

THE INFLUENCE OF GENDER ON JOB SATISFACTION OF TEACHERS IN ILE-IFE, OSUN STATE, NIGERIA

Elizabeth Ozofu OGEDENGBE, Tinuola Oluwarotimi ADELEKUN,

Toju T. EYENGHO, Seun Michael OGUNLEYE,

Kofoworola Mary BANKOLE

Adeyemi College of Education, NIGERIA

Abstract. The study examined the influence of gender on job satisfaction of teachers in Ile-Ife Osun State. The study adopted a survey research design. The population consisted of all public and private secondary school teachers in Ile-Ife, Osun State. The sample size for the study comprised 200 teachers randomly selected from ten secondary schools in four Local Government Areas (LGAs) in the state. The instrument used for the study was a 45 items scale titled Teachers' Job Satisfaction scale (TJSS), which was patterned after the Likert format where 4=Strongly Agree, 3=Agree, 2=Disagree and 1=Strongly Disagree. The instrument had two sections A and B. Section A contains items on demographic information while section B contains 45 items which was self-developed to ascertain the level of Teachers' Job Satisfaction. The instrument was validated by tests and measurement experts, Cronbach's Alpha and split-half reliability test was used to determine its reliability which resulted to 0.80 and 0.89 respectively. Data were analysed using t-test, ANOVA and descriptive statistics. Findings showed that different teachers have different opinion about Job

Satisfaction of Teachers as shown in item 10 with moderate mean and high standard deviation (mean=3.0513; standard deviation= 2.7393). In addition, findings showed that there was a significant difference in teachers' job satisfaction of male and female ($t=-0.742$; $p<0.05$). Findings further showed that there was a significant difference in the teachers' job satisfaction for teachers with varying length of teaching experience ($f=0.111$; $p<0.05$)

Keywords: teachers, job, satisfaction

Introduction and statement of problem

Teachers are arguably the most important group of professionals for our nation's future. It is therefore disturbing to find that many of today's teachers are dissatisfied with jobs. In Nigeria, most teachers move from teaching career to other jobs, because they feel that the job satisfaction in terms of teaching is not there. This job satisfaction could be assessed using three determinants: the first determinant is social influence, the influence that the individual or groups have on the person's attitude and behaviour, his culture have potentials of affecting teachers job satisfaction. The second determinant is the personality factor; it has to do with the way the person feels and his behaviour towards his job. The teacher's personality will affect the extent to which his thoughts and feelings about his job, this could either be positive or in the negative way. The third determinant is the work situation which has to do with how interesting or boring the teaching profession is to the teacher (George & Jones, 2000).

Teacher's satisfaction could range from extreme satisfaction to extreme dissatisfaction. In terms of teaching, there are aspects where the teacher feels satisfied such as level of achievement, sense of independence, autonomy in the classroom, feedback on quality of performance, security and prestige, taking part in decision-making of the school, forming friendship among colleagues, parents and helping others, all these contribute to job satisfaction of teachers

(Neumann et al., 1988). Similarly, teachers' job satisfaction seems to be a function not only of how much they receive, but also of how much they feel that they should receive from the situation or what could be called the amount of environmental returns (Locke, 1969).

It is a matter of common knowledge that when a worker is well remunerated, he is motivated to work harder, this is not the case with teachers as many of them express dissatisfaction with their conditions of service each time the matter is being discussed; it has led to absenteeism in different schools, teachers have also turned classrooms into business centres; pupils/students are no longer taught as expected; teachers embark on different strategies of survival. Is the dissatisfaction peculiar with gender or is it gender based? Hence the study gender influence on job satisfaction of teachers in Ile-Ife.

The study was therefore carried out with a view of examining the influence of gender on job satisfaction of teachers and the various length of teaching experience of the teachers. Specifically, the study was aimed at determining the perception of teachers in terms of the job satisfaction of teachers' scale. Similarly, the study was guided by the following null hypotheses tested at 0.05 level of significance: *Hypothesis 1*: there is no significant difference in the job satisfaction of teachers between male and female teachers; *Hypothesis 2*: there is no significant difference in the length of teaching experience between male and female teachers.

Concept of job satisfaction

Locke & Latham (1990) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. According to Mitchell & Larson (1987), it is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently

studied attitude. While Luthans (1998) posited that there are three important dimensions to job satisfaction: (1) job satisfaction is an emotional response to a job situation - it cannot be seen, therefore, it can only be inferred; (2) job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have negative attitudes towards the work, the boss and or co-workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job; (3) job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response. These are: the work itself, pay, promotion opportunities, supervision and co-workers.

Clark & Oswald (1996) suggested that for the fact that job satisfaction is a measure of an emotional state has contributed to the concept's elusiveness, he further stated that given that the construct of `work and the workplace are too broad to be considered as a whole, job satisfaction necessarily entails several dimensions. First and foremost, according to basic economic theory, job satisfaction defined also as utility from working will rise with income or comparison incomes, and decline with number of hours worked. Ward & Sloane (2000) stated that Non-monetary benefits, which have been found to play a significant role in determining job satisfaction, perhaps even more than financial rewards can be categorised into three major groups and they are: (1) Fringe benefits can be defined as miscellaneous goods or services received by employees beyond their remuneration. These are usually defined in employment contracts, and include items such as pension plans, medical insurance, stock options dependent on performance, subsidised purchases (e.g., employee discounts in major retailer chain); (2) Working conditions form a second group in themselves, the major distinction being that they are non-monetary in nature. These comprise more easily quantifiable items such as noise reduction systems in factories, and others that are not so simple to measure such as increased job autonomy, higher

degree of responsibility, flexible working hours, etc.); (3) Consumption benefits can be defined as the inflow of utility that the employee receives as a result of the conditions at his/her workplace. The satisfaction that one derives from the working conditions can stem from satisfaction with the work itself (content and mode of execution of tasks) and the general atmosphere at the workplace, in particular social relationships with co-workers.

According to Tella et al. (2007), job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment. Lack of job satisfaction is a predictor of quitting a job (Alexander et al., 1997; Jamal, 1997). Nwagwu (1997) stated that sometimes workers may quit from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. This later is common in countries grappling with dwindling economy and its concomitant such as poor conditions of service and late payment of salaries.

Concept of teachers' job satisfaction

Chapman (1985) in exploring teachers' morale found that teachers who remain in teaching attach greater value to recognition and approval of supervisors, family and friends, those leaving assign more importance to salary increase, job challenge and autonomy. Borg & Falzon (1989) conducted a study on stress using primary school teachers; it was observed that more than twice as many male teachers as women teachers indicated dissatisfaction with their work. Ho & Au (2006) stated that teachers job satisfaction is the function of the perceived relation between what one wants from one's job and what one perceives teaching as offering or entailing. Rodgers-Jenkinson & Chapman (1990) opined that teachers who worked in higher prestige school characterised by good working conditions, who enjoyed relationship with other teachers and parents and who felt as part of the school structure tended to report higher level of job satisfaction. Similarly, low salary and truncated salary scales are among the main

reasons that the most academically able that is those with alternative career options leave teaching, in china both level and reliability of remuneration may be important, given recent trend have led to late payments of teachers (Sargent & Hannum, 2005). In the same vein, in the US, poor salary is one of the most important reasons for leaving teaching due to dissatisfaction, in urban, high poverty public schools and attribution due to dissatisfaction for teachings in small private schools (Ingersoll, 2001).

Grady (1985), discovered significant differences between job satisfaction and scores of vocational agricultural teachers with varying amount of teaching experience, as the number of years of teaching experience increased, so did their level of job satisfaction. In addition, teachers with a master's degree were significantly more satisfied with their teaching position than those with a bachelor's degree only. Background attributes of teachers themselves have been found to be linked to the levels of job satisfaction, demographic factors appears to matter, in terms of degree and status, young teachers have been shown to be more likely to leave teaching than older teachers (Ingersol, 2001; Perie & Baker, 1997), discovered that one major factor that had a significant impact on job satisfaction was job responsibility, teachers who had higher levels of responsibility, usually in the form of compensatory time and work, administrative position or adviser-ship of a clubs, had significantly higher levels of satisfaction.

Increased responsibility levels may lead to job satisfaction because of the greater involvement, challenge and control, thus those who have greater responsibility levels are highly satisfied, in addition, increased length of service can also lead to with satisfaction accompany with good salary, higher levels of self-esteem, higher levels of respect for the teaching profession and decreased levels of stress (Csikszentmihalyi, 1990). However when opinions of male and female teachers were sampled, the differences between female responses were evident that there was low rate of job satisfaction as work was a burden to them compared with the men, women said that due to greater responsibility in the home, and work, this contributed to decrease level of job satisfaction; in the

same way the findings indicated that high satisfaction level of teachers who have been working for long may be related to higher salaries; entry-level salaries had been raised in the mid-1980s to attract young people, however, in the past years, the number of salary steps needed to reach maximum was increased and the greatest percentage of increase occurred at the highest salary step (Bishay, 1996).

Methodology

The design for the study was a survey research design. The population consisted of all public and private secondary school teachers in Ile-Ife Osun State. The sample size for the study was made of 200 teachers in Ile-Ife, Osun State. 4 Local Government Areas (LGAs) in the state were randomly selected, 10 secondary schools were selected through stratified random sampling technique on the basis of school type (public and private school), from each school, 5 teachers were selected through stratified random sampling techniques based on sex (male and female). The instrument used for the study was a 45 items scale titled Teachers' Job Satisfaction scale (TJSS), which was patterned after the Likert format where 4=Strongly Agree, 3=Agree, 2=Disagree and 1=Strongly Disagree. The instrument had two sections A and B. Section A contains items on demographic information while section B contains 45 items which was self-developed to ascertain the level of Teachers' Job Satisfaction. The instrument was validated by tests and measurement experts, Cronbach's Alpha and split-half reliability test was used to determine its reliability which resulted to 0.89 and 0.89 respectively. Data were analysed using t-test, and descriptive statistics.

Research question 1: What are the various perceptions of the teachers about teachers' job satisfaction scale.

Table 1. Item mean and standard deviation for the 45 items version of teachers' job satisfaction

Items	Mean	Standard Deviation
1	4.2692	.7328
2	4.3462	.7529
3	4.2436	.9959
4	3.6923	1.2094
5	4.0769	.9084
6	4.1410	.9497
7	3.3846	1.3116
8	4.2436	.7241
9	4.3333	.5736
10	3.0513	2.7393
11	3.5385	1.3063
12	2.4744	1.2138
13	4.4231	.8607
14	4.2308	.8362
15	1.9359	.9848
16	4.1026	.7828
17	4.0641	1.0108
18	3.7949	1.1091
19	3.8846	.9114
20	3.5000	1.0161
21	3.8974	.9473
22	3.7308	1.0528
23	3.4231	1.1341
24	3.3077	1.0848
25	3.5000	1.2868
26	3.7821	1.1470
27	4.500	.5524
28	4.5769	.5326
29	2.1026	1.2124
30	2.9487	1.2263
31	4.1026	.6759
32	3.8205	.9222
33	4.2692	.5506
34	3.3590	1.2991
35	3.6026	1.3933
36	2.8205	.6168
37	2.7179	1.2883
38	3.2821	1.2883
39	3.6923	1.0298
40	2.4103	1.3333
41	2.3462	1.0298

42	2.5385	1.3260
43	3.2821	1.3666
44	2.6282	1.1855
45	2.2692	1.3356

From Table 1, the item with the highest mean was item 28 (mean= 4.5769) and it has the least standard deviation of 0.5326 while item 15 has the least mean of 1.9359 with standard deviation of 0.9848. However, item 10 possesses the mean of 3.0513 with the highest standard deviation of 2.7393. This was an indication that respondents are heterogeneous on item 10, the level of satisfaction with the individual teachers varies as some agreed strongly that they were satisfied with the job and others disagreed strongly that they are not satisfied with teaching job, on the same item.

Hypothesis 1: There is no significant difference in the job satisfaction of teachers between male and female teachers

Table 2. Test of differences in teachers' job satisfaction of male and female teachers

Respondents	N	Mean	SD	t	p-value
Male	43	160.7	14.60	-0.742	0.03
Female	35	163.37	16.93		

Table 2 showed mean of male to be 160.7 with standard deviation of 14.60 and the mean for female teachers was 163.37 with standard deviation of 16.93. The t-test value obtained was -0.742 but the p-value was less than 0.05, hence the null hypothesis was rejected and the alternate hypothesis accepted. This implies that there was a significant difference in the job satisfaction of male and female teachers. This shows that male and female teachers in both public secondary school and private secondary schools do not have equal satisfaction. From the result in table 2, it shows that male teachers have less satisfaction in the teaching profession than the female teachers; this is not unconnected with

the fact that the female teachers are not stressed as the male teachers and that they are dependent on the spouses.

Hypothesis 2: There is no significant difference in the length of teaching experience between male and female teachers

Table 3. One way ANOVA table of the teachers' job satisfaction with varying length of teaching experience

Years of experience respondents	N	Mean	S.D	f. cal	f. crit	p-value
0-5 years	40	159.80	13.903	1.866	0.111	P<0.05
6-10	14	154.93	10.873			
11-15	8	171.75	16.122			
16-20	5	167.80	25.762			
21-25	7	168.57	20.329			
26-30	3	162.67	5.033			
Total	77	161.58	1.763			

In Table 3, the f-value obtained was 1.866 but the critical value was 0.111. This showed a significant difference in the job Satisfaction of teachers with varying length of teaching experiences. Thus, the null hypothesis that there is no significant difference in Job Satisfaction of Teachers with varying length of teaching experience is hereby rejected. Therefore, an alternative hypothesis is being presented that there is a significant difference in the teachers' job satisfaction for teachers with varying length of teaching experience.

From Table 3, teachers who worked for 0-5years were the largest of the groups in the sample and are likely to leave teaching profession compared to those teachers who are old in the profession spending up to 26-30 years as teachers.

Discussion

Job satisfaction is viewed as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience; it is also viewed as a

result of employee's perception of how well their job provides those things that are viewed as important.

From the findings, result showed that respondents have different opinions about teachers' job satisfaction in terms of teaching. Some of the teachers strongly agreed to the 45 items job satisfaction scale that they are satisfied with the job while and will carry on with the job to the pick of the profession, while others strongly disagreed that they do not have any satisfaction with the teaching profession and are very certain that when they find a greener pasture they will quit the job.

Findings also revealed that female teachers have more satisfaction than the male teachers in the teaching profession in that the female teachers are dependent on their spouses and apart from being dependent on their spouse, they feel fulfilled as they can go for holidays when the pupils/students are on holidays which enables them to have enough time for themselves, apart from the foregoing discussion, respects accorded by the parents of pupils taught, community and friends also brings in fulfilment to the female teachers. In addition to this, they have full classroom autonomy which they enjoyed (Borg & Falzon, 1989). Unlike the male counterparts who feel that the salary in the teaching profession is very low and poor all these discouraged the male teachers that made them to quit teaching profession for other professions (Ingersoll, 2001), this was also supported by Sargent & Hannum (2005) that low and truncated salary scales are among the main reasons that the most academically able leave teaching to other jobs.

Findings further revealed that with teaching experience, most teachers are not satisfaction with their job as those who spent very short period in teaching easily quit the job seeking a greener pasture unlike the teachers who have spent longer period in teaching finds it difficult to quit the job as they feel that they are at the pick of their career. From the study carried out, those who worked for 0-5years were the largest of the group in the sample and are likely to leave teaching profession compared to those teachers who are old in the profession

and have spent up to 26-30 years as teachers, this is because the older teachers felt that they are at the pick of their career are benefits which are both monetary and non-monetary benefits (fringe benefits, working benefits and consumption benefits), and this to a large extent played a significant role in determining job satisfaction of workers, this findings was support by Ingersol (2001) and Ward & Sloane (2000).

Conclusion

The study concluded that most teachers are not satisfied with the teaching profession, especially the male teachers while the female teachers are satisfied with the job. Teachers who have taught for long in the job are more satisfied than those who have not taught for long in the job.

Recommendations

It is however recommended that teachers who are due for promotion should be promoted as at when due as this will keep them motivated and encouraged in the profession. Similarly, the benefits and allowances they are entitled to by the government should be paid to the teachers as this will not make teachers feel that other professions are better than theirs that confirms the saying of the populace that “teachers’ reward is in heaven” but if they are satisfied, they will want to put in their best in the teaching profession.

In addition, the salaries of teachers should be made attractive and paid to the teachers as at when due. For instance, the issue of minimum wages of workers that was promised by the government should be executed promptly. In the same vein, school authorities should also give grants to teachers so that they can go for seminars, workshop, further training in their carriers as this will help to the teachers refreshed in their profession.

REFERENCE

- Alexander, J.A., Lichtenstein, R., Oh, H.J. & Ullmann, E. (1998). A causal model of voluntary turnover among nursing personnel in long term psychiatric settings. *Res. Nursing & Health*, 21, 415-427.
- Bishay, A. (1996). Teachers motivation and job satisfaction: a study employing the experience sampling method. *J. Undergrad. Sci.*, 3, 147-154.
- Borg, M.G. & Falzon, J.M. (1989). Stress and job satisfaction primary school teachers in Malta. *Educ. Rev.*, 41, 271-279.
- Chapman, D.W. (1985). Career satisfaction of teachers. *Educ. Res. Quarterly*, 7(3), 40-50.
- Clark, A.E. & Oswald, A.J. (1996). Satisfaction and comparison income. *J. Public Econ.*, 61, 359-381.
- Csikszentmihalyi, M. (1990). *Flow: the psychology of optimal experience*. New York: Harper and Row.
- George, J.M. & Jones, G.R. (2000). *Essentials of managing organizational behaviour*. Upper Saddle River: Prentice Hall.
- Grady, T.L. (1985). Job satisfaction of the vocational agricultural teachers in Louisiana. *J. Amer. Assoc. Teacher Educators Agriculture*, 26(3), 70-78,85.
- Ho, C.-L. & Au, W.-T. (2006). Teaching satisfaction scale: measuring job satisfaction of teachers. *Educ. & Psych. Measurement*, 66, 172-185.
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: an organizational analysis. *Amer. Educ. Res. J.*, 38, 499-534.
- Jamal, M. (1997). Job stress, satisfaction and mental health: an empirical examination of self-employed and non-self-employed Canadians. *J. Small Business Management*, 35(4),48-57.
- Locke, E.A. (1969). What is job satisfaction. *Org. Behaviour & Human Performance*, 4, 309-336.
- Locke, E.A. & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs: Prentice-Hall.

- Luthans, F. (1998). *Organizational behaviour: an evidence-based approach*. Boston: Irwin McGraw-Hill.
- Mitchell, T.R. & Larson, J.R. (1987). *People in organization: introduction to organizational behaviour*. New York: McGraw-Hill.
- Neumann, Y., Reichel, A. & Abu-Saad, I. (1988). Organizational climate and work satisfaction: the case of Beduin elementary schools in Israel. *J. Educ. Administration*, 26, 82-96.
- Nwagwu, C.C. (1997). The environment of crisis in the Nigerian education system. *Comp. Educ.*, 33, 87-96.
- Perie, M. & Baker, D.P. (1997). Job satisfaction among America's teachers: effects of work place conditions, background characteristics, and teacher compensations – statistical analysis report. Washington: National Center for Education Statistics.
- Rodgers-Jenkinson, F. & Chapman, D.W. (1990). Job satisfaction of Jamaican elementary school teachers. *Int. Rev. Educ.*, 36, 299-313.
- Sargent, T. & Hannum, E. (2005). Keeping teachers happy: job satisfaction among primary school teachers in rural Northwest China. *Com. Educ. Rev.*, 49, 173-204.
- Tella, A., Ayeni, C.O. & Popoola, S.O. (2007). Work motivation, job satisfaction and organisational commitment of library personnel in academic and libraries in Oyo State, Nigeria. *Library Philosophy & Practice*, 9(2), no pp.
- Ward, M.E. & Sloane, P.J. (2000). Non-pecuniary advantages vs. pecuniary disadvantages; job satisfaction among male and female academics in Scottish universities. *Scottish J. Political Economy*, 47, 273–303.

✉ Dr. T.T. Eyengho (corresponding author)
Department of Special Education and Curriculum Studies
Adeyemi College of Education
Ondo, Nigeria
E-Mail: eyenghotojudr@gmail.com

© 2018 BJSEP: Authors

