	245	85.71

From table 2, only 8.16% of the respondent agreed that promotion is regular, which implies over 90% affirmed that promotion is not regular. Also, only 10.20% and 13.88% of respondents agreed respectively that allowances are paid as at when due and there is fairness in promotion exercise. This shows that more than 80% of the respondents indicated that allowance are not paid as at when due and there is no fairness in promotion exercise. In addition, only 6.12% and 28.57% of the respondent admitted respectively that Promotion comes promptly with all benefit attach to it and there is opportunity for career development through seminar/workshop. The implication is that 93.88% and 71.43% of the respondents agreed respectively that promotion do not come with benefit and there is no opportunity for carrier development. In addition, 85.71% of the respondent affirmed that regular promotion with financial backing aids teacher's satisfaction.

**Research question 3:** Would working environment have significant effect on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria?

**Table 3: Working Environment and Mathematics and Science Teachers' Job satisfaction**

Variable	SA	A	D	SD	TOTAL	(SA+A)	%Agree
Staff rooms are conducive	45	35	90	75	245	80	32.65
Class rooms are adequate in number	40	30	64	111	245	70	28.57
Class rooms are conducive with adequate furniture	25	20	115	85	245	45	18.37
The school library is well equipped with current Science and Mathematics text books	10	15	120	100	245	35	14.29
The school environment is welcoming	45	40	100	60	245	85	34.69
Laboratories are available and well equipped	15	25	125	80	245	40	16.33
Instructional media are available for teaching Science and Mathematics	10	50	85	100	245	60	24.4
Teachers are well respected and recognized by the society	5	14	96	130	245	19	7.76
Good working environment enhances job satisfaction	115	85	25	20	45	200	81.63

It can be observed from table 3 that only 32.65%, 28.57% and 18.37% respectively of the respondents agreed that Staff rooms are conducive, adequate in number and furnished with adequate furniture. This shows that about 70% of the respondent agreed that the class rooms are not conducive and there is not enough furniture. Also, it can be deduced from the table, that 85.71%, 65.31% and 83.67% of the respondent agreed respectively that the library is not well equipped with current Mathematics and Science textbooks, the school environment is not welcoming and well equipped laboratories are not available. Furthermore, 75.51% and 92.24% respectively among the respondents agreed that instructional media are not available for teaching Mathematics and Science and that teachers are not well respected and recognized by the society. 81.63 % of the respondents agreed that good working environment enhances job satisfaction

**Research Question 4:** How do poor remuneration and staff welfare influence job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria?

**Table 4: Salary, Staff Welfare and Job Satisfaction**

Variable	SA	A	D	SD	TOTAL	(SA+A)	% Agree
Teachers' salaries can meet basic needs	10	20	150	65	245	30	12.2
Present fringe benefit is fair	11	14	50	170	245	25	10.2
The future salary progression is encouraging	5	10	100	130	245	15	6.12
Proper medical scheme for teachers	2	5	143	95	245	7	2.8
No delay in payment of teachers' salary	16	29	160	40	245	45	18.37
Good Salary and staff welfare promote job Satisfaction	107	103	23	12	245	210	85.71

From table 4, only 12.24% of the respondents agreed that teachers' salary can meet their basic needs, which implies 87.76% of the respondents were of the opinion that their salaries cannot meet their basic needs not to talk of other necessities. It can also be deduced from the table above that 89.9%, 93.88% and 97.12% agreed respectively that Present fringe benefit is not fair, the future salary progression is not encouraging and that there is no Proper medical scheme for teachers. In addition, 81.63 of the respondents indicated that there is delay in teachers' salary and 85.71% agreed that good salary and staff welfare promote job satisfaction.

**5. Discussion of findings**

The result shows that senior secondary school Science and Mathematics teachers are most satisfied by adequate recognition by the society followed by receiving salary that can meet at least their basic needs and good welfare package. This finding collaborate that of Demirtas (2010) who opined that when a job is accorded high prestige by the society the workers are usually happy and satisfied with the job

Also, the findings revealed that the respondent teachers are not satisfied with promotion exercise in the state and they also expressed that allowances are not paid as at when due. In addition, 85.71% of the respondent agree that regular promotion with benefit attached aids teachers job satisfaction. This finding is in line with that of Akindutire, (2005) and Bolling, (2000). The study also discovered that good working environment enhances job satisfaction as majority of the respondents (85.71%) expressed that good working environment can be a motivator of job satisfaction. This is in line with the findings of Akiwunmi (2000). Also, the study revealed that the respondent teachers are

not satisfied with their salaries as well as staff welfare package in the state which is in line with the study by Demirtas (2010). Lastly, the study revealed that good salary and good staff welfare promote job satisfaction. This finding is in accordance with that of Bolling,( 2000) who stated that having opportunity for self-development and advancement can be an engineering factor for job satisfaction.

**6. Conclusion**

This study was carried out to examine the determinant of job satisfaction among Mathematics and Science Teachers in Kwara State Secondary Schools, Nigeria. From the study, it can be concluded that teachers are most satisfied with adequate recognition by the society followed by payment of good salary. It was also discovered that the teachers in the state are not satisfied with their salaries, the working conditions, the welfare package and their working environment. It can also be concluded that regular promotion with benefit attached aids teachers job satisfaction, good working environment can be a motivator of job satisfaction and good salary with good staff welfare promotes job satisfaction,

**7. Recommendations**

Based on the findings, the study recommended that Kwara state government should address the issue of low salary package of teachers in the State as most teachers expressed that their salaries cannot meet their basic needs. In addition, the government should also try to look at how the teacher's welfare and general condition of service can be improved upon in the state as most teachers expressed dissatisfaction with the present working conditions in the state. The school environment should also be improved upon by equipping the secondary

school library with adequate Science and Mathematics textbooks and well equipped laboratories as these are necessary tools for teachers to function effectively. Parents and other members of the society should be enlightened through seminar, workshop and media on the importance and recognition of teachers in the society

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