

PERSONAL CHARACTERISTICS AND JOB SATISFACTION AMONG BUSINESS EDUCATORS IN PUBLIC SECONDARY SCHOOLS IN IMO STATE, NIGERIA

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ABSTRACT

The unsatisfactory state of education sector in Nigeria has persistently attracted the attention of researchers in the educational institution. The incidence of constant strike action by educators, high turn-over, absenteeism and braindrain are symptomatic of the unsatisfactory state of service in the education sector. Hence, the purpose of this study was to investigate the personal characteristics and job satisfaction among business educators in public secondary schools in Imo State, Nigeria. The research design of the study was a correlational survey in which the target population comprised all business educators teaching in public secondary schools in Imo State. A sample of two hundred and eighty two business educators was randomly selected for the study. A two-dimensional and pretested questionnaire was used as instrument for data collection. Four null hypotheses were tested at 0.05 alpha level of significance through the computation of chi-square statistic. Results show that 62.1% of the business educators were satisfied with their job. Social responsibility and social service rendered by the respondents featured most prominently among the seventeen variables business educators like about their job. On the contrary, business educators expressed obvious dissatisfaction over irregular payment of salary and poor physical working conditions. By implication of the findings, these are facets of job satisfaction that should be addressed by internal management of a school organization. However, the study concludes that the beliefs that Nigerian business educators may not be generally satisfied with their jobs appear to be mainly presumptions.

Keywords: Business Educators, Job Satisfaction, Personal characteristics.

INTRODUCTION

Achievement in every field of life involving work and the working environment relates to some fundamental job characteristics and requirement, which must be met if the set goals are to be realized (Aziri, 2011). Thus, there is an increasing acceptance of the view that material possessions and economic growth do not necessarily guarantee a high quality of life. In so far as the individual can work to satisfy certain individual needs, which are basic, it is equally possible to derive satisfaction through the job (Kerdpitak, 2019, Ombeni, 2016; Abdul, 2014). Job satisfaction is a significant indication and is worth understanding and studying. Experiences of business educators at work have profound effect both on the individual educators on one hand and the society as a whole. Consequently, understanding the expectations and experiences of business educators at work is a crucial part of the effort at giving the whole of society a reasonable and satisfactory quality of life (Kerdpitak, 2019a, Emim, 2007).

The unsatisfactory state of education sector in Nigeria has continued to focus the attention of researchers in the educational institution. The incidence of constant strike action by educators, high turn-over, absenteeism and braindrain are symptomatic of the unsatisfactory state of education service, morale and discipline standards in the education sector. The fact that present satisfaction influences future absenteeism and turn-over clearly indicates that causal direction is from satisfaction to behaviour. Absenteeism and turn-over have a very direct negative influence on organizational effectiveness (Altinok, 2011; Crossmam, 2003; Jex, 2002). Absenteeism is very costly because it interrupts scheduling, creates a need for overstaffing, and increases fringe benefit costs. Turnover and braindrain are expensive because of the costs incurred in recruiting and training, as well as replacement of business educators in the ministry of education.

Therefore, to avert these disruptive influences of absenteeism and turnover, efforts should be made to identify and implement measures that will inject ingredients that promote job satisfaction of business educators. Thus, the study sought to investigate personal characteristics and the job satisfaction of business educators in the Nigerian education sector.

The concept framework which informs the analysis of this study is that which describes job satisfaction as a function of personnel characteristics and the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which these workers have ordered their wants and expectations.

To guide the study, the following four null hypotheses were tested:

- There would be no significant relationship between age and job satisfaction level of public secondary school business educators.
- There would be no significant relationship between marital status and job satisfaction level of public secondary school business educators.
- There would be no significant relationship between length of service and job satisfaction level of public secondary school business educators.
- There would be no significant relationship between gender and job satisfaction level of business educators in public secondary schools.

METHODOLOGY

The researcher carried out a correlational study to assess the relationship among the occurring factors of job satisfaction with the aim of identifying relationships. The target population for this study comprised all business educators teaching in public secondary schools in Imo State. A sample size of 282 business educators was randomly drawn. This size comprised 90 male and 192 female business educators from the public secondary schools used for the study.

In accordance with the specifications of the research hypotheses, a questionnaire was carefully designed as instrument for collecting data. The pretested questionnaire consisted of two sections. The first section requested personal data regarding sex, age, marital status, and job tenure. The format of this section consisted of multiple-choice class divisions. The second

section required respondents to use a five-choice standardized response format (very satisfied to very dissatisfied) to register their attitudes toward twenty-four positive statements about the job. Negative attitudes were inferred from the use of the “dissatisfied” and “very dissatisfied” to positive statements; thus, no negative statements were considered necessary. Responses of these questions were scored as follows: 1 (very dissatisfied); 2 (dissatisfied); 3 (undecided); 4 (satisfied); and 5 (very satisfied). This scoring format was used to enable the researcher to obtain a measure of self-reported account of business educators’ level of job satisfaction.

Frequencies of responses were tabulated in percentages to reflect the characteristics of respondents. Means and standard deviations were computed to establish which variables proved to be satisfiers or dissatisfiers to the business educators’ jobs. To test the variables of respondents on job satisfaction, a chi-square statistic was applied at 0.05 level of significance.

RESULTS

Hypothesis One: There is no significant relationship between age and job satisfaction level of public secondary school business educators.

Table 1 Chi-square (χ^2) Analysis of Relationship Between Age and Job Satisfaction Level of Public Secondary School Business Educators.

Age	Satisfied	Neutral	Dissatisfied	Total	Degree Of Freedom	χ^2 cal.	χ^2 crit.	Decision
21 – 30 yrs	56	1	56	131				
31 – 40 yrs	51	2	35	88				
41 – 50 yrs	17	1	12	30	6	4.89	12.59	Accept H_0
51 – 60 yrs	14	1	18	33				
Total	147	5	130	282				

Data in Table 1 reveal that the computed χ^2 for influence of age on business educators’ job satisfaction level is 4.89. This figure is less than the χ^2 critical of 12.59 at 0.05 level of significance; hence, the null hypothesis (H_0) is accepted. The result implies that age has no significant influence on job satisfaction among business educators.

Hypothesis Two: There is no significant relationship between marital status and job satisfaction level of public secondary school business educators.

Table 2 Chi-square (χ^2) Analysis of Relationship between Marital Status and Job Satisfaction Level of Public Secondary School Business Educators.

Marital Status	Satisfied	Neutral	Dissatisfied	Total	Degree Of Freedom	χ^2 cal.	χ^2 crit.	Decision
Married	92	2	81	175				
Unmarried	55	3	49	107	2	1.05	5.99	Accept H_0
Total	147	5	130	282				

Since calculated χ^2 value (1.05) in Table 2 is less than χ^2 critical (5.99) at 2 degrees of freedom and 0.05 level of significance, the researcher accepts the null hypothesis of no significant effect of marital status of business educators on their job satisfaction level.

Hypothesis Three: There is no significant relationship between length of service and job satisfaction level of public secondary school business educators.

Table 3 Chi-square (χ^2) Analysis Showing Relationship Between Length of Service and Job Satisfaction Level of Public Secondary School Business Educators.

Length of Service	Satisfied	Neutral	Dissatisfied	Total	Degree Of Freedom	χ^2 cal.	χ^2 crit.	Decision
Below 5 yrs	37	0	32	69				
5-10yrs	34	1	21	56	8	22.6	15.51	Reject H_0
11-15yrs	47	2	26	75				
16-20yrs	21	0	27	48				
Above 20 yrs	8	2	24	34				
Total	147	5	130	282				

Table 3 shows a higher calculated χ^2 of 22.6 than the critical value of 15.51 given 8 degrees of freedom at 0.05 level of significance. By implication, therefore, the null hypothesis is rejected. This result suggests that there is a significant relationship between length of service of business educators and their level of job satisfaction.

Hypothesis Four: There is no significant relationship between gender and job satisfaction level of public secondary school business educators.

Table 4 Chi-square (χ^2) Analysis Showing Relationship Between Gender and Job Satisfaction Level of Business Educators in Public Secondary Schools.

Gender	Satisfied	Neutral	Dissatisfied	Total	Degree Of Freedom	χ^2 cal.	χ^2 crit.	Decision
Males	35	9	46	90	2	8.23	5.99	Reject H_0
Females	108	19	65	192				
Total	143	128	111	282				

Results as presented in Table 4 indicate that calculated χ^2 value of 8.23 is greater than the critical value of 5.99 given 2 degrees of freedom at 0.05 level of significance. It then means that the null hypothesis is rejected. In other words, respondents’ job satisfaction level is significantly related to their genders.

Respondents were asked to indicate what they particularly liked about the teaching job. The responses produced a rich body of data being summarized in Table 5.

Table 5 Summary of Job Satisfiers Among Business Educators in Public Secondary Schools.

S/No.	Satisfiers	Frequency	Rank Order
1.	Interpersonal Contact	105	11 th
2.	Valued social position	192	8 th
3.	Job security	210	6 th
4.	Skill Development	97	12 th
5.	Social responsibility	249	1 st
6.	Moral values	221	4 th
7.	Ability utilization	182	9 th
8.	Cleanliness	88	14 th
9.	Orderliness	71	16 th
10.	Authority	130	10 th
11.	Opportunities for advancement	67	17 th
12.	Supportive co-workers	213	5 th
13.	Challenging work	198	7 th
14.	Opportunities for leaving	95	13 th
15.	Opportunities for accepting responsibility	84	15 th
16.	Social service	246	2 nd
17.	Teaching students to learning level	238	3 rd

Table 5 highlights seventeen dimensions of the job which the business educators liked. “Social responsibility”, “social service” and “teaching students to learning level” are strong satisfiers in the teaching job. Following the rank order, other factors that contribute to job satisfaction of business educators are “moral values”, “supportive co-workers”, “job security” and “challenging work”.

On the other hand, Table 6 displays what business educators particularly dislike about their job.

Table 6 Summary of Job Dissatisfiers Among Business Educators in Public Secondary Schools in Imo State.

S/No.	Dissatisfiers	Frequency	Rank Order
1.	Powerlessness	84	7 th
2.	Stress at work	165	5 th
3.	Career uncertainty	59	9 th
4.	Boredom	123	7 th
5.	Frustration	148	6 th
6.	Irregular payment of salary	202	1 st
7.	Poor physical working conditions	181	3 rd
8.	Teaching difficult students	170	3 rd
9.	Inadequate teaching materials	196	2 nd

The study as shown in Table 6 indicates that “irregular payment of salary” was the most obvious dissatisfier in the teaching job. And in the rank order, other dissatisfiers are the “Inadequate teaching materials”, “Poor physical working conditions”, “teaching difficult students”, “stress at work”, “powerlessness” and “career uncertainty”.

OVERALL SATISFACTION

Table 7 Overall Satisfaction

Overall satisfaction	Frequency	Percentage
Satisfied	175	62.1%
Dissatisfied	102	36.1%
Neutral	5	1.8%
Total	282	100%

Mean = 3.1

Standard deviation = 1.52

Analysis of the response rates on the twenty-four items used for the study, clearly demonstrated in Table 7 that 62.1% of business educators were satisfied with their job, 36.1% expressed dissatisfaction and 1.8% were neutral in their opinion.

DISCUSSION

The testing of hypothesis one reveals that there is no significant relationship between age and job satisfaction level of business educators in public secondary schools in Imo State, Nigeria. This finding contradicts Fejoh & Sanusi (2018), and Grover & Wahee (2013) who established a significant relationship between age and job satisfaction.

Hypothesis two states that there would be no significant relationship between marital status and job satisfaction level of the respondents. The finding upholds the null hypothesis. This is consistent with previous studies of Lee and Chen (2013), Parvin and Kabir (2011) that found no significant relationship between marital status and job satisfaction of workers.

The testing of hypothesis three demonstrates that there is a significant relationship between length of service and job satisfaction level. This result shows that there was a trend in being more satisfied with higher length of service. The finding aligns with the results of Bello, Ololube (2006).

Hypothesis four stated that there would be no significant relationship between gender and job satisfaction level of business educators in public secondary schools in Imo State, Nigeria. The result proved that there is significant relationship between gender and job satisfaction. The finding corroborates the results of Mason (1995), Xnong-Kiet and Min (2013) who found out that gender influenced job satisfaction level.

In addition to personal characteristics as predictors of job satisfaction in an organization, the study identified certain variables as satisfiers and dissatisfiers of job. Karl & Sulton (1998) argue that public sector workers ranked “interesting work” as highest in importance, the present study shows the joy of “social responsibility” is the most satisfier among the business educators in Imo State. On the other hand “irregular payment of workers’ salary” is the most dissatisfier.

CONCLUSION AND RECOMMENDATION

Every person has unique traits and backgrounds that motivate one employee and leave another one indifferent (Abdul-Nasiru & Mensah, 2016). Consequently, workers’ characteristics should be taken into consideration to achieve motivation and job satisfaction in a school organization. From the findings of this survey, it is expedient to conclude that the beliefs that Nigerian business educators may not be generally satisfied with their jobs appear to be mainly presumptions. The study shows that there is no evidence that business educators in Imo State are generally not satisfied with their jobs. While there are obvious areas of dissatisfaction, on the whole, the picture is not gloomy.

That an important goal in job design should always be to create jobs rich with potential satisfaction. This implies that such things as regular pay, supervision, social relationships, work setting, and opportunities for advancement must be considered. These are facets of job satisfaction that can be addressed by employers of labour in the attempt to improve attitudes and raise the quality of work life.

Since pay policies, physical working conditions, and office accommodation seem to be at a very core of the job satisfaction problems of the business educators, it is recommended that these are core areas where the internal management of the school organization may be able to improve their performance. Based on the results of the present study, it is, therefore, suggested that future research should continue to test the relationships between personal and organizational characteristics on one hand and job satisfaction on the other.

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