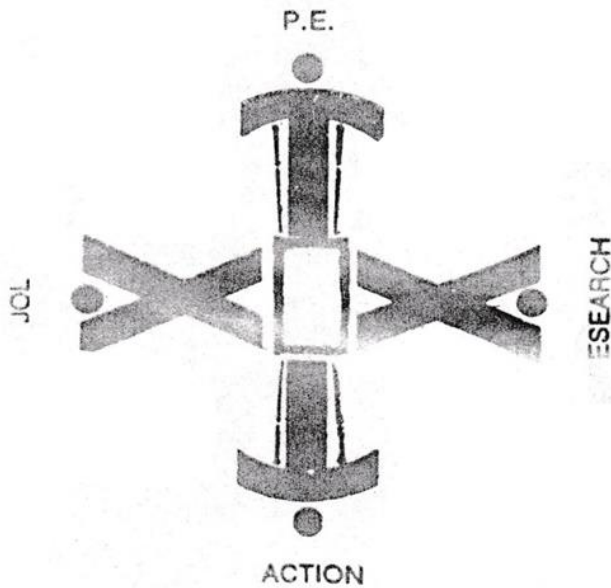


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JOB DISSATISFACTION CORRELATES AMONG SECONDARY SCHOOL PHYSICAL EDUCATION TEACHERS IN AKWA IBOM STATE - NIGERIA.

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ABSTRACT

The correlates that cause job dissatisfaction among secondary school physical educators in Akwa Ibom State were investigated. Eighty six subjects were randomly selected from 25 government schools. A self designed 18 - item, Physical Educators' Job Dissatisfaction questionnaire (PEJDQ) was used for data collection and the data were verified by percentage, mean and t-test statistics at 0.01 level of significance. Leadership behaviour, conditions of service and teaching resources were identified as the indices of job dissatisfaction. The resuscitation of the glory of the profession was advised.

INTRODUCTION

The interest of psychologists in job satisfaction dates back to the early part of the twentieth century and is reflected in the emergence and development of such field of specialization as industrial psychology, (Vroom 1964). Interest in the attitude of man towards his work stemmed from the writings of Mayo (1966) in his human relations movement and from the research of Lewin (1967) in group dynamics. Others are the investigations conducted in the Hawthorns plant of Western Electric Company (Roethlisberger & Dickson 1969) and studies in Harwood manufacturing company (Coch & French 1974). The results of these studies stimulated the management of many organizations to re-evaluate traditional methods of utilizing the human resources of organizations.

In Nigeria, it seems an intellectual culture to shift any defect in the school system to teachers inability to measure up to professional responsibilities. Teachers are seen as agents of change with the responsibility of transforming the raw-materials (learners) of the school system to functional by-products, that will perform creditably to the development of the nation. In fairness, this is a legitimate expectation, as proper education of the youths is a powerful weapon for national development and survival.

The importance of human resources in the sources of any establishment has no substitute. Likert (1967) remarked that, all the activities of

any enterprise are initiated and determined by the persons who make up that institution. The human factor is the central and the most important element of enterprise. Technology may make teaching - learning process easier, more interesting and meaningful, but it will be impossible for technology to replace the unique functions of the teachers in the schools (Uduk 1985). A nation that is concerned and committed to the proper education of her youths should think seriously on how to improve the performance level of the teachers.

The intent of this study therefore was to investigate the correlates that cause job dissatisfaction among secondary school physical educators in Akwa Ibom State.

METHODOLOGY

Eighty six physical educators (male 72 female 14) were randomly selected from 25 government approved secondary schools. The demographic data were graduates, 7 (8%), Nigeria Certificate in Education, N.C.E. 79 (92%) while 67 (78%), and 19(22%) had teaching experience below or above ten years whereas 33 (38%) and 53 62%) were either below or above thirty years of age.

Data was obtained with self designed 18 - item physical Educators' Job Dissatisfaction Questionnaire, (PEJDQ), with a reliability coefficient 0.73. Four variables; professional satisfaction, leadership behaviour, conditions of service and teaching resources were verified. The PEJDQ had a 3-point scale; satisfied (S), Neutral (N), Dissatisfied (D), and quantified 3-2-

1, respectively. Respondents picked one of three options. The 86 instruments distributed were returned for data analysis.

The attitudes of the subjects were verified through the descriptive statistics percentage (%) and mean (X). The inferential statistic, t-test, was employed to test significance between independent samples at 0.01 level of probability.

RESULTS AND DISCUSSION

The four variables affected job attitudes of the physical educators, Table I.

The figures in Table I are potent indices of dissatisfaction except the variable "professional preference". In Nigeria, tertiary institutions determine career orientations. Politely stated they were means to an end, the ultimate being entry into a desired profession or career. Most people chose courses leading to their occupational choice and once committed remain virtually unchallenged for a change. Katz and Katz (1967) referred to the phenomenon as occupational conservatism.

Table I: Job Attitudes

N = 86

VARIABLES	RATINGS	%	X
Professional Preference	S	85	3.40
	N	8	0.31
	D	7	0.30
Leadership Behaviour	S	6	0.13
	N	7	0.14
	D	87	1.73
Conditions of Service	S	-	-
	N	8	0.24
	D	92	2.76
Teaching Resources	S	16	0.45
	N	15	0.16
	D	19	2.40

Reactions on gender lines are consistent with that of the general sample except that the female teachers reported dissatisfaction on the job, (Table II).

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Table II: Job Attitude by Gender
Male N = 72, Female N = 14

VARIABLES	GROUP	X	SD	CALCULATED t-value
Professional Preference	Male	2.80	0.58	
	Female	2.68	0.55	3.63*
Leadership Behaviour	Male	1.53	0.48	
	Female	1.43	0.74	0.16**
Conditions of service	Male	2.1	0.50	
	Female	1.17	0.38	0.62**
Teaching Resources	Male	1.31	0.70	
	Female	1.69	0.87	1.61**

* Significant; ** Not significant
t, df 84 = 2.64 P 0.01.

The calculated t-value of 3.63 at 99% confidence level with greater than the table t-value, 2.64, therefore this indicated a level of significance. This is not surprising. The job of physical education is exercises. The female teachers find the subject straineous. The attitude is illegitimate. The female teachers opted for a profession of their choice because of obvious of the hazards. They must belt up for a rewarding career or quit.

Table III shows attitude on the job reflecting academic status.

Table III: Job Attitude by Academic Status

Male N = 72, Female N = 14

VARIABLES	QUALIFICATION	X	SD	CALCULATED t-value
Professional Preference	Graduate	2.68	0.55	
	N.C.E.	2.79	0.56	4.23*
Leadership Behaviour	Graduate	1	-	
	N.C.E.	1.28	0.96	0.08**
Conditions of Service	Graduate	1	-	
	N.C.E.	1.04	0.19	0.06**
Teaching Resources	Graduate	1.1	0.43	
	N.C.E.	1.44	0.48	0.14**

* Significant
t, df 84 = 2.64
** Not significant
P 0.01

The graduate teachers expressed significant professional satisfaction on all but one of the variables. Because of their indepth academic background they were aware of the matrices of their professional obligations and would not compromise their professional expectations.

The N.C.E. teachers expressed professional satisfaction on the job. They considered themselves in transit for higher studies and remain cautiously complacent in the system.

The attitude of dissatisfaction was unanimous on leadership behaviour, conditions of service and teaching resources. The genesis of these problems are traceable to the poorly projected universal primary education (U.P.E.) in 1976 and a sharp increase of children of school age who are enrolled in the schools. These events pressurise the secondary school system as there is no increase in funding (Adesina, 1985). Furthermore, physical education hitherto regarded unacademic in Nigeria secondary schools suffered administrative neglect. Even the inclusion of physical education in the secondary schools as examinable subject (Federal government of Nigeria: FGN, 1981) has not sufficiently inspired adequate government patronage.

CONCLUSION

The Physical Education teachers expressed satisfaction in their job. Their dissatisfaction arose from; poor leadership, conditions of service and teaching resources. These are ominous signs of the unpreparedness of the government to fully implement the new national policy on education.

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