

## JOB SATISFACTION AND QUALIFICATION AS A DETERMINANT OF TEACHERS' JOB MOBILITY IN PRIMARY SCHOOLS IN OYO STATE

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### ABSTRACT

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*This study investigated job satisfaction and qualification as a determinant of teachers' job mobility in primary schools in Oyo State. The study employed the descriptive research design of the survey type. The population consisted of all teachers from the public primary schools in the state. The sample for this study was 300 teachers which were selected from 20 public primary schools using multi-stage sampling procedure. The first stage involved the use of simple random sampling technique to select 10 Local Government Areas from the thirty- three Local Government Areas of the State. The second stage involved the selection of 20 public primary schools using purposive random sampling technique. Also, 15 teachers were selected from each of the public primary schools using simple random sampling technique at the third stage to make the total of 300 teachers as a sample for the study. A self-structured questionnaire tagged Teachers' Questionnaire on Job Mobility, Satisfaction and Qualification (TQJMSQ) was used to elicit relevant data for the study. The face and content validity of the instrument was ensured. A reliability co-efficient of 0.69 was obtained for TQJMSQ using Pearson Product Moment correlation analysis. Data collected were analysed using descriptive and inferential statistics. Research questions were answered using simple percentage, mean score and standard deviation while the hypothesis was analysed using t-test, ANOVA and Scheffe posthoc test at 0.05 level of significant. The study shows that job satisfaction and teachers' qualifications determines job mobility in primary schools in Oyo State. The researchers recommended that government and other school owners should encourage teachers on the job by giving them necessary remuneration and teachers should be encouraged to update themselves to acquire higher qualifications so that they can be fixed to relevant position.*

**KEYWORDS:** Job Satisfaction, Qualification, determinant, teachers, job mobility, primary schools.

### INTRODUCTION

Macmillan –English dictionary (2007) defines qualification as a special skill or type of experience or knowledge that makes some one suitable to do a particular job or activity. Teachers' qualification is a specific skill or experience someone possesses to make him qualify to teach in any set up within the school system. Teacher qualification could be said to be the skill a teacher need or require to effectively teach, such skill include experience, subject matter, pedagogical studies, certificate and professional development. Teacher qualification seems to be one of the critical factors that helps teachers to discharge adequately while the academic degree that a teacher has qualifies him to teach in Nigeria Primary schools such as NCE, PGDE, B.Ed and BSc.Ed.

Abe (2014) discovered that the standard of education of any country could be determined by the teachers' quality. He stressed further that most important factors in improving students' achievement in core subjects is by recruiting seasoned qualified teachers in all schools. Particularly, the measurement of teacher's preparation and certification are correlates of students' achievement in Social Science, Science and Mathematics. Certification status is the level of academic achievement in which one is certified through certificate and degree in a particular professional area which also seems to impact positively as students' academic attainment in their subjects. This in line with Salman's (2009) whose findings strengthen this position. The basic qualification for becoming a registered teacher either in the primary or Secondary schools

is said to be one of the many academic and professional degrees available as stated by Abe and Adu (2013). Some of the professional degrees that qualify an individual for a teaching job are: the Postgraduate Diploma in Education (PGDE), Bachelor of Education (B.Ed) and the Nigeria Certificate in Education (NCE). It is reported by Ahiazu and Princewill (2011) that teachers who are only academically qualified as well as those who are equally professionally qualified are both engaged in Oyo State to carry out instructional activities in schools.

Teachers considered only academically qualified are those who possess academic training by reason of their enrolment in an educational institutions where they have obtained such degrees as B.A, B.Sc and M.A while those that are considered as professionally qualified in the opinion of Wiki (2013) are those that underwent specified professional trainings in specialized fields of endeavor, and which have imbued them with distinctive professional skills, techniques and aptitudes that stand them out in practice from those that have only received the general education without specific specialization. Such professional teachers are certified with such degrees as Bachelor in Education (B.Ed), Bachelor in Science Education (B.Sc. Ed), and Bachelor in Arts Education (B.A. Ed). On the contrary, studies abound that there are no significant relationship between teachers' educational qualification and students' academic achievement.

Igwe (1990) investigated the influence of teachers' qualification on students' academic performance in science subjects in which he reported that there is no significant relationship between the two variables. On the other hand, Deimore (2009) reported a minimal influence of teachers' qualification on students' achievement while Abimbade (2008) reported a very highly significant relationship between teachers' qualification on students' performances in Mathematics. He came to the conclusion that student do not understand Mathematics when teachers are ineffective. Izumi and Eves (2002) recognized quality curricula, finding, small class size and learning situation but admit teachers' quality (by qualification) as the most crucial factor that affects students' positive learning. George (2004) in his own opinion imputed students performance to teacher qualification, adequacy of materials just as well as administrative efficiency. It is the opinion of Onipede (2016) that without a teacher having a minimum of B.Sc or B.Ed in any discipline, that such teacher will struggle to teach the subject's syllabus in Secondary School effectively. No wonder Medell and Muncer (2004) said that no one gives what he does not possess. They were of the opinion that without teachers being well trained, adequately qualified and motivated, that the exceptionally good curriculum may count for nothing in achieving desired goals.

In view of this, a teacher can be said to be someone who has had a good measure of training in a particular teaching subject just as in professional education too. Such professionally qualified teachers according to the Federal Ministry of Education (2004), may be classified into different academic categories. According to Desimone (2009), a teacher is someone who has undergone and completed a course of study in a formal teacher training institution or has had a planned programme of training. Such training must have included exposure to the principles and practice of education and to an observable period of teaching practice either as part of or after the training. Whoever found in this condition should,

all things being equal, be suitable enough to perform, within and outside of the four walls of the classroom, all the designated functions of the trained teacher.

Arkin (2007) sees the professional teacher as one possessing professionally- oriented knowledge in the theory and practice of education and finding job satisfaction in the belief that he is contributing his own quotas to the social, cultural and economic growth of his country. Such a teacher is also expected to be able to understand his students' varying abilities in taking maximum advantage of the educational opportunities of the social context in which he lives, helping them in the process, to attain their full intellectual and social potentials. Darlin-Harmond (2000) regards non-certified and non-professional instructional practitioners as no teachers but "bird of passage" hunting for and jumping at greener pastures wherever and whenever such an opportunity presents itself, thereby creating a vacuum from time to time by their departure from the class and invariably killing the profession for which they are not trained in the first instance.

Job satisfaction is the belief that people have about their current jobs. People's levels or degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. It is observed by the researcher that people have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers supervisors, subordinates or their pay. Therefore, job satisfaction has the potential to affect a wide range of behavior in institutions and hence, teachers' job satisfaction may have strong implications for student achievement. It is equally observed that improvement in teacher's motivation may have benefits for both students and teachers. Teachers with strong positive attitudes may develop students with high esteem because teachers are not merely educators but role models.

Akanbi (2005) noted that it is a known fact that schools must have teaching and non teaching staff that must be satisfied with the job assigned to them. This can only be possible if teachers of secondary schools are satisfied with their jobs as quality education and human development is only possible if the people involved in the system are satisfied with their work. Ghazi (2010) observed that in any education system, the secondary level is an important stage as it is a link between the elementary and higher education. Secondary School teachers have to work hard to prepare the young students for future education. If they are not given due reward for their services and their satisfaction level decreases, they will be unable to perform their duty properly.

According to Bavendam (2000) job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teachers can perform well in the classrooms for their quality of teaching to improve. They may become more industrious and show greater commitment to the teaching learning process while their retention rate also becomes higher.

One of the most studied attitudinal antecedents to teacher mobility is one's job satisfaction Holtom, Mitchell, Lee, & Eberly, (2008) defined satisfaction as "the degree to which members of a social system have a positive affective orientation towards membership in the system". However, Naidoo, Botha & Bisschoff (2013) opines that there is not an agreed upon definition of "job satisfaction", according to them there is not an encompassing theory, thus, there are several variations of the construct of job satisfaction in voluntary mobility models represented by different accompanying determinants.

## STATEMENT OF THE PROBLEM

It appears that there is lack of satisfaction on the part of teachers to perform their jobs to their full capacity, hence the institution's human resources is not being optimally utilized. In every institution, there seems to be the need for teachers to improve on their qualifications to influence the amount of effort that teachers will put into their job for better performance.

## PURPOSE OF THE STUDY

This study examined job satisfaction and qualification as a determinant of teachers' job mobility in primary schools in Oyo state.

## RESEARCH QUESTIONS

1. What is the level of job mobility among teachers in Oyo State?
2. What is the level of teachers' job satisfaction?

## RESEARCH HYPOTHESES

1. Job satisfaction will not significantly determine teachers' job mobility
2. Academic qualification will not significantly determine teachers' job mobility

## METHODOLOGY

The study employed the descriptive research design of the survey type. The population consisted of all teachers from the public primary schools in the state. The sample for this study was 300 teachers which were selected from 20 public primary schools using multi-stage sampling procedure. The first stage involved the use of simple random sampling technique to select 10 Local Government from the thirty-

three Local Government of the State. The second stage involved the selection of 20 public primary schools using purposive random sampling technique. Also, 15 teachers were selected from each of the public primary schools using simple random sampling technique at the third stage to make the total of 300 teachers as a sample for the study. A self-structured questionnaire tagged Teachers' Questionnaire on Job Mobility, Satisfaction and Qualification (TQJMSQ) was used to elicit relevant data for the study. The face and content validity of the instrument was determined by experts in Social Studies Education and Test Measurement and Evaluation. A test-retest method of reliability was used to ensure the reliability of the instrument and reliability co-efficient of 0.69 was obtained for TQJMSQ using Pearson Product Moment correlation analysis to determine the internal consistency of the items. Data collected were analysed using descriptive and inferential statistics. Research questions were answered using simple percentage, mean score and standard deviation while the hypothesis was analysed using t-test, ANOVA and Scheffe posthoc test at 0.05 level of significant.

## RESULTS

### Question 1. What is the level of job mobility among teachers in Oyo State?

To determine the level of job mobility, the mean responses and standard deviation of items 1-10 of job mobility questionnaire was computed. The low level of job mobility was determined by subtracting the SD (4.57) from the mean score (4.74), moderate level was determined by the mean score (4.74) while the high level of job mobility was determined by adding the mean score (4.74) and SD (4.57). The result is presented in the table below:

**Table 1: Level of job mobility**

Job Mobility Level	Frequency	%
Low	109	36.3
Moderate	76	25.3
High	115	38.3
Total	300	100

Table 1 showed that majority of the respondents (38.3%) experience high job mobility, while 36.3% experience low job mobility. Also 25.3% had moderate job mobility. However, it can be concluded that teachers' job mobility in Oyo state is high.

### Question 2. What is the level of teachers' job satisfaction?

To determine the level of job satisfaction, the mean responses and standard deviation of items 1-10 of job mobility

questionnaire was computed. The low level of job mobility was determined by subtracting the SD (3.70) from the mean score (4.19), moderate level was determined by the mean score (4.19) while the high level of job satisfaction was determined by adding the mean score (4.19) and SD (3.70). The result is presented in the table below:

**Table 2: Level of job satisfaction**

Job satisfaction Level	Frequency	%
Low	111	37.0
Moderate	99	33.0
High	90	30.0
Total	300	100

Table showed that majority (37.0%) the respondents experience low job satisfaction, while 33.0% experience moderate job satisfaction. Also 30.0% had high job satisfaction. However, it can be concluded that teachers' job satisfaction in Oyo state is low.

### Hypothesis 1: Job satisfaction will not significantly determine teachers' job mobility

In order to test the hypothesis, scores relating to job satisfaction and teachers' job mobility were computed using Teachers' Questionnaire on Job Mobility, Satisfaction and Qualification in Oyo (TQJMSQ) respectively and subjected to statistical analysis involving t-test at 0.05 level of significance. The result is depicted in Table 1.

**Table 3: t-test showing the influence of job satisfaction teachers' job mobility**

Variables	N	Mean	SD	t <sub>cal</sub>	t <sub>table</sub>
Job Satisfaction	300	19.75	3.81	11.773*	1.960
Teachers' job mobility	300	21.57	5.88		

\*P&lt;0.05

Table 3 depicts that job satisfaction will significantly determine teachers' job mobility at 0.05 level ( $t=11.773^*$ ;  $P<0.05$ ). Therefore, the null hypothesis is rejected. This implies that job satisfaction will significantly determine teachers' job mobility.

**Hypothesis 2:** Academic qualification will not significantly determine teachers' job mobility.

In order to test the hypothesis, scores relating to job mobility of teachers were computed and compared for statistical significance using Analysis of Variance (ANOVA) at 0.05 level of significance based on academic qualifications. The result is presented in Table 4.

**Table 4: ANOVA showing teachers' job mobility by academic qualification**

Source	SS	Df	MS	F <sub>cal</sub>	F <sub>table</sub>	P
Between Groups	1682.09	4	420.521	9.164*	2.37	.000
Within Groups	45886.495	1000	45.886			
Total	47568.581	1004				

\*P&lt;0.05

Table 4 shows that academic qualification will significantly determine teacher job mobility. ( $F_{4,1000}=9.164$ ;  $P<0.05$ ). The null hypothesis is rejected. This implies that academic qualification will significantly determine teachers' job mobility.

In order to locate the sources of pairwise significant difference among the groups, Scheffe Posthoc test was carried out. The result is presented in Table 5.

**Table 5: Scheffe Posthoc analysis of teachers' job mobility based on academic qualification**

Academic Qualifications	ND	NCE	HND	B.Ed	M.Ed	N	Mean
ND		*				43	19.887
NCE			*	*		334	23.31
HND						148	20.13
B.Ed						444	20.86
M.Ed						36	22.08

\*P&lt;0.05

Table 5 revealed that there is significant difference between job mobility of teachers with ND and NCE certificates at 0.05 level of significance. Similarly, the mean difference between NCE and HND, NCE and B.Ed certificates is statistically significant at 0.05 level in each case.

## DISCUSSION

The study revealed that job satisfaction would significantly determined teachers' job mobility. Job satisfaction is the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favourable or unfavourable. The finding supported that of Bavendam (2000) that job satisfaction of teacher is too important because their attitude towards job affect the learning process of the learners. He equally stressed that only satisfied teacher can perform well in the classroom and their quality of teaching improves. It also supports the finding of Griffin which revealed that the importance of job satisfaction in an education system is very vital as in any other organization. Education is not merely the transfer of information but overall development of human responsibility. This can only be possible if teachers are satisfied with their jobs. It further supports that of Newstroom (2007) who also stressed that job satisfaction is a set of favourable or unfavourable feeling and emotions with which employees view their work and the supervisor need to be alert about employee job satisfaction level. The study corroborated that of George (2008) who reported significantly high levels of dissatisfaction among teachers pertaining to factors relating to their workplace. They discovered that

variables of school resources and rank played an important role in determining teacher job satisfaction in Nigeria. Significantly, poor teacher motivation was rife in rural areas because of the unattractiveness of living and working in rural areas and teachers were more likely to resist deployment to the rural schools.

It was also revealed in the study that academic qualification will significantly determine teachers' job mobility. Teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programmes and regulating it through licensure (Teacher Registration License). The finding of this study supported that of Bett, Zau and Rice (2003), Wayne & Young (2003) that teachers' academic degree are inconclusive while some studies showed positive effects of advanced degree while others showed negative effect. It also supports that of Ariav (2006) that the reforms envision improvement of the candidate selection process, upgrading the disciplinary preparation of teachers opening second degree programmes and providing opportunities for professional development.

## CONCLUSION

In conclusion, the study revealed that the level of job mobility was high with 38.3% of respondents indicating high level and that the level job satisfaction was low with 37.0% of respondents indicating low level. Also, job satisfaction

will significantly determine teachers' job mobility and there is a significant difference between job mobility of teachers' with ND and NCE at 0.05 level of significance. Similarly, the mean difference between NCE and HND; NCE and B.Ed certificate is statistically significant at 0.05 level respectively. The implication of this study is that if teachers should be adequately remunerated and improve on their academic and professionally qualification, this will reduce teachers mass mobility on the job.

### RECOMMENDATIONS

Based on the findings of the study, it was recommended that,

- i Government and other school owners should encourage teachers on the job by giving them necessary remuneration.
- ii Teachers should be encouraged to update themselves to acquire higher qualifications so that they can be fixed to relevant position.

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