

Location of School and Job Satisfaction among Secondary School Teachers

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Abstract

The study examined whether school location correlates with job satisfaction among secondary school teachers in Rivers State of Nigeria. One research question and one null hypothesis guided the study. The population of the study comprised the 3,460 teachers in the public secondary schools in Rivers State. The sample consisted of 692 teachers who were selected through proportionate stratified random sampling technique based on location distribution of the teachers in the population. A questionnaire was used for collection of data. Mean and standard deviation were used to answer the research question, while t-test statistics were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed a significant difference in the mean ratings of the rural and urban teacher on job satisfaction.

Keywords: Location, Secondary School, Job satisfaction, Teachers

1. Introduction

School environment is usually located in either urban rural area. Teachers attach different perception in making their choice of school location. Location according to **Collard (2001)** is social factor that influence professional awareness and job satisfaction of teachers (Rivers State inclusive) since work attitude depends on individuals and their environment. This factor cannot be disregarded in any study on teachers in Rivers State since the state already has a location-based divide (rural and urban teachers) in its educational system. **Collard (2001)** further states that school location is one of the multiple factors that affect one's professional awareness. By location, he meant the socioeconomic nature of where a school located which could be urban or rural. He discovered that teachers in the urban areas were more conscious of the profession than the ones in the rural areas. **Carless (1998)** reveals that there was no significant difference between school location and teachers' professional awareness as it relates to job satisfaction.

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School location is a variable that can effect job satisfaction of employees. It is worth pointing out that in many cases what motivates employees to work depends on the individuals and their environments. This is to say that the motivation and job satisfaction of employees of Rivers State secondary school teachers could be functions of their personalities and geographical locations or environments. The obvious import is that either of the subgroups of employees namely, those in urban and those in rural areas, could be more satisfied with their job, depending on the individuals and their locations. In other words, a satisfied employee in an urban area may go to a rural area and become dissatisfied and vice-versa. Supporting, **Arubayi (1981)** maintains that employees in urban areas are much likely to derive greater job satisfaction than their rural counterparts. Stressing further, the author noted that urban headmasters might have less workload than their rural mates. This according to him is because most urban schools have more than one assistant headmaster, who often does a greater part of the headmaster's work. The same trend could hold regarding Rivers State secondary school teachers, as most urban schools have more teachers. Also, **Finley (1991)** reported that school location had significant effect on job satisfaction of the principals. It showed that principals in urban and sub-urban schools were significantly more satisfied than those in rural schools. Newby (1999) found that job satisfaction is greatly achieve at the city than rural areas. However, **Ikenwe (1982)** reports that geographical location does not have effect on job satisfaction of workers. Based on inconsistencies in scholarly findings, the current study aimed to examine location of school as correlate of job satisfaction among secondary school teachers in Rivers State of Nigeria.

2. Method

With a correlational research design, the study population comprised all the 3,460 teachers in the government owned secondary schools in Rivers State. Based on the population, a total of 692 teachers were sampled. This represents 20% of the overall population. The choice of this size is in agreement with **Ndiyo (2005:183)** when he said: statistically speaking, a sample should be about 15 – 30% of the population.” Proportionate stratified random sampling was adopted in selecting the 692 teachers. The instrument for data collection for this study is the questionnaire titled: “Teachers’ Job Satisfaction Questionnaire” (TJSQ). The researchers designed this instrument through information got from literature review. The instrument which was used for collection of relevant data for this study was given out to two experts in Sociology of Education and three experts in Measurement and Evaluation from University of Port Harcourt, Choba and University of Nigeria, Nsukka. The researchers, with the help of four research assistants distributed the questionnaire. The research assistants were prepared beforehand for the task by explaining the purpose of the research to them. Three of them assisted the researchers in collecting data from schools where there was no teacher research assistant. The rest research assistants collected data from their respective schools. Mean and standard deviation were used to analyze data for research question while the t-test was applied for null hypotheses.

3. Results and Discussion

Research Question 1

How the teachers differ in their responses on job satisfaction based on school location?

Hypothesis 1

There is no significant difference in the mean ratings of the rural and urban teachers on job satisfaction.

Research question 1 and its corresponding hypothesis 1 sought to find out how the mean ratings of the urban and rural teachers differ and to determine if the difference may be significant or not.

Table 1: Mean rating, standard deviation and t-test analysis of the responses of rural and urban teachers on job satisfaction.

S/N	Item statement	Location	N	Mean	SD	df	t-cat	t-crit
1	The teaching profession provides essential services	Rural	400	3.64	0.60	683	2.33	1.96
		Urban	285	3.75	0.56			
2	It possesses a unique body of knowledge and skills	Rural	400	3.48	0.64	683	1.52	1.96
		Urban	285	3.56	0.59			
3	Professional decisions are made in accordance with valid principles	Rural	400	3.12	0.74	683	2.03	1.96
		Urban	285	2.99	0.95			
4	Professional associations control the actual work and conditions.	Rural	400	2.54	0.89	683	4.32	1.96
		Urban	285	2.84	0.92			
5	There are performance standards for admission and continuance.	Rural	400	2.86	0.79	683	2.96	1.96
		Urban	285	3.05	0.81			
6	It requires a protracted preparation programme	Rural	400	3.19	0.85	693	1.45	1.96
		Urban	285	3.09	0.89			
7	There is high level of public trust and confidence.	Rural	400	2.81	0.85	683	1.13	1.96
		Urban	285	2.88	0.85			
8	Strong service motivation and commitment to competence	Rural	400	2.75	0.82	683	0.76	1.96
		Urban	285	2.85	2.80			
9	The profession itself determines individual competence	Rural	400	2.72	0.83	683	6.88	1.96
		Urban	285	3.15	0.80			
10	There is relative freedom from direct or public supervision	Rural	400	2.52	0.79	683	6.06	1.96
		Urban	285	2.91	0.84			
Overall mean		Rural	400	2.96	0.78	683	2.26	1.96
		Urban	285	3.10	0.81			

The results in Table 1 reveal that the mean ratings of the rural teachers were higher than those of the urban in only items 3 and 6, while the mean ratings of the urban teachers were higher than those of the rural teachers in items 1,2,4,5,7,8,9 and 10. In testing if the mean differences were significant or

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not, t-test statistics was used. The results obtained show that significant differences were found only in items 1, 3, 4, 5, 9 and 10. This is because their calculated t-values were all greater than their critical t-value of 1.96 at 683 degree of freedom at 0.05 level of significance. In the same Table, it is shown that the mean responses of the rural and urban teachers do not differ significantly in items 2, 6, 7 and 8. This is because their calculated t-values were all less than their critical t-values of 1.96 at 683 degree of freedom at 0.05 alpha level.

The Table also shows that a significant mean difference existed in the overall responses of the rural and urban teachers on job satisfaction. This is because the calculated t-value of 2.36 is greater than the corresponding critical t-value of 1.96 at 683 degree of freedom at 0.05 alpha level. Hence, the null hypothesis of there is no significant difference in the mean ratings of the teachers on job satisfaction based on their school location is rejected. This means that school location had influence on the responses of the teachers on job satisfaction. **Collard (2001)** stated that school location is one of the multiple factors that affect one's professional awareness. However, **Ikenwe (1982)** reported that geographical location does not have effect on job satisfaction of workers. **Ihiegbulem (2006)** also reported that school location had no significant effects on job satisfaction of secondary school principal. **Everton et al (2007)** found that location of school doesn't significantly influence teachers' job satisfaction. The results of his study on job satisfaction of principals in urban and rural areas indicated that school location had significant effect on job satisfaction of the principals.

4. Conclusion

Based on the findings of this research, the researchers conclude that school location significantly influence teachers' job satisfaction in Cross River State, Nigeria. The government should further improve the working conditions of the teachers by creating conducive environment for teaching-learning process.

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