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CORRELATES OF JOB SATISFACTION AMONG TEACHERS OF STUDENTS WITH HEARING IMPAIRMENT IN IBADAN, OYO STATE, NIGERIA

BY

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Abstract

This study investigated the relationship among gender, marital status, self efficacy, incentives and job satisfaction among teachers of students with hearing impairment in Ibadan, Oyo State, Nigeria. This is against the background that teachers commitment and productivity will depend on how satisfied they are in terms of personal, psychological and environmental factors. The sample consisted of 60 secondary school teachers of students with hearing impairment in Ibadan (Male = 31, female = 29). The respondents were selected using purposive sampling technique. Data were collected using Teachers of students with hearing impairment job satisfaction Questionnaire ($r=0.86$). Results showed that Gender ($r=0.271$) and self efficacy ($r=0.263$) had significant relationship with job satisfaction among teachers of students with hearing impairment. While marital status, incentives and years of teaching experience did not. The independent variables (gender, self efficacy marital status, incentives and years of teaching experience jointly contributed to job satisfaction among teachers of students with hearing impairment (Adj. $R^2=0.178$). This means that 17.8% of the variance in job satisfaction is accounted for by the independent variables. The relative contributions of the independent variables to the dependent variable in order of magnitude showed that: Gender ($\beta=0.559$), self efficacy ($\beta=0.417$), Marital status ($\beta=0.245$) and years of teaching experience ($\beta=0.125$). It is recommended that the government should ensure that teachers of students with hearing impairment's conditions of service are improved, so that they could be job satisfied. This will influence their productivity and performance.

Key words: Hearing Impairment, Incentives, Job Satisfaction, Self Efficacy,

Introduction

Job satisfaction among teachers of students with hearing impairment has been a great concern to researchers over the years. It can lead to behaviours that can be positive to organizational functioning. For example, in the way teachers relate to their students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Chamundeswari, 2013, Spector, 1997).

Scholars defined job satisfaction as it appeals to them. For instance, Cooley and Yavanoff (1996) defined job satisfaction as an effective response to one's job as a whole or to particular facets of it. Individuals who have a favourable attitude towards their job are more highly motivated to remain in that position. This implies that job satisfaction is a key factor in teachers' retention.

Many factors are capable of influencing job satisfaction among teachers of students with hearing impairment. In view of this, Chapman and Lowther (1982) stated that there are four variables that influence job satisfaction among teachers. They include – teacher's personal characteristics, skills and abilities, the criteria a teacher uses to judge his or her professional success and accomplishments.

The teachers of students with hearing impairment, like other category of teachers, expect their work environment to be favourable in terms of prompt payment of salary and other allowances, as well as availability of assistive technological devices that will assist them in the process of teaching and learning. Hammond (2003) reported there is little research on the attrition of teachers of students

with hearing impairment. Most teachers have similar reasons to leave their position, such as, low salaries, unfavourable working conditions, inadequate preparation or lack of administrative support.

Furthermore, Alade (2016) reported strong correlation between job satisfaction and productivity among teachers of students with hearing impairment. Job satisfaction reflects how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment. When teachers declare that they are job satisfied, it is an indication of the degree to which they like their job. It is suffice to say that job satisfaction is the psychological disposition of people towards their job. This view is supported by Jimoh and Etadon (2011). According to them, Job satisfaction means the enjoyment that a worker derives from doing a particular unit of job. When a worker derives satisfaction in his job, he will not be in rush to leave for another job.

Factors such as gender, marital status, self-efficacy, incentives and years of teaching experience are likely to influence job satisfaction of teachers of students with hearing impairment. It is generally believed that teaching job is mostly dominated by women. In view of this, there was evidence that female teachers are likely to stay longer and be job satisfied in teaching profession. Whereas, male employees tend to change from teaching to other jobs in order to derive satisfaction for various reasons such as poor working conditions, lack of incentives or motivation and poor administrative structure (Ayara, 2016).

Marital status of an individual could have a way of influencing his or her job satisfaction. However, there are not enough studies to draw any conclusion about the influence of marital status on job satisfaction, but limited research conducted in this area consistently indicates that married employees are more satisfied with their jobs than their single counterparts (Anderson, 2009).

The self-efficacy of an individual is an important factor in his or her job performance. This will in no small way influence job satisfaction. Teachers with high self-efficacy are likely to demonstrate job satisfaction than their counterparts with low self-efficacy. In view of this, Jones and Malone (2006) found relationship between teachers' self-efficacy beliefs and job satisfaction.

Incentives, such as promotion, salary and allowances are more likely to influence job satisfaction among teachers of students with hearing impairment. Michael (2012) reported that teachers' salary is an important factor that contributes to their job satisfaction. He further stressed that promotional opportunities are equally important with respect to teachers' job satisfaction. In the same vein, Okumbe (1998) suggested that job satisfaction is influenced when teachers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in. The larger the reward the more the job satisfaction of a worker.

Years of teaching experience may influence teachers' job satisfaction. Although, experienced teachers may actually become less satisfied later with their jobs. Further, Hatti (2009) differentiated between experienced and expert teachers. He suggested that experience alone is not enough to determine job satisfaction and performance.

Statement of the Problem

It is a common knowledge to observe that most teachers of students with hearing impairment do not derive satisfaction from their job as a result of poor working conditions such as, lack of incentives and organizational support. Hence, there is poor retention of teachers in teaching profession. Apart from this, teaching profession is not attractive to younger generation, due to the poor working conditions experienced by teachers. Many studies have been conducted to examine the factors that are responsible for poor or lack of job satisfaction among teachers. However, poor job satisfaction still persists among teachers of students with hearing impairment. This study therefore, examined some correlates of job satisfaction among teachers of students with hearing impairment in Ibadan.

Research Questions

Answers were provided to the following research Questions:-

- (i) What is the relationship among gender, marital status, self efficacy, incentives, years of experience and job satisfaction among teachers of students with hearing impairment in Ibadan?
- (ii) What is the composite contribution of the independent variables to the dependent variable?
- (iii) What is the relative contribution of the independent variables to the dependent variable?

Methodology

Research Design

The study adopted descriptive survey research design of correlational type. The researcher examined the relationship among gender, marital status, self efficacy, incentives and job satisfaction among teachers of students with hearing impairment in Ibadan, Oyo state, Nigeria.

Population

The population of the study consisted of all the teachers of students with hearing impairment in Ibadan.

Sample and Sampling Technique

A total 60 teachers of students with hearing impairment participated in the study. The participants were selected from four secondary schools in Ibadan using purposive sampling Technique.

Instrumentation

The instrument used for collecting data for this study was a self developed questionnaire tagged Teachers of students with hearing impairment Job satisfaction Questionnaire (TSHIJSQ). The instrument has two sections. Sections A and B. Section A contained items on the biodata of the participants. While section B contained items on Job satisfaction, self efficacy and incentives. The instrument was pilot tested using Cronbach Alpha and it yield 0.86 reliability coefficient. This showed that the instrument was reliable.

Procedure for Data Collection

Preliminary visits were paid to the schools used for the study in order to take permission from the authorities of the schools. Some of the teachers of the schools were trained and used as research assistants. The Questionnaires were administered on the participants by the researcher with the help of the research assistants.

Method of Data Analysis

The data collected were analyzed using descriptive statistics of frequency count and percentage and inferential statistics of Pearson product moment correlation (PPMC), for finding out the relationship among the variables and multiple regression analysis.

Results

The results are discussed with respect to the demographic characteristics of the respondents and answers to the research questions.

Demographic characteristics of Respondents

Table 1: Frequency Distribution of Respondents by Age

Age group	Frequency	Percentage
Below 25 years	3	5.0
26 to 30years	10	16.7
31 to 35years	11	18.3
36 to 40years	14	23.3
41 to 45 years	12	20.0
46 to 50years	3	5.0
51 years and above	7	11.7
Total	60	100.0%

Table 1 reveals the frequency distribution according to age range of the respondents. The result showed that respondents with age range of 36 - 40 years were 14 (23.3%), age range of 41 to 45

years were 12 (20.0%), age range of 31 to 35 years were 11 (18.3%), age range of 26 to 30 years were 10 (16.7%), age range of 51 years and above were 7 (11.7%), age range of 46 to 50 years were 3 (5.0%) and age range of below 25 were 3 (5.0%). This showed that respondents with age range of 36 to 40 years and above have the highest percentage.

Table 2: Frequency Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	31	51.7
Female	29	48.3
Total	60	100.0

Table 2 revealed that 31 representing 51.7% of the respondents were male, while 29 of them or 48.3% of the respondents were female. However, it implied that majority of the respondents were male.

Table 3: Frequency Distribution of Respondents by Marital Status

Marital Status	Frequency	Percentage
Married	43	71.7
Single	17	28.3
Total	60	100.0

Table 3 revealed that 43 representing 71.7% of the respondents were married, while 17 of them or 28.3% of the respondents were single. However, it implied that majority of the respondents were married.

Table 4: Frequency Distribution of Respondents by Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
1 to 5yrs	14	23.3
6 to 10yrs	19	31.7
11 to 15yrs	15	25.0
16 to 20yrs	9	15.0
Over 20yrs	3	5.0
Total	60	100.0%

Table 4 revealed the frequency distribution according to years of teaching experience of respondents. The result showed that respondents with years range of 6 to 10 years of teaching experience were 19 (31.7%), those with 11 to 15 years of teaching experience were 15 (25.0%), 1 to 5 years of teaching experience were 14 (23.3%), 16 to 20 years of teaching experience were 9 (15.0%), and over 20 years teaching experience were 3 (5.0%). This showed that respondents who have highest years of teaching experience were those between 6 to 10 years

Table 5: Frequency Distribution of Respondents by Highest educational Qualification

Highest educational Qualification	Frequency	Percentage
NCE	19	31.7
B.Ed	6	10.0
B.A(Ed)	19	31.7
B.Sc(Ed)	4	6.7
M.Ed	9	15.0
Ph.D	3	5.0
Total	60	100.0%

Table 5 revealed the frequency distribution according to highest educational qualification of respondents. The result showed that 18 (12.0%) of the respondents have B.A(Ed), and NCE respectively, while 9 (15.0%) of the total respondents have Master Degree in Education and 6 (10.0%) of the total respondents have B.Ed, 4 (6.7%) of the respondents have B.Sc (Ed), while 3

(5.0%) of the total respondents have Ph.D. This showed that respondents with B.A (Ed) have the highest percentage.

Research Questions

RQ1:- What is the relationship among gender, marital status, self efficacy, incentives, years of teaching experience and Job satisfaction among teachers of students with hearing impairment in Ibadan?

Table 6: Correlation between Gender, marital status, self efficacy, Incentives, years of teaching experience and Job satisfaction among teachers of students with hearing impairment in Ibadan

Variables	Mean	S.D	N	Df	r	P	Remark
Job Satisfaction	19.60	2.80	60	54	-	-	-
Gender	1.48	0.50			.271*	0.036	S
Marital Status	1.28	0.45			.016	0.904	NS
Self Efficacy	8.90	3.04			.263*	.042	S
Incentives	12.80	2.96			.060	.651	NS
Years of teaching Experience	2.47	1.15			.009	.943	NS

* Correlation Significant at 0.05 level.

Table 6 revealed that there were significant relationship among gender, self efficacy and Job satisfaction among teachers of students with hearing impairment in Ibadan. While there was no relationship among marital status, incentives, years of teaching experience and Job satisfaction among teachers of students with hearing impairment. That is, Job satisfaction has correlation with Gender ($r=0.271$, $P < 0.05$), and self efficacy ($r=0.263$, $P < 0.05$), since P was lesser than 0.05 level of significance, while Job satisfaction has no correlation with marital status, incentives and years of teaching experience, since P was greater than 0.05 level of significance.

RQ2:- What is the composite contributions of the independent variables to the dependent variables?

Table 7: Summary of Regression Analysis of the combined prediction of effect Gender, marital status, self efficacy, Incentives, years of teaching experience and Job satisfaction among teachers of students with hearing impairment in Ibadan

.R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.498	0.248	0.178	2.54321			
SUMMARY REGRESSION ANOVA						
	Sum of squares	df.	Mean Square	F	P	Remark
Regression	115.134	5	23.027	3.560	.007	Significant.
Residual	349.266	54	6.468			
Total	464.400	59				

Table 7 showed that there composite contribution of gender, marital status, self efficacy, incentives, years of teaching experience to Job satisfaction among teachers of students with hearing impairment in Ibadan. The table also shows a coefficient of multiple correlations (R) of 0.498 and a multiple R square of 0.248. This means that 17.8% ($Adj. R^2=0.178$) of the variance in the Job satisfaction is accounted for by the independent variables, when taken together. The significance of the composite contribution was tested at $p<0.05$ using the F- ratio at the degree of freedom ($df = 5/54$). The table also shows that the analysis of variance for the regression yielded a F-ratio of 3.560 (significant at 0.05 level).

RQ3: What is the relative contributions of the independent variables to the dependent variables?

Table 8: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	(β)	Std. Error			
Model			Beta	t	Sig.
Constant	19.103	2.811	-	6.796	.000
Gender	3.110	.880	.559	3.533	.001
Marital status	1.514	1.146	.245	1.321	.192
Self efficacy	.407	.129	.442	3.146	.003
Incentives	.395	.156	.417	2.530	.014
Years of Teaching experience	.303	.424	.125	.715	.478

Table 8 revealed the relative contribution of the independent variables to the dependent variable, expressed as beta weights. Using the standardized regression coefficient to determine the relative contribution of the independent variables to the dependent variable, the relative contributions of the independent variables to the dependent variables are: Gender ($\beta = 0.559$, $t = 3.533$, $p < 0.05$) indicates most potent contributor to the prediction, follow by Self efficacy ($\beta = 0.442$, $t = 3.146$, $p < 0.05$) and Incentives ($\beta = 0.417$, $t = 2.530$, $p < 0.05$). It implies that there is significant relative contribution of gender, self efficacy and incentives to Job satisfaction among teachers of students with hearing impairment in Ibadan.

Discussion of Findings

Research question One

The first research question examined the relationship among gender, marital status, self efficacy, incentives, years of teaching experience and job satisfaction among teachers of students with hearing impairment in Ibadan. The finding of the study revealed that there was significant relationship among gender, self efficacy and job satisfaction among teachers of students with hearing impairment. While there was no significant relationship among marital status, incentives, years of teaching experience and job satisfaction among teachers of students with hearing impairment. Adeoye (2010) corroborates the finding of this study. He reported significant relationship among gender, self- efficacy and job satisfaction among some employees with hearing impairment. Also, Ayara (2014) did not find significant relationship between marital status, years of working experience and incentives. This is in line with this study.

Andrew (2012) did not find significant relationship between incentives and job satisfaction among some factory workers. The finding corroborates the finding of the present study. It implies that incentives may not necessarily be only factor that can determine job satisfaction among teachers of students with hearing impairment.

Research Question Two

What is the composite contribution of the independent variables to the dependent variable. The finding of the study should that all the independent variables predicted job satisfaction of teachers of students with hearing impairment when put together. This result is in line with Adegbola (2015). Who reported that psychosocial variables such as year of experience, marital status incentives, age and gender predicted job satisfaction among selected teachers in a study. Further, Ikeje, Okorie and Nwagbara (2013) reported that incentives marital, age, years experience, self efficacy motivation and personal factors contributed significantly to job satisfaction among secondary school teachers.

Research Question Three

What is the relative contribution of the independent variables to the dependent variable? The findings of the study showed that the independent variables had relative contributions to the dependent variables. This is in line with Madus, Zhao and Rubin (2008) and Judge, Bono and Locke

(2000). They reported that personal, social and psychological variables such as, years of working experience and incentives contributed significantly to teacher's job satisfaction.

Conclusion

This study showed clearly that only two of the independent variables, gender and self efficacy had significant relationship with job satisfaction among teachers of students with hearing impairment, while all the variables had composite and relative contributions to job satisfaction of teachers of students with hearing impairment. Therefore, it is suffice to say that these variables (gender, marital status, self efficacy, incentives and years of teaching experience) are important factors that influenced job satisfaction among teachers of students with hearing impairment, especially, gender and self efficacy.

Recommendations

The following are recommended based on the findings of this study:-

1. Teachers of students with hearing impairment should be well remunerated. This means that their salary and other allowances should be paid as at when due.
2. The teachers of students with hearing impairment should be made to attend seminars, workshops and conferences like their counterparts in other professions in order to improve their professional competence.
3. Teachers of students with hearing impairment should be made to consult counselling psychologists from time to time in order to resolve any personal or inter-personal conflict that is capable of affecting the jobs negatively.
4. Incentives such as leave bonus, car and housing loans should be given to teachers of students with hearing impairment from time in order to boost their job satisfaction.
5. Generally, the conditions of service of teachers should be improved by the government. This will not only improve their job satisfaction but it will also create the interest of younger generation in teaching profession.

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