

Relationship between Years of Teaching Experience and Job Satisfaction among Secondary School Teachers in Danko-Wasagu Local Government, Kebbi State, Nigeria

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ABSTRACT

The study aimed at investigating the relationship between years of teaching experience and job satisfaction of teachers. It is a descriptive correlational survey. The study was guided by four objectives: the distribution of teachers based on teaching experience; the level of job satisfaction among teachers; the relationship between years of teaching experience and the difference in job satisfaction between teachers with less than 10 years of experience and those that have more than 10 years of experience in secondary schools. The population for the study was 384 teachers out of which the sample size of 196 respondents was drawn using systematic random sampling technique. However, 185 filled and returned questionnaires were used in the analysis. Data was collected using a self-designed questionnaire and its validity and reliability were confirmed through computation of the content validity index (CVI) and Cronbach Alpha test which were found to be 0.75 and 0.71 respectively. Mean, Pearson's linear correlation coefficient, and t-test were used to analyze the data. The results revealed that there exists a relationship between teachers' years of teaching experience and job satisfaction, and a significant difference exists in job satisfaction between teachers with more than 10 years of experience and those that have 10 and fewer years of experience in secondary schools. The study recommends that government should improve the salary scale for teachers which is necessary to attract, retain and motivate the most valued assets (teachers) required to lead, manage and serve in the educational system for a better nation thereby enhancing their job satisfaction.

KEY WORDS: Experience, Teacher, Job satisfaction, Schools

INTRODUCTION

One of the essential ingredients in developing good schools with high academic performance is a regular supply of human and material resources (Temitope and Olabanji, 2015). Teachers play a very crucial role in achieving the objectives of education at all levels. Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities (Muhammad, Jegak, and Balakrishnan, 2009). The teaching profession is facing problems related to teachers' job satisfaction. With the current situation in Nigeria, the general perception is that teachers in government school are dissatisfied with their profession.

Years of Teaching Experience

Teachers' instructional approaches have been found to be related to the length of time they have been teaching. In their attempt to compare novice (i.e., student teachers having less than 40 hours of classroom teaching experience) and expert (i.e., teachers with at least 10 years of teaching experience and whose instructional expertise was recognized by peers and/or school administrators) teachers' representations of instructional issues, Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of instruction-related activities, which enable them to anticipate issues and adapt their classroom practices accordingly, (Berger, Girardet, Vaudroz, and Crahay, 2018). In a similar observation, Morris-Rotschild and Brassard (2006) reported that years of teaching experience were positively associated with compromising and integrating - two positive conflict strategies within classrooms that are conceptually close to autonomy support - and negatively associated with obliging, which is conceptually close to control.

It appears that there is a considerable mastery progression between the first phase in a teaching career (5-10 years of experience) and the last phase (30-39 years of experience) (Berger, et al, 2018). Moreover, with increasing years of experience, the facets rated as "mastered to a large degree" tend to slip into the category of "fully mastered (Berger, et al, 2018)." Such conclusions have been observed by Tschannen-Moran and Woolfolk Hoy (2007) who found that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers and by Klassen and Chiu (2010) who showed that self-efficacy in classroom management increased from the onset of the career (though a decline was found after 23 years of experience).

Job satisfaction

Job satisfaction has become an important research topic in both psychology and management. It's commonly conceptualized as an effective variable that results from an assessment of an individual's job experience. The term 'Job Satisfaction' was brought to light by Hoppock (1935) and the oldest definition of job satisfaction was made by him, and he defines satisfaction with work as the emotional reaction that employees exhibit towards their job (Kalkavan and Alvev, 2014).

According to Sumbul & Sajid (2014), job satisfaction is a set of favourable and unfavourable feelings and emotions with which an employee views their work and is a function of the

perceived relationship between the number of rewards employees receive and the amount they believe they should receive. Job satisfaction has been considered to be crucial for organizational success. This in turn enhances the performance of individuals and brings about innovation and development (Mohamed and Awad, 2016). Hettiararchchil & Jayarathna (2014) believed that job satisfaction is an emotional response to one's tasks as well as to the physical and social conditions of the workplace. They further asserted that Job satisfaction is the amount of pleasure or contentment associated with a job. Leap and Crino (1993) viewed job satisfaction as the attitude of workers toward their job, the rewards that they get, and the social, organizational, and physical characteristics of the environment in which they perform their working activities. Job satisfaction is defined as a positive or pleasant emotional state resulting from a person's appreciation of his/her job or experience (Locke, 1976). Robbins (2003) sees job satisfaction as the general attitude of an individual toward his/her job. According to Locke (1960), as cited in Ogilo, Elenwo & Ojofeitimi, (2020), job satisfaction is the feeling of contentment that seems to be positive and pleasurable employees hold concerning their job. The resultant effect of these positive feelings motivates employees to exact energy to improve performance (Ogilo, Elenwo & Ojofeitimi, 2020). The study will measure the satisfaction of academic staff by looking at the job itself, pay, working condition, supervision, promotion opportunities, and co-workers. As a total of all various definitions of job satisfaction, the concept can be defined simply as the degree to which people like their job. It is alleged that a satisfied employee is more likely to be creative, flexible, innovative, and loyal. More job satisfaction benefits include a reduction in complaints and grievances, absenteeism, turnover, and termination, as well as improvement in punctuality and morale. It is also linked to a healthier workforce (Robbins, 2001). Moreover, job satisfaction has the potential to affect a wide range of behaviors in organizations and contribute to employee level of welling. (George Ian, et al 2012).

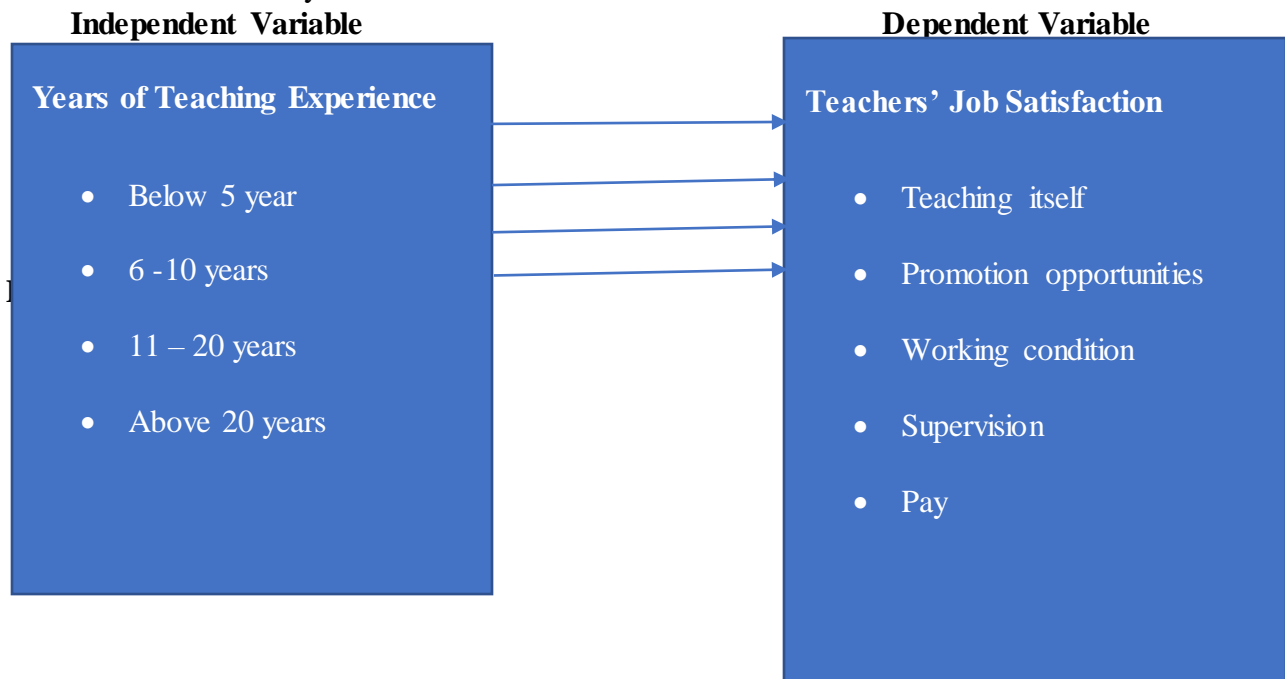
One of the twenty-one (21) Local Government Areas in Nigeria's Kebbi State is the Danko-Wasagu Local Government. Four thousand two hundred eight (4,208) square kilometers of land are covered by it. It is bordered on the south by Kebbi State's Sakaba Local Government, on the west by Kebbi State's Zuru Local Government, and on the north and east by Zamfara State's Bukkuyum Local Government. Between latitude 110 N and longitudes 50 and 60 E of the equator, Danko/Wasagu is located (Girma, 2008). Two hundred sixty-five thousand, two hundred and seventy-one (265,271) is the estimated population of the Local Government Area (NPC, 2006 as cited in Girma 2008). The local government has a flat, low-lying topography with fertile, sandy soil that is occasionally coarse in texture, along with many fadama and alluvial plains that are good for agricultural activity. The eight administrative districts that make up the local government are Danko, Wasagu, Ribah, Waje, Kanya, Bena, Kyabu, and Wari districts. A single wet season and a protracted dry season characterize the climate. The rainy season lasts roughly four to five months, has an average rainfall of 720 mm, and occurs from May to October. The average temperature range is between 310C and 380C. Due to dry harmattan, the months of November through February are exceptionally chilly, whereas the months of March through May are typically hot and humid like in the tropics (Girma, 2008). The period from May to August is when external exams are written at all levels of government countrywide. Due to the fact that this region is far from the state capital and that the majority of the teachers there are farmers, very few teachers take postings here. These seven real issues on the ground could have been caused by a high level of subpar performance in the principal supervisory activities in the

school, which has an impact on the overall performance of schools in the external examinations. The teachers are more concerned with their farming activities.

Secondary schools in Danko-Wasagu local government area of Kebbi state are underexplored or not well studied in respect of the relationship between years of teaching experience and job satisfaction of teachers hence a need for the current study.

CONCEPTUAL FRAMEWORK

Figure 1 elucidates the variables under study. The variables include years of teaching experience and teachers' job satisfaction. The independent variable is years of teaching experience and it measures the number of years a teacher has spent in teaching. Job satisfaction is the dependent variable and it is based on five aspects. These are; teaching, promotion opportunities, working conditions, supervision, and pay. The five dimensions of job satisfaction would be predicted to be associated with years of teaching experience. Therefore, figure 1 illustrates the conceptual framework for this study.



Job satisfaction of teachers is a significant predictor of their attitudes to and performance at work. Job satisfaction of teachers should be among the “first virtues of educational institutions” following teachers significant role in translating educational policies into action.

Secondary schools are labour intensive and are largely dependent on teachers for efficient delivery of services to prepare students to be self-reliant and for further or tertiary education. To achieve this, the concerned authorities ought to ensure that academic staff have positive feelings towards their work in all aspects of their operation. However, the common problem found among teachers is that they are dissatisfied with the job of teaching. This is evident by the exit of some and high level of turnover intention by many teachers to leave the teaching job. Low

commitment to teaching, unaccepted ways of marking scripts, and other organizational tasks and strong feelings of dissatisfaction with the job are expressed through psychological withdrawals; daydreaming on the job, physical withdrawal; slowing down in work, extended breaks, late coming to work, early departures, retribution for presumed wrongs, unauthorized absences and lacking in job involvement, etc. This problem could be attributed to several factors including poor management styles, perceived organizational injustice, lack of mentoring programmes for the young teachers, insufficient teaching experience, and so on. One of the consequences of this problem, if not solved, is that the future of secondary education is at risk because it lies in the hands of the teachers. As a result, quality education will not be provided and the aim of producing competent, competitive, and self-reliant citizens for individual and national development in all spheres of life is defeated.

This study, therefore, investigates the relationship between years of teaching experience and teachers' job satisfaction. The choice of the place of study is dependent in the fact that not much has been explored in the secondary schools in Danko Wasagu Local Government of Kebbi State, in terms of the combined variables.

EMPIRICAL STUDIES

Temiope and Olabanji (2015) conducted a study to investigate the influence of teachers' teaching experience on the academic performance of public secondary school students in Mathematics and English Language in the Ado-Odo/Ota and Ifo Local Government Areas of Ogun State. The study revealed that teachers' years of teaching experience are positively correlated with the performance of secondary school students in Mathematics and English Language. Another study by Akpo (2012) who examined the impact of teacher-related variables on students' junior secondary certificate mathematics results in Namibia found that teaching experience is positively correlated to students' academic achievement in JSC Mathematics. In a similar study, Akinsolu (2010) examined teachers' and students' academic performance in Nigerian secondary schools and its implications for planning. He used a questionnaire for data collection and analyzed the data using ANOVA and Spearman Rank Correlation coefficient. He found that teachers qualifications, years of experience, and teacher-student ratio were significantly related to students' academic performance. Adeyemi (2008) examined teachers' teaching experience and students learning outcomes in the secondary schools in Ondo State, Nigeria, using a questionnaire. The result of the chi-square test, correlation analysis, and t-test statistic revealed that teachers' teaching experience was significantly related to students learning outcomes. Another study by Abu and Fabunmi (2005) on the relationship between teacher variables and adult learners' academic performance in the part-time sub-degree programme of the University of Ibadan in Nigeria discovered that there is a significant and positive relationship between teacher's years of experience and adult learners' academic performance.

Studies examined the relationship between job satisfaction and other variables. For example, Choi (2011) conducted a study to explore how perceived organizational justice is related to employees' work-related attitudes including job satisfaction, trust toward their supervisors and management, and intention to leave their agency. The study reveals between each of the three forms of organizational justice and job satisfaction. The implication is that as the positive perception of organizational justice increases, employee job satisfaction also increases. Another study by Imran, Han, and Tauqir (2014) investigated the Impact of Attitude on Employees

Performance: A Study of the Textile Industry in Punjab, Pakistan. They found that job satisfaction is positively correlated with employees' performance.

While most of the reviewed studies above clearly indicated that teachers' years of experience play an important role in ensuring admirable student learning outcomes by examining their relationship, others indicated the relationship between job satisfaction and other variables. However, none of these studies examined a link between years of teaching experience and teachers' job satisfaction. This study is another attempt to examine the association between teachers' years of experience and their job satisfaction in secondary schools in Danko-Wasagu Local Government Area of Kebbi State, Nigeria.

RESEARCH QUESTIONS

1. How are teachers distributed on the basis of teaching experience in Secondary Schools in Danko-Wasagu Local Government Area of Kebbi State?
2. What is the level of Job satisfaction among teachers in Secondary Schools in Danko-Wasagu Local Government Area of Kebbi State?
3. Is there a relationship between the five aspects of Job satisfaction and Years of Teaching Experience and Job satisfaction of teachers in Secondary Schools in Danko-Wasagu Local Government Area of Kebbi State?
4. Is there a significant difference in job satisfaction between teachers with less than 10 years of experience and those that have more than 10 years of experience in secondary schools in Danko – Wasagu Local Government?

RESEARCH HYPOTHESIS

1. There is a significant relationship between teachers' years of experience and job satisfaction in secondary schools in Danko-Wasagu local government.
2. There is a significant difference in job satisfaction between teachers with less than 10 years of experience and those that have more than 10 years of experience in Secondary Schools in Danko– Wasagu Local Government Area of Kebbi State

METHODOLOGY

This study employed a descriptive correlational survey design. The population for the study comprised all teachers from all 16 Senior Secondary Schools in Danko-Wasagu Local Government. As indicated in the 2021 Zonal Education office official document, Zuru, there are 384 teachers including principals in these schools, out of which 196 were selected as a sample (16 principals and 180 teachers) for the study using Slovene's formula. A self-designed instrument titled Years of Teaching Experience and Job Satisfaction Questionnaire (YTEJSQ) was used for data collection. The questionnaire is made up of two sections (A and B). Section A contains questions about the distribution of teachers based on years of service. Section B contains ordinal questions about the job satisfaction of teachers using a 5-point Likert scale, ranging from the best scenario strongly agree to the worst scenario strongly disagree. To test the validity of the instruments, they were given to six experts in the areas of Educational Management and Educational Measurement and Evaluation from Kebbi State University of

Science and Technology, Aliero. The results of these experts' observations were subjected to content validity index computation which revealed 0.75. The reliability test was done using the test re-test method. The instrument was administered to a few respondents outside the study area. After two weeks, the instruments were re-administered. The results of the two tests yielded 0.71 coefficients after being subjected to the Pearson product-moment correlation statistic. Mean, Pearson's linear correlation coefficient, and t-test was used to analyze the data. The instrument was administered to respondents at an appointed period and 185 responses were retrieved out of the 196 that were administered. The data was analysed using Mean, Pearson's linear correlation coefficient, and t-test.

RESULTS

Table 1: Distribution of Teachers' according to Years of Experience

Students level	Mean	Interpretation
1 - 5 years	1.805	Low
6 – 10 years	2.201	Low
11 – 20 years	3.109	Moderate
Above 20 years	2.534	Moderate

Overall mean = 2.412

Table 1 presents the mean scores of the distribution of teachers based on their years of teaching experience. The table indicates that teachers with the experience of 1-5 years obtained a mean score of 1.805, those with 6-10 years of teaching experience obtained 2.201, those with the experience of 11-20 years got 3.109, and those with more than 20 years of teaching experience attained the mean score of 2.534. The overall mean for the years of teaching experience was 2.412. This implies that teachers with 11-20 years of teaching experience constitute the highest number.

Table 2: Mean Score of Teachers' Job Satisfaction

Teachers' Job satisfaction	Mean	Interpretation
Teaching itself	2.996	Moderate
Promotion opportunities	2.986	Moderate
Supervision	3.049	Moderate
Working Condition	3.009	Moderate
Pay	2.811	Low

Overall mean = 3.021

Table 2 presents the mean scores of the agreement level of teachers' job satisfaction based on five domains by respondents. As shown, the mean scores for the five aspects of job satisfaction

extended from 2.015 to 3.049. The highest perception level of agreement was supervision (mean = 3.049), followed by working conditions (mean score = 3.009). This is followed by teaching itself (mean score = 2.996), promotion opportunities with a mean = 2.986, and then, pay (mean score = 2.015). The five aspects of job satisfaction obtained the overall mean of 2.811, which on the scale used corresponded to “fairly agree” and hence a moderate overall self-rating of the respondents’ job satisfaction. Therefore, based on this, it can be concluded that teachers, in the actual situation, had a fair level of job satisfaction.

Table 3: Correlation between the Five Aspects of Job satisfaction and Years of Teaching experience

Variables	Pearson’s r	p-value (0.05)	Interpretation
Years of teaching experience and			
Teaching itself	0.400	0.013	Significant
Promotion opportunities	0.345	0.016	Insignificant
Supervision	0.434	0.002	Significant
Working condition	0.315	0.054	Moderate
Pay	0.112	0.447	Significant

Table 3 presents the results of the correlation between the five domains of teachers’ job satisfaction and their years of teaching experience. As indicated in the table, years of teaching experience was found to be positively and significantly correlated with teaching itself ($r = 0.400$, $p < 0.05$), with supervision ($r = 0.434$, $p < 0.05$), and with promotion opportunities ($r = 0.345$, $p < 0.05$). However, the relationship between teacher’s pay and years of teaching experience was found to be insignificant ($r = 0.112$, $p > 0.05$). Finally, years of teaching experience was found to be moderately correlated with working condition ($r = 0.315$, $p > 0.05$).

Research question four: Is there a significant difference in job satisfaction between teachers with less than 10 years of experience and those that have more than 10 years of experience in secondary schools in Danko – Wasagu Local Government?.

Table 4: Comparison in Job Satisfaction between Teachers with more than 10 years of Experience and those with 10 and less years of Experience

	Years of teaching experience	N			t- Cal.	t- Tab
Job satisfaction	More than 10 years	118	0.43	0.42	5.51	1.96
	Less than 10 years	67	0.25	0.24	6.37	1.96

Testing this hypothesis, data on the staff distribution on the years of teaching experience were classified into two groups. The first group consisted of teachers with more than 10 years of teaching experience while the second group contained teachers with ten or fewer years of teaching experience. The result as indicated in table 4, the calculated t-value was greater than the table t-value in each case. This indicates a significant difference in the achievement of students

between teachers with above ten years of teaching experience and teachers with ten years and less than ten years of teaching experience. Teachers with above 10 years of teaching experience achieved higher satisfaction than teachers with 10 years and less than ten years of teaching experience. The mean scores were higher for teachers with above ten years of teaching experience than teachers with 10 years and less than years of teaching experience.

DISCUSSIONS

The findings of this study revealed that years of teaching experience was found to be moderately correlated with working condition and this coincides with the findings of Tschannen-Moran and Woolfolk Hoy (2007) who found that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers. Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classroom management events than novice teachers. Also, Berger, Girardet, Vaudroz, and Crahay, (2018) maintained that with years of experience, teachers develop a better understanding of instruction-related activities, which enable them to anticipate issues and adapt their classroom practices.

The results of this study indicated that teachers had a fair level of job satisfaction. This supports the findings that teachers had a high level of overall job satisfaction by Muhammad, Jegat, and Balakrishnan (2009). As shown, supervision obtained the highest level of agreement. However, this could be related to the findings of Hettiararchchil & Jayarathna (2014) who believed that job satisfaction is an emotional response to one's tasks as well as to the physical and social conditions of the workplace. Mohamed and Awad, (2016) reported that job satisfaction has been considered to be crucial for organizational success as it enhances the performance of individuals and brings about innovation and development. Thus, in relation to this study, might be as a result of the efforts of the principals and other assigned supervisors in using supervisory skills to effectively supervise the activities of the teachers in the schools. Effective supervision is found to be useful in making teachers feel valued thereby enhancing their satisfaction with the job.

The finding also revealed that working conditions had the second highest level of agreement. This may be attributed to the favourable atmosphere provided under which teachers are discharging their responsibilities. Working condition is of course an important factor affecting different dimensions of workers' attitudes including job satisfaction. This coincides with job satisfaction as the feeling of contentment that seems to be positive and pleasurable that employees hold concerning their job. The resultant effect of these positive feelings motivates employees to exact energy to improve performance (Ogilo, Elenwo & Ojofeitimi, 2020). On a contrary view however, teachers' pay or salary was found to be the lowest level of agreement. This could be due to poor salaries paid to teachers. A teacher, like any other person, has a lot of responsibilities to handle financially. Insufficient salary can make him dissatisfied with his/her job. Teachers' pay had the weakest association with years of teaching experience. It could be possible because facing the current financial situation where everything a teacher need has doubled or even tripled its price with a very limited salary can make a teacher feel dissatisfied with the job regardless of his years of experience.

The finding on the relationship between aspects of job satisfaction and years of teaching experience shows that the correlation coefficient is positively related. Generally, the study found that a significant positive relationship exists between years of teaching experience and job satisfaction. This finding agrees with that of Temitope and Olabanji (2015) who found that there is a strong relationship between the availability of teachers with long years of teaching experience and student academic performance. This shows that years of teaching experience could bring about better job satisfaction for teachers in secondary schools. In short, among the five aspects of job satisfaction, supervision had the highest level of association with years of teaching experience. This is possible because, the longer you serve as a teacher, the more you get supervised and the better experience leading to a positive feeling of satisfaction with the job.

Findings on the job satisfaction between teachers with less than 10 years of experience and those that have more than 10 years of experience in Secondary Schools in Danko–Wasagu Local Government revealed a significant difference. This could be due to more experiences those with more than 10 years of experience have acquired than those with less than 10 years of teaching experience.

CONCLUSION

From the result of this study, it can be concluded that teachers with 11 – 20 years of teaching experience have the highest number of teachers and experience a fair level of satisfaction with their job in Secondary Schools in Danko-Wasagu Local Government Area of Kebbi State. The correlation statistics also conclude that there is a significant relationship between years of teaching experience and teachers' job satisfaction. That is, four of the five constructs of job satisfaction (teaching itself; supervision, working condition and pay) each had a positive relationship with years of teaching experience. Only the promotion opportunity dimension of job satisfaction had an insignificant association with years of teaching experience.

RECOMMENDATION

The study recommends that:

1. Government should improve on the promotion opportunity for teachers which is necessary to attract, retain and motivate the most valued assets (teachers) required to lead, manage and serve in the educational system for a better nation thereby enhancing their job satisfaction.
2. Government and school administrators should make a school environment conducive for teachers to discharge their duties happily in a relaxed atmosphere thereby enhancing their job satisfaction.

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