



Identifying Measures to Promote Teachers' Job Satisfaction in Public Secondary School

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ABSTRACTS

An understanding of teachers' job satisfaction is needed to provide overall and different dimensions of job satisfaction and the effects of individual factors. The overall attitude and views of teachers toward their working conditions and profession affect teaching and the quality of the school. Research on measures to promote teachers' job satisfaction in public secondary schools can help us understand teachers' overall and particular aspects of job satisfaction and provide scientific grounds for resolving problems. The factors affecting job satisfaction determine the dimensions and constituents of teachers' job satisfaction. Conducive working conditions, promotional opportunities, fair remuneration, and teacher empowerment were found to be the major factors affecting the job satisfaction of teachers. This paper reveals that most of the factors related to motivation and hygiene factors in Herzberg's Two-factor theory are influential on teachers' job satisfaction. Concepts related to teachers' job satisfaction and factors affecting job satisfaction were discussed.

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1. INTRODUCTION

Job satisfaction is a general attitude of an employee towards his job in an organization. A person having a higher level of job satisfaction has a positive attitude toward his job whereas a person having a lower level of job satisfaction has a negative attitude toward his job. According to [Khan \(2012\)](#), job satisfaction is the most interesting field for many researchers to study the work attitude of workers. According to [Aziri \(2011\)](#), job satisfaction is the attitudes and feelings people have about their jobs. Positive or favorable attitudes about the work and the work environment indicate job satisfaction and the inverse referring to negative or unfavorable attitudes towards the work indicates job dissatisfaction ([Tiwari & Saxena, 2012](#)).

[Roodt et al. \(2002\)](#) presented a summary of job dimensions that have been established to contribute significantly to teachers' job satisfaction. The dimensions are the nature of work, pay, promotions, recognition, working condition benefits, and supervision. The nature of the work performed by employees has a significant impact on their level of job satisfaction ([Bakker & Schaufeli, 2008](#)). [Kenny and Briner \(2007\)](#) added that work itself provides individuals with interesting tasks, opportunities for learning, and a chance to accept responsibility, this implies that some of the most important ingredients that enable workers to be committed include interesting and challenging work, not boring and job that provides status and enhance commitment to workers. Workers who feel undervalued and unappreciated may consider leaving their jobs for something else.

The job satisfaction of teachers, particularly at the secondary school level is vital. Teachers in public schools in Nigeria have expressed a lot of dissatisfaction about the lack of human resources development, poor working conditions, poor remuneration, and poor human relations that exist in schools. This study, therefore, seeks to identify teachers' job satisfaction in public secondary schools and provide information on which measures to be taken to promote teachers' job satisfaction. The theoretical contribution of this study will enhance teachers' job satisfaction and provide a related solution to those problems. Teacher job satisfaction has serious implications for school development and teachers themselves. Particularly, it can influence teacher absenteeism, turnover, and school effectiveness ([Fisher, 2003](#)). Satisfied and motivated teachers are more interested in professional development, which subsequently can improve the quality of teaching.

2. METHODS

This study is a literature survey. This study took data from internet sources, including articles from international journals. Data was taken, analyzed, and summarized.

3. RESULTS AND DISCUSSION

3.1. Concept of job satisfaction

Job satisfaction can be defined as a combination of psychological, physiological, and environmental circumstances that cause a person to say that he/she is satisfied with his/her job. [Gaziel \(1986\)](#) defines job satisfaction as an emotional, effective response derived from one's job. These feelings are not limited to salary, but can also include factors like the way employees are treated and valued by management and the degree to which the company considers their input, not forgetting any other extra incentives if need be. Education is widely recognized as one major indicator of development in any country the world over. One of the basic purposes of education is to produce trained human resources, which can overcome the development impediments of any given country. To achieve this, there should be a satisfied

and motivated workforce in the sector. Employees with a high level of job satisfaction obligate their time and bring innovations, dynamism, and efforts to work which consequently leads to high productivity.

Koustelios (2011), job satisfaction is an utmost interesting field for many researchers to study the labor approach in workers. Due to better presentation revealed by fulfilled workers, it is the top significance of all organizations to achieve the desired goals by growing their fulfillment. Tiwari and Saxena (2012) sees job satisfaction as the attitudes, feelings, and moods people have about their jobs. A favorable approach and feelings about the work and the work situation indicate job satisfaction, and the inverse, mentioning unfavorable attitudes towards the work indicate job displeasure. Roodt *et al.* (2002) presented a summary of job dimensions that have been established to contribute significantly to teachers' job satisfaction.

The dimensions are the nature of work, pay, promotions, recognition, working condition, benefits, supervision, class size, and students' teacher's ratio. Mghana (2013) suggested two types of factors that contribute to job satisfaction and job dissatisfaction. The former are the motivators (intrinsic factors): recognition, personal growth, the work itself, and opportunities for promotion and achievement. The hygiene factors (extrinsic factors) ensure that employees perform their tasks at a minimum level. These are: supervision, security, organization policies, work conditions, salary, relationships with colleagues and supervisors, and status are associated with job satisfaction. While the presence of extrinsic factors does not guarantee job satisfaction, their absence can result in employee job dissatisfaction (Mghana, 2013). Wu and Short (2016) assert that teachers emphasize motivators. Other studies (Crossman & Harris, 2016) suggest that hygiene factors as the best predictors of teacher job satisfaction. Recent studies by Griva *et al.* (2012) suggest the mix of both factors as the main predictors of teachers' job satisfaction.

3.2. Factors affecting job satisfaction

Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors. According to Ellickson and Logsdon (2001), having sufficient work tools, capital and teaching opportunities, and a reasonable workload all considerably affect a worker's job satisfaction. Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy, and support, salary, promotion, and progress (Shah & Jalees, 2014). Kabir & Pervin (2011) stated that work, pay, promotion, supervision, and coworkers as the major determinants of job satisfaction. Job satisfaction is concerned with several attitudes including attitudes about job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges, and respect (Shah & Jalees, 2014).

(i) **The Work Itself:** The nature of the work performed by employees has a significant impact on their level of job satisfaction (Bakker & Schaufeli, 2008). The work is viewed as a place where employees draw satisfaction that is interesting and challenging and provides them with status. Kenny and Briner (2007) add that work itself provides individuals with interesting tasks, opportunities for learning and a chance to accept responsibility for example some of the most important ingredients that enable workers to be committed include interesting and challenging work, not boring and job that provides status and enhance commitment to workers. However, sometimes giving challenging work to employees may lead to stress and cause poor performance by employees who do not accept challenging work or are afraid of losing their reputation.

- (ii) **Pay:** Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are cognitively complex and multidimensional factors in job satisfaction. Remunerations and earnings such as pay, wages, and salaries are recognized to be significant to influence workers to be committed to their work. [Kenny and Briner \(2007\)](#) note that money not only helps people to attain their basic needs but is also an instrument for providing higher-level needs. However, employees often see pay as a reflection of how management views their contribution to their organization, hence becoming committed to the organization.
- (iii) **Promotion:** Employees' opportunities for promotion are also likely to exert an influence on job satisfaction ([Bakker & Schaufeli, 2008](#)). However, [Nutbeam and Kickbusch \(1998\)](#) maintain that promotions provide opportunities for personal growth, increased responsibility, and increased social status. [Drake and Kossen \(2002\)](#) postulate that many people experience satisfaction when they believe that their prospects are good. This may translate into opportunities for advancement and growth in their current workplace or enhance the chance of finding alternative employment. They maintain that if people feel to have limited opportunities for career advancement, their job satisfaction may decrease. Moreover, not all employees wish to be promoted because such promotions are associated with greater responsibility and tasks of a more complex nature of the job, for which the individuals may consider themselves unprepared. If employees perceive the promotion policy as unfair but do not desire to be promoted, they may still be satisfied. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction.
- (iv) **Working Conditions:** Working conditions are another factor that has a moderate impact on employees' job satisfaction ([Bakker & Schaufeli, 2008](#)). A teacher's working conditions directly affect their ability to properly educate the children. These working conditions also affect the future of the country. Working conditions are generally defined as the physical environment in which an employee is expected to complete his or her job. According to [Kabir and Pervin \(2011\)](#), working conditions are likely to have a significant impact on job satisfaction when the conditions are either extremely good or poor. [Kenny and Briner \(2007\)](#) related working conditions with clean and attractive surroundings, lights, good buildings, good working instruments or facilities, and conditions that influence individuals to exert skills and efforts on behalf of the organization. They assume that working conditions play a critical role in determining the supply of qualified employees and in influencing their decisions about remaining in the profession. [Apalia \(2017\)](#) stated that the working conditions are hygiene factors that and when properly manipulated by the management and leadership have the potential of creating job satisfaction in employees. The working conditions are governed by factors like adequate accommodation for staff, terms of payment, the environment itself, provision and assurance of leave pay, retirement packages, empowerment, and interpersonal relationships. Research findings reveal that favorable working conditions are associated with higher performance and poor working conditions are the result of poor performance ([Apalia, 2017](#)). Therefore, the government should improve teachers' working conditions for improved performance of schools under the UPE system. The working conditions that matter the most to teachers include administrative leadership at their school, working relationships among their colleagues, level of parental support, teaching load, and student discipline problems ([Guariano et al., 2006](#)). According to [Atefi et al. \(2014\)](#), good working conditions create job satisfaction, and where such conditions are inadequate, yield job dissatisfaction of

employees; others leave the organization and develop negative attitudes towards work thus affecting performance. [Hanushek \(2009\)](#) acknowledges that a pleasant work environment in the third-world context means the better provision of amenities for teachers to retain them in their present job. He also observed rightly that the strategy of creating a pleasant work environment for all teachers is mostly seen in private schools, but there is no reason why the public sector could not employ it as well because all schools deal with human beings. This implies that a pleasant working environment for teachers will make them satisfied with their jobs and retain them. Poor working conditions can lead to many negative issues for teachers and the students they educate, including depression, anger, and lack of interest. Poor conditions make it more difficult for teachers to deliver an adequate education to their students, adversely affect teachers' health, and increase the likelihood that teachers will leave their school.

- (v) **Teachers' Remuneration:** School performance is directly linked to the quality and quantity of teachers' remuneration. This means that there is a close link between teachers' remuneration and performance. The most provided incentives by schools include housing, transport allowances, and salaries. However, in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment, and improved performance. Increasing teacher salaries is frequently cited as the best mechanism for reaching this goal. [Lankford and Wyckoff \(1997\)](#) argues that since teachers sort themselves based on non-pecuniary factors, increasing salaries will not affect the distribution of teachers. Using this research as a basis, some contend that it may be better for policymakers, state officials, and school administrators to concentrate on changing non-pecuniary factors rather than increasing teacher salaries. According to [Muogbu \(2013\)](#), performance and expectations are high and remuneration is very low, this reduces the morale of workers as well as their performance. Research suggests that higher wages may positively affect the quality of both novice and experienced teachers. [Erdill and Yetkiner \(2001\)](#) indicated that employee characteristics had to be taken into consideration and that the link between employee remuneration gaps and labor productivity depends on an employee's position in the remuneration structure. [Jirjahn and Kraft \(2007\)](#) reported that the labor-relations regime and the type of incentive schemes play an important role in determining the sign and magnitude of the link between employee remuneration gaps and labor productivity. [Finan et al. \(2017\)](#) came to a very interesting conclusion: he argued that the remuneration regimes of employers should be tailored to take the characteristics of their workforce into account and less-dispersed employee-remuneration gaps were preferable at the management level. In terms of skill levels. [Heyman \(2005\)](#) and [Turner and Jackson \(2009\)](#) concluded that the relationship between remuneration gaps and labor productivity (performance) is stronger when employees are more skilled. According to them, the reason is that the remuneration regime for higher-skilled employees is linked to firm performance and that more dispersed employee remuneration gaps induce these employees to act optimally (with higher levels of productivity). [Foss and Laursen \(2005\)](#) indicated that employee-remuneration gaps for less-skilled workers should be smaller, as limited performance-linked regimes are needed to enhance labor productivity. Uncertainty in the business or economic environment impacts the sign and magnitude of the link between employee remuneration gaps and labor productivity. Highly uncertain business or economic environment, the link between employee remuneration gaps and labor productivity should be weaker simply because employees regard performance-linked remuneration

regimes as unfair (since they have less control over their labor-output relation). Sagie (1998) observed that employees who are unsatisfied with their jobs had more absenteeism rates than those with job satisfaction and with many attendance levels. Employee satisfaction and performance are connected with absenteeism.

- (vi) **Teachers' Promotion:** Employees' opportunities for promotion are also likely to exert an influence on job satisfaction (Bekker & Schaufeli, 2008). Nutbeam and Kickbusch (1998) maintain that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Many people experience satisfaction when they believe that their prospects are good. This may translate into opportunities for advancement and growth in their current workplace or enhance the chance of finding alternative employment. They maintain that if people feel to have limited opportunities for career advancement, their job satisfaction may decrease. Moreover, not all employees wish to be promoted because such promotions are associated with greater responsibility and tasks of a more complex nature the job for which the individuals may consider themselves unprepared. If employees perceive the promotion policy as unfair but do not desire to be promoted, they may still be satisfied. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction (Tolbert & Moen, 1998). Promotion is the advancement of an employee's rank or position in an organizational hierarchy system. Promotion may be an employee's reward for good commitment and positive appraisal. Before a company promotes an employee to a particular position it ensures that the person can handle the added responsibilities by screening the employee with interviews and tests and giving them training or on-the-job experience. A promotion can involve advancement in terms of designation, salary, and benefits. Orebiy and Orebiyi (2011) in his paper "The Effects of Commitment Measurement and Compensation on Motivation: Stipulated that transparent and controllable promotional opportunities increased the prospect of enjoyable future tasks and thereby intrinsic motivation, which leads to improved individual commitment at work. Phelan and Lin (2001) conducted a study on Promotion Systems and Organizational Commitment: A Contingency Model using an entire sample of 48,000 problems studied. The study results indicated that there was a relationship between grade promotion and commitment though the effectiveness of any promotion system depended on a range of factors including the nature of the task environment, the design of the organizational structure, the frequency of monitoring, the criteria of commitment, and the transferability of task knowledge.

3.3. Herzberg two factor theory

Herzberg two-factor theory of job satisfaction and motivation has been widely used in job satisfaction circles (Malik & Naeem, 2013). According to Hewstone and Stroebe (2001), Herzberg's two-factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition, work itself, and responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices, and other working conditions. According to the two-factor theory, hygiene factors are the non-task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Herzberg pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction (Malik & Naeem, 2013). Applying these concepts to education for example, if school improvement depends fundamentally on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need-satisfied teachers can create a good social, psychological, and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job. Motivators or intrinsic (satisfier) factors are related to the actual performance of the work or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements and lead to job satisfaction and higher motivation (Du Plesses *et al.*, 2012). They are the factors that influence the perceptions or feelings of employees about themselves and their work and motivate them to work harder or better. Amabile (1993) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person. Herzberg's two-factor theory has been linked to that Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth *et al.*, 2008). Motivation factors are internal factors that are associated with higher-order needs and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job and the work itself-if the work is interesting (Barrick *et al.*, 2017). The presence of intrinsic factors or motivators leads to job satisfaction but their absence will not lead to job dissatisfaction (Perrachione *et al.*, 2008). In the teaching profession, intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg claimed that the emphasis should be on factors associated with the nature of the work or with outcomes directly derived from the work such as work itself, personal growth, recognition, responsibility, and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and enables teachers to sustain their motivation over a long period. Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs and includes organizational policy, administration, supervision, interpersonal relations with peers & supervisors, working conditions, status, job security, and salary (Barrick *et al.*, 2017; Bogler, 2001). The extrinsic job characteristics reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed (Winkelhaus *et al.*, 2022). A teacher who feels that his or her salary is not sufficient but improving the salary may not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors) are good, the reasons for job dissatisfaction are removed (Winkelhaus *et al.*, 2022). Dartey-Baah and Amoako (2011) contends that Herzberg's theory has made important contributions to motivation theory. They further state that Herzberg's theory extends Maslow's ideas and made them more applicable in the workplace. The theory focused its attention on the importance of job-centered factors in the motivation of employees. Furthermore, Dartey-Baah and Amoako (2011) contends that Herzberg's theory gave rise to an increasing interest in job enrichment and restructuring of work.

4. CONCLUSION

The concept of job satisfaction, factors affecting job satisfaction, and Herzberg's two-factor theory was broadly explained. The determinants of job satisfaction and job dimensions were widely discussed. Conducive working conditions, promotional opportunities, work itself, fair remuneration, and teacher empowerment were found to be the major factors affecting the job satisfaction of teachers. This paper reveals that most of the factors related to motivation and hygiene factors in Herzberg's Two-factor theory are influential on teachers' job satisfaction. The review showed that teachers' job satisfaction factors influence the performance of teachers in public secondary schools.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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