



## **JOB CONTENT AND JOB SATISFACTION AMONG TEACHERS IN PUBLIC SCHOOLS IN MAIDUGURI METROPOLIS, NIGERIA**

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### **ABSTRACT**

*The main objective of the paper was to examine the Effect of Job Content on Job Satisfaction among Teachers who left from Private to Public Schools in Maiduguri Metropolis. Job satisfaction is an important concept in organizational setting as it determines how contented or otherwise employees are with their jobs. It is evident that some employers go to extensive lengths in trying to maximize their employee job satisfaction, while others do so in a low-key manner. It has always been challenging for employees to determine the most appropriate mix in enhancing their job satisfaction. The sample size of the study is 30 respondents as arrived at using snow ball sampling. Data were collected using structured questionnaires administered to the respondents. The study used both descriptive and inferential statistics. Chi square was used to analyze the data collected. Findings of this study revealed that job content is significantly associated with employee job satisfaction among teachers who quit their jobs from private to public schools. Therefore, the study recommended that: employers should from time to time conduct opinion surveys to find out what satisfies employees and make every facet of a the job count.*

**KEYWORDS:** *Job Content, Job Satisfaction, Teachers, Public and Private School.*

### **INTRODUCTION**

Job satisfaction is an important concept in organizational setting as it determines how contented or otherwise employees are with their jobs. Organizations who

believe the most important resource are its human resources will do everything humanly possible to make sure their employees are happy. Several literature have shown the relative importance of maintaining a happy working force, ranging from improved productivity to client satisfaction, reduction in absenteeism and reduction in employee turnover.

Management experts and practitioners often suggest timeliness in rotating jobs, enlarging jobs and or enriching its content in order to increase employee job satisfaction, reduce monotony and increase job performance. Employees in both public and private schools are always in the quest for schools that provide the most appropriate blend of work content that enhances their job satisfaction. In both public and private schools for instance, a number of proposal had been put forward by their employees demanding for better work content in order to improve job satisfaction. It is evident that some schools go to extensive lengths in trying to maximize their employee job satisfaction, while others do so in a low-key manner. It has always been challenging for employees to determine the most appropriate mix in enhancing their job satisfaction. Therefore, study intends to examine the effect of work content and job satisfaction among teachers who quit their jobs from private to public secondary schools in Maiduguri metropolis.

## **LITERATURE REVIEW**

### **Meaning of Job Satisfaction**

In the words of Locke (1976), “Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Oxford Dictionary defines job satisfaction as “satisfaction gained by doing one’s job”. In the same vein, Dubin (1974) is of the opinion that one of the rewards for some people at work is the satisfaction they get from their task assignment. Black and Steer (1994) also refer to job satisfaction as an employee’s perception about his job, his working environment and the reward he receives in relation to work he carries out. Moorhead and Griffin (2004) cited Smith, Kendall, Hulin referring to job satisfaction as the extent to which people find gratification in their jobs which can be affected by the individuals need, coworkers and supervisor’s relationship, working condition, work policies and compensation. Job satisfaction is how people feel about their job and its different aspects-nature of work, supervision, pay, promotion and relationship

with coworkers (Spector, 1992). Among other things that were mentioned by Wyath as cited by Robbins and Judge (2009) are that a person's job is more than the mere paper works and attending to customers, it involves interacting with coworkers and supervisors, adhering to organizational rules and regulations, meeting performance standards and living with working conditions that are less than ideal. In addition, Nwachukwu (1987) believed those things that satisfy employees in their jobs are many and varied, factors that could be said to be satisfying an employee A may not necessarily be satisfying employee B or C. factors such as age, gender, job level, personal attributes of an employee, level of education, income level, coworkers relationship, size of the work group, job content, equitable distribution of organizational favors, ability to meet up standards among others things are some of the factors that may likely influences and employee's job satisfaction. According to Spector, as cited by Robbins and Judge, (2009) there are two most widely used approaches to measuring job satisfaction. The first one is called single global rating that involves asking employees how satisfied are they with their jobs. And employees could respond appropriately from highly satisfied, dissatisfied or highly dissatisfied. Critic of this approach argued that job satisfaction is such a diverse concept that can't be measured with just a single question. The second approach is to sum up key job factors such as work itself, pay, promotion, carrier development opportunity and the likes, and ask employee their feelings about each of the factors. The responses will then be rated on a standard scale in order to arrive at an overall job satisfaction score. This approach is also criticized for the possibility of skipping certain important job factors in the evaluation.

## **MEASUREMENT OF JOB SATISFACTION**

According to Wikipedia (2016) so many measures were developed by so many researchers using different facets to measure job satisfaction. But all of such measurements could either be categorized in to affective or cognitive measure of job satisfaction. According to Morman as contained in online Wikipedia (2016), affective job satisfaction measures the extent to which a job gives emotional satisfaction to the job holders, in other words it measures the extent to which an employee derives happiness deep inside their hearts from the performance of their jobs. While cognitive job satisfaction measures the extent to which the factors of a job are judged to be satisfying to the job holder vis-à-

vis their objectives or other jobs. Some of the widely used measures of job satisfaction include job description index, Minnesota satisfaction questionnaire, job satisfaction survey, job diagnostic survey.

According to Field as cited by Francis and Lane (2016), the job description index was developed by Smith, Kendal, and Hulin in (1969), it measures job satisfaction on work itself, pay, promotion, supervision and coworkers relationship. And that the job description index sought to find out how interesting or otherwise a job is, how pleasant or boring, how fruitful or frustrating and if at all an employee derives satisfaction from his job or not. Secondly, it seeks to find out if an employees' pay is fair or not, whether an employee is under paid or over paid. Thirdly, it tries to find out how employees perceive better and fair promotion potential or not, if its better they will be satisfied, if otherwise they will be dissatisfied. Fourthly, the nearest person an employee's is answerable to his supervisor and could positively or negatively influence the employee's job satisfaction, what is the relationship like? And finally, coworker's relationship involves interaction of people coming from different background to work together. It seeks to know whether coworkers are positive, negative, encouraging, discouraging, boring or lively and so on. Including how those outcomes affect an individual's job satisfaction.

Similarly, according to Field as cited by Francis and Lane (2016), the short version of the Minnesota satisfaction questionnaire with twenty questions, one from each of the twenty facets of a job, sought to find out if a job keeps it employee busy all the time, gives them chance to work alone, do different things at different times, do things for other people, tell people what to do, have the opportunity to be somebody in the society, it also seeks to know the way a boss handles his workers, the competence of the supervisor in work relationship with his subordinate, ability of an employee to do things with their conscience, make use of their abilities, and how their job provides steady employment, chance for advancement, freedom to use judgment, their working conditions, conditions, chance to try their own methods of doing things, practice of company policies, their pay relative to workload, coworker relationship, feeling of accomplishment, and praises they receive for job well done.

According to Spector (2000) job satisfaction survey was also developed in order to measure cognitive job satisfaction on nine facets of a job, namely-level of

satisfaction with pay, promotion, supervision, fringe benefit, rewards, operating procedure, coworkers, nature of work, and communication.

Job diagnostic survey was developed by Hackman and Olham (1974), and measures overall and specific facets of job satisfaction. The overall satisfaction consists of general satisfaction, internal work motivation and growth satisfaction. The specific facets include job security, compensation, coworkers' relationship and supervision. Francis and Lane (2016).

### **CONSEQUENCES OF JOB SATISFACTION OR DISSATISFACTION**

When employees are dissatisfied with their jobs, a lot of unexpected behaviors could be expected. Employees may actively confront their management through their union; some employees may partake in substance abuse, lateness, stealing of organizational properties among others. Hanisch, Hulin and ZRoznowski, as cited by Robbins and Judge (2009).

According to Schneider and Bowen as cited by Robbins and Judge (2009), employees in service oriented organizations tend to spend much time with their customers, when such employees are happy they will more likely be friendly and interact positively with customers. This will also in turn build customer satisfaction. In the words of Bitner, Booms and Mohr as cited by Robbins and Judge (2009), "Dissatisfied customers can increase an employee's job dissatisfaction. Employees who regularly meet with customers that are rude, thoughtless, or unreasonably demanding, will adversely be satisfied".

When employees are satisfied they will talk good about their organizations, they can assist others even if it means going beyond their normal duties because they will feel that they owe the organization a lot and will give back through organizational citizenship behavior. Organ and Ryan as cited by Robbins and Judge (2009).

According to Ferrell as cited by Robbins and Judge (2009), EXIT-VOICE-LOYALTY-NEGLECT framework is another yardstick for understanding the possible outcomes of job dissatisfaction. The possible responses may differ from one person to another. By EXIT response, employees may direct their behavior towards leaving the organization or transferring their service to other organization. Except there are no alternative job opportunities, or the labor market conditions are poor, or an employee considers the number of year he spends with the organization as important. By VOICE response, dissatisfied

employees will actively and constructively be suggesting ways for improving the situation at stake through all available means that could sometimes be confrontational. By LOYALTY response, employees will be expecting the organization to do the right thing; in such situations employees may defend the organization from external criticism while optimistically waiting for things to improve. NEGLECT response includes absenteeism, reduced effort, and lateness among other. Employees may allow things to worsen thereby making the organization loose productive time.

### **EFFECT OF WORK CONTENT ON JOB SATISFACTION**

Locke (1995) believed that work itself could be a principal determinant of some employee's job satisfaction. McShane (2004) is equally of this opinion that the deepest passion for performing a job well comes from job itself, he went ahead to suggest that job satisfaction can be increased through job rotation, job enlargement and job enrichment.

By job rotation, he meant how employees are from time to time shifted from one task to another at the same level with same skill requirement in order to reduce boredom and increase satisfaction, by job enlargement, management increases the number of task an employee performs in addition to existing ones there by diversifying the task and making it more challenging and satisfying. By job enrichment, management will increase an employee's independence over the planning and execution of task and assignments in order to make it more satisfying.

Now, "take time to think about your job, do you have the opportunity to work on different task, or is your work pretty routine? Are you able to work independently, or do you constantly have a supervisor or coworker looking after your shoulder? (Robbins & Judge, 2009). Similarly, Robbins, Odendaal, and Roodt (2003) refer to satisfaction in work itself as "the extent to which the job provides an individual with stimulating tasks, opportunities for learning, personal growth, and the chance to be responsible and accountable for results". Employees like jobs that give them the opportunity to use their skills on various tasks that are challenging in nature, Robbins et. al (2003). When a job is monotonous in nature, it could be boring and will eventually lead to frustration. Hackman and Oldham, (1976). Are of the opinion that before management of an organization embark on redesigning jobs in order to enjoy its benefits,



management should identify individual differences and the various factors that cause employee job dissatisfaction. If a management can recognize those that are not interested in growth, those that satisfied or dissatisfied with pay, security, co-workers, or supervisors, then it should delay implementing job changes until it can solve the possible cause of dissatisfaction. In addition, Arnold & Feldman, (1996) are of the opinion that employees should be given ample opportunity to perform their duties with minimal interference in order to enhance their job satisfaction.

According to Nickels, McHugh and McHugh (1999), if organizations' want to enhance their employee job satisfaction through the jobs in themselves, first, they should arrange them a flexible work plan that will give them the freedom to meet up the demands of the time, like taking their kids to school or other functions, provided they will repay the hours lost and meet arrangement that will enable employees work the exact number of hours required of them in a week within three or four days for them to enjoy an extended weekend. Thirdly, with advancement in computer networking and information technology employers can offer telecommuting job sharing plan that will enable part time employees share full time jobs at the comfort of their homes. It provides a flexible schedule for various tasks that needs to be accomplished. Reduces absenteeism and tardiness and offers satisfaction to those who do not or cannot work on full time basis.

According to American society for human resource management as cited by Frederick (2016), employees will gain job satisfaction when given the opportunity to use their skills in contributing their quota towards the success of the organization. In the same vein, American National Business Research Institute recommended the need to assign responsibility and leadership to outstanding employees in order to enhance their job satisfaction.

According to Wright as cited by Greenberg and Baron (1995), there are people who see their jobs as carrier and not a temporary affair. Such employees will find their jobs to be satisfying if they are finding it challenging that they can handle effectively,

## **EMPIRICAL STUDIES**

Several empirical studies have been conducted on factors affecting job satisfaction. For example

Similarly, Saeed, Rad, Lodhi, Iqbal, Nayyab, Mussawarand Yaseen (2013), also conducted a study on factor influencing job satisfaction of employees, the study was correlation and multiple regression using SPSS software, findings revealed a significant relationship between working condition, pay, promotion, relationship with supervisor, fairness and job satisfaction. The study concluded that factors that contribute to employee satisfaction are fairness, promotion, pay, and working conditions, the study also recommended the need for good pay, good work design, and fairness on the path of supervisors in order to enhance job satisfaction.

In the same vein Sambo (2014) conducted a study on job satisfaction among librarians, the study was conducted among certified librarians of Nigeria from various libraries across the countries that were inducted by the Librarians Registration Council of Nigeria (LRCN) on 4<sup>th</sup> June, (2013), the data obtained was analyzed with statistical package for the social sciences (SPSS) application software using bar chart, tables, percentages and frequency distribution. Findings revealed some librarians working in Nigeria libraries are highly satisfied with their nature of work, while others are dissatisfied with supervision, benefits, promotion policy, salary structure, and management policy. The study recommends advance training, conducive environment, salary increment, effective promotion policy and review of LIS curriculum, among others for librarians.

Al hinai and Bajracharya (2014) have also conducted a study on factor affecting job satisfaction of academic staff in higher education institution the study was conducted in public universities in Oman, data collected was analyzed using correlation and regression analysis findings revealed six factors that were positively associated with job satisfaction. Among them the work load was most strongly associated with job satisfaction followed by the perception about colleagues, status of job, management support, and remuneration development. Perception about students was found to be relatively weakly associated with job satisfaction. It recommended the need to review remuneration and development packages, Management support, Students and Colleagues relationship, Workload, and Status of jobs.

Furthermore, Nyagaya (2015) study on factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, sub-county of Kenya, showed data collected and presented in simple percentages, findings of the



study noted that 32 percent of the teachers were not satisfied with their job due to heavy work load in terms of number of lessons taught per week. On the other hand 59 out of the 196 respondents were not satisfied with the conditions of the classrooms. The study recommended that teachers should engage their employer through their unions for better pay, including the increase of starting pay for newly employed teachers. While the concerned stakeholders in education sector should ensure that more teachers are employed and the infrastructure in schools is improved for more teacher satisfaction.

Korb and Akintunde (2013) conducted a study on factors influencing teacher job satisfaction in Nigeria schools, data obtained was analyzed using correlation. Findings revealed that majority of the teachers were satisfied with the teaching profession. Monthly salary was not significantly related with teacher job satisfaction. Teacher/Principal relationship, provision of instructional materials, attitude toward the teaching profession, and belief in social contribution of teaching, all had significant positive relationships with teacher job satisfaction. Except the choice for teaching as a last resort career had a weak negative correlation with job satisfaction. It concluded that majority of teachers sampled had positive teacher job satisfaction. The study recommended the need to; provide adequate instructional materials for teachers' Principals to ensure cordial relationships with teachers, recognizing the values of teaching in contributing to transformation of lives and society, in-service training can also include a motivational component to ensure that teachers understand the value of the teaching profession to society. This could increase job satisfaction amongst those currently in the teaching profession.

KOFI, (2010), conducted a study on factors influencing construction worker job satisfaction, the was conducted in the Ghanaian construction industry, data obtained was analyzed using bivariate analyzes, findings revealed that, the feeling of accomplishment, social status, activity, ability utilization, security, supervision relating to technical competence and variety influences very high level of satisfaction, secondly, co-workers, authority, social service, recognition, independence, responsibility, creativity, moral values, supervision relating to human relations, advancement, working conditions and company policies, had average to high effect on satisfaction. Finally, compensation had a very low effect on satisfaction. Thus the study concluded that workers are satisfied with their jobs, the degree of workers satisfaction with compensation

was low compared to the others. Few respondents are willing to leave the industry to other areas if they were offered a higher salary, that if compensation issues are not looked at, the industry may lose some experienced workforce in the near future if other industries become attractive. The study recommended that construction workers are look into the pay structure of workers relative to the amount of work they do as this was a serious concern of workers concerning their satisfaction. Incentive schemes such as the best worker award and Christmas bonuses be implemented. These incentive schemes should be attractive and not meager. Employers should streamline the rules and procedures with which workers work with to ensure that workers are able to provide their best and do a good work always. Need for employers to provide an improved working condition. Employers are also encouraged to grade workers and ensure that workers are promoted to the next level when they deserve it. Site supervisors should ensure their continuous encouragement to workers, provide support and involve workers in decision making at the workplace.

Shariq S. M. I & Karage A.I (2015) conducted a study on job satisfaction in north east Nigeria, the study was conducted on some government sector employees, data obtained were analyzed through Simple Regression and Pearson Correlations (bivariate), finding revealed that organizational prestige emerged as the most satisfying aspect among the participants, while except age, education and gender played no role in job satisfaction among the employees of this region. The study concluded that supervision; geographic location and advancement opportunities were factors positively effecting the overall job satisfaction of the participants. It recommended that future researchers on job satisfaction could be dealt with a more qualitative approach that the study at hand was just an initiation.

Ofuani (2010) conducted a study on factors affecting job satisfaction of women in paid employment the study was conducted in Benin City, Nigeria. Data obtained was analyzed using t-test, findings revealed that women in paid employment are satisfied with their jobs. Experience, relationship with superior officers, academic qualification and marital status had no significant effect on the job satisfaction of women in paid employment in Benin City. The study recommended that women in paid employment derive satisfaction from work, as such, they should be encouraged. Deserving women should be given

opportunities to hold responsible positions because these meet their self-esteem and self-actualization needs. Organizations should provide conducive atmosphere for cordial relationship with their employers in order to enhance job satisfaction.

Mehmood, Irum, Ahmed & Sultana (2012) conducted a research on factors affecting job satisfaction, the study was conducted in service industry of Pakistan data obtained was analyzed using multiple regression analysis, findings revealed working conditions more significantly related to job satisfaction that salary, advancement, benefits and autonomy. It concluded that organizations should improve working conditions in order to enhance job satisfaction and productivity.

## **THEORETICAL FRAMEWORK**

### **Job Characteristics Model**

According to Hackman and Oldman (1975), the characteristics of job determine the kind of satisfaction that will be gained from it. In order to make job more satisfying, it should have this five core dimensions. First, skill variety: referring to the extent to which a task requires variety of skills to carryout variety of activities, a non-academic staff will score his job high if it requires variety of skills to executive variety of task. Secondly, task identity: referring to the extent to which a task requires completion of a whole. If a non-academic staff could starts a job from say raw material to finish product that will job score high in terms of task identity. Thirdly, task significance: referring to that extent to which an employee's task touches the life of others, his coworkers or the organization. Fourthly, Autonomy: referring to the extent to which a task offers freedom or independence for the employee to decide how, when or what to do at what point in time. And finally, feedback: the degree to which a task enables employees get back clear information about how they perform their duties.

According to Hackman and Oldman (1975), these five job characteristic or dimensions build the psychological state of an employee which in turn affects work attitudes such as, responsibility, outcome of the job and job satisfaction. Hackman and Oldman also believed that these characteristics are moderated by an employee's growth need i.e. non-academic staff with high growth need are more likely to experience positive psychological state than those with low growth need. It could be hard for a job to possess all the characteristics are

moderated by an employee's growth need i.e. non-academic staff with high growth need are more likely to experience positive psychological state than those with low growth need.

## **METHODOLOGY**

A survey research design was used. The populations of this study are the teachers who left private schools to public secondary schools in Maiduguri metropolis. The study utilized primary data through the use of structured questionnaires to collect first-hand information in the field. In all, ten questions were asked in the questionnaire, seven of which were adapted from the short form of the Minnesota satisfaction questionnaire and various options were provided for the respondents to choose from.

## **RESULTS**

Thirty (30) questionnaires were distributed and all were completed and returned representing 100 responses.

**Table 1: Respondent classification according to years in service**

Respondents	Frequency	Percentage (%)
<b>1-10yrs</b>	15	50.00
<b>11-20yrs</b>	6	20.00
<b>21-30yrs</b>	5	16.67
<b>31-35yrs</b>	4	13.33
<b>Total</b>	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

From the table above, 15 respondents representing 50.00% are within the range of 1-10yrs in service, 6 respondents representing 20.00% are within the range of 11-20yrs in service, 5 respondents representing 16.67% are within the range of 20-30yrs in service, while 4 respondents representing 13.33% are within the range of 31-35yrs in service.

**TABLE 2: Respondents family size or dependents**

Respondents	Frequency	Percentage (%)
<b>1-5</b>	9	30
<b>6-10</b>	18	60
<b>11 and above</b>	3	10

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Total	30	100%
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Source: Survey, 2021.

From the table above, it shows that 9 respondents representing 30% have a family size within the range of 1-5, 18 respondents representing 60% are within the range of 6-10 and 3 respondents representing 10% are within the range of 11 and above family size including dependents.

**TABLE 3:** Reasons for Switching to public school

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Respondents	Frequency	Percentage (%)
<b>Voluntary</b>	25	83.33
<b>Compulsory</b>	5	16.67
Total	30	100%

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Source: Survey, 2021.

From the table above, it is clearly shown that 25 respondents representing 83.33% left voluntarily while 5 respondents representing 16.67% left compulsorily.

**RESEARCH QUESTION1:** Do you have the chances of advancement on the job?

**TABLE 4**

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Respondents	Frequency	Percentage (%)
<b>Yes</b>	26	86.67
<b>No</b>	4	13.33
Total	30	100%

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Source: Survey, 2021.

From the above table, it shows clearly that 26 respondents representing 86.67% believe that they have the chances of advancement on the job, 4 respondents representing 13.33% do not believe.

**RESEARCH QUESTION 2:** Does your job provides chance to tell people what to do?

**TABLE 5**

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Respondents	Frequency	Percentage (%)
<b>Yes</b>	10	33.33

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No	20	67.67
Total	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

The table above shows that 10 respondents representing 33.33% believe that their job provides chances to tell people what to do, 20 respondents representing 67.67% do not believe so.

**QUESTION THREE:** Does your job gives you the chance to make use of your abilities?

**TABLE 6**

Respondents	Frequency	Percentage (%)
Yes	22	73.33
No	8	26.67
Total	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

From the above table, it shows that 22 respondents representing 73.33% believe that their jobs gives them the chance to make use of your abilities, 8 respondents representing 26.67% do not believe so.

**QUESTION FOUR:** does your job gives you the chance to do different things from time to time?

**TABLE 7**

Respondents	Frequency	Percentage (%)
Yes	24	80
No	6	20
Total	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

It was shown from the table above that 24 respondents representing 80% believed that their job gives them the chance to do different things from time to time, while 6 respondents representing 20% do not believed so.

**QUESTION FIVE:** Does your job provide for steady employment?

**TABLE 8**

Respondents	Frequency	Percentage (%)
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<b>Yes</b>	25	83.33
<b>No</b>	5	16.67
<b>Total</b>	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

From the above table, it shows that 25 respondents representing 83.33% agreed that their job provides for steady employment, 5 of the respondents representing 16.67% did not agree on that view.

### **QUESTION SIX: I'm being able to keep busy all the time in my Job?**

**TABLE 9**

Respondents	Frequency	Percentage (%)
<b>Strongly agree</b>	20	66.67
<b>Agree</b>	5	16.67
<b>Undecided</b>	2	6.67
<b>Disagree</b>	3	10
<b>Strongly disagree</b>	0	0
<b>Total</b>	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

From the above table shows that 20 respondents strongly agree that they are being able to keep busy all the time in their Job with a percentage representing 66.67%, 5 respondents agree with a percentage representing 16.67%, 2 respondents were undecided representing 6.67%, 3 respondents disagree representing 10% while 0 or more respondents for strongly disagree representing 0% or none percentage,.

### **QUESTION SEVEN: I feel a sense of accomplishment from my job?**

**TABLE 10**

Respondents	Frequency	Percentage (%)
<b>Strongly agree</b>	18	60
<b>Agree</b>	7	23.33
<b>Undecided</b>	3	10
<b>Disagree</b>	2	6.67
<b>Strongly disagree</b>	0	0
<b>Total</b>	<b>30</b>	<b>100%</b>

Source: Survey, 2021.

From the above table, it shows that respondents strongly agree that they feel a sense of accomplishment from their job with a percentage representing 60%, 7 respondents agree with a percentage of 23.33%, 3 respondents were undecided representing 10%, 2 respondents disagree representing 6.67%, while none of them strongly disagree with the statement.

### TEST OF HYPOTHESIS

The null hypothesis states that there is no significant relationship between job content and job satisfaction among teachers from private to public schools. The chi-square ( $X^2$ ) distribution will be used to test the hypothesis.

In order to test the hypothesis, questions 1, 2, 3, 4 and 5 were selected.

**TABLE 1:** (Observed Frequencies)

Responses	Q1	Q2	Q3	Q4	Q5	Raw Total
Yes	26	10	22	24	25	107
No	4	20	8	6	5	43
Column Total	30	30	30	30	30	150

To compute the expected frequency, we use the following formula:

$$E = \frac{\text{Row Total} \times \text{Column Total}}{\text{Grand Total}}$$

$$\text{Expected frequency for YES} = \frac{107 \times 30}{150} = 21.4$$

$$\text{Expected frequency for NO} = \frac{43 \times 30}{150} = 8.6$$

**TABLE 2** (Expected)

Responses	Q1	Q2	Q3	Q4	Q5	Total
Yes	21.4	21.4	21.4	21.4	21.4	107
No	8.6	8.6	8.6	8.6	8.6	43
Total	30	30	30	30	30	150

The chi-square using the formula:

$$X^2 = \frac{E(O - E)^2}{E}$$

**TABLE 3**

O	E	(O – E)	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
26	21.4	4.6	21.16	0.489
10	21.4	-11.4	129.96	6.073
22	21.4	0.6	0.36	0.017
24	21.4	2.6	6.76	0.316
25	21.4	3.6	12.96	0.606
11	8.6	-4.6	21.16	2.460
20	8.6	11.4	129.96	15.112
8	8.6	-0.6	0.36	0.042
6	8.6	2.6	6.76	0.786
5	8.6	-3.6	12.96	1.507
<b>Total</b>				<b>27.907</b>

The calculated value of chi-square is 27.907 to get the tabulated value we use the formula in getting the degree of freedom i.e.

$$\begin{aligned} DF &= (R - 1) (C - 1) \\ &= (2 - 1) (5 - 1) \\ &= 1 \times 4 = 4 \end{aligned}$$

The degree of freedom is 4, the tabulated value of chi-square at alpha or significant level of 5% i.e 0.05 is 9.488.

From the computation in table above  $X^2$  calculated value of 27.907 is greater than  $X^2$  critical (tabulated value) of 9.488. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis is accepted.

### **SUMMARY OF FINDINGS**

From the analysis of the responses, most of the respondents believe that they have the chances of advancement on their jobs, their jobs gives them the chance to make use of your abilities, their job gives them the chance to do different things from time to time and that their job provides for steady employment. it was also found that the teachers are being able to keep busy all the time and always have a feeling of accomplishment from their job

### **CONCLUSION AND RECOMMENDATIONS**

Therefore, study concludes that job content is significantly associated with employee job satisfaction among teachers who quit from private to public

secondary schools. It further recommended that employers should from time to time conduct opinion surveys to find out what satisfies employees the most and make every facet of a job count.

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