

# Empirical Examination Of Teacher's Job Satisfaction In Public Primary Schools Of Zamfara State, Nigeria

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## Abstract

*This study assessed the extent of teachers' job satisfaction in the government-owned public primary schools in Zamfara State, Nigeria. A descriptive research design was employed. The population of the study comprised all the 1,391 teachers serving in 152 public primary schools in Gusau Local Government Area. The sample size of 255 teachers were selected as participants through Simple random sampling technique using Research Advisors (2006) table of determining sample size. For the purpose of data collection, a structured questionnaire titled 'Teachers' Job Satisfaction Questionnaire (TJSQ)' was employed. The instrument has a total number of 23 items on 5-point Likert's Scale with Cronbach Alpha reliability index of 0.82. Results from the study revealed that the extent of teachers' job satisfaction in public primary schools in Zamfara State was moderate overall mean score of ( $M = 3.04$ ,  $SD = 1.26$ ). Based on findings, the study recommends that, government should keep improving the welfare packages such as salaries, allowances, incentives and other remunerations to the teachers serving in the government-owned public primary schools across the 14 Local Government Areas of the state. Furthermore, the school administrators (comprising headteachers and their assistants) should support teachers in the process of establishing and maintaining inter-personal relationship among teachers, learners and other staff members of the school.*

**Keywords:** *Teachers, Satisfaction, Teachers' Job Satisfaction, Primary Schools*

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## I. Introduction

In the realm of education, teachers play a pivotal role in shaping the future through their dedication to imparting knowledge and nurturing young minds. However, the effectiveness of their teaching endeavors is intricately intertwined with their level of job satisfaction (Sinoy, 2024). Teachers are considered national builders responsible to educate youth to be fully prepared for meeting the future demands of the society. They can play active role in achieving national educational objectives by having satisfaction with their jobs but if they are not satisfied their performance surely will be low which directly affects students learning which is alarming issue needs to be resolved at national level (Bhut, 2020). According to Lopes and Oliveira (2020), a teacher's level of job satisfaction is crucial as it affects not only their effectiveness but also the whole educational system including the students and the school environment. Employers should realize that employees who are happier and more satisfied tend to be motivated and productive at work. Notably, a higher level of job satisfaction increased teacher enthusiasm, self-efficacy, and motivation, which are the key factors influencing teachers' emotional, psychological, and motivational outcomes as well as their overall well-being and instructional behavior. Considering the important role that motivation plays in enhancing teachers' performance, teaching effectiveness and instructional performance are considered to be interconnected to teachers' job satisfaction (Burić & Moë, 2020).

## Problem Statement

Teachers' job satisfaction is vital to ensure quality education. Satisfied teachers are more likely to devote their time and energy to teaching, hence, improving students' performance (Reeves et al., 2017). Despite various governmental interventions aimed at revitalizing the Nigerian education sector, evidence suggests that teacher dissatisfaction remains a critical issue (Adeniji, 2011). In Zamfara State, many previous studies such as Arewa Research and Development Project (2019) and Yusuf and Adigun (2010) posited that many government-owned primary schools teachers experience low job satisfaction, which may stem from delayed salaries, lack of

instructional materials, large class sizes, and inadequate welfare packages. This dissatisfaction contributes to absenteeism, poor instructional delivery, and attrition. To sum up, teachers who are not satisfied with their jobs are more likely to feel reluctant to prepare lessons and may not adequately implement the curriculum. On this ground, there is a need for the relevant stakeholders in educational management to pay attention to teachers' job satisfaction because it determines the level of the achievement of school goals and attainment of the Nigeria's national objectives (Pogodzinski, 2015).

Empirically, there is paucity of previous studies specifically addressing the level of job satisfaction among primary school teachers with reference to Zamfara State. Hence, this study seeks to fill that gap by assessing the perception of teachers on the level of their job satisfaction under the control of school environment.

### **Objectives of the Study**

The main objective of this study was to assess the level of teachers' job satisfaction among public primary schools in Zamfara State, Nigeria.

### **Research Question**

This study seeks to provide answer to the following research question:

1. To what extent is the level of teachers' job satisfaction among public primary schools in Zamfara State, Nigeria?

## **II. Review Of Related Literature**

### **Concept of Teachers' Job Satisfaction**

Job satisfaction refers to an individual's feelings about their job which can be seen in an employee's attitude towards their job and all aspects of the work environment (Sinoy, 2024). Job satisfaction refers the degree to which employees like recognition, appreciation and fulfillment of their needs being met (Evans in Ahmed et al., 2021). It is sense of contentment, gratification, actualization, enjoyment and pride felt by them who enjoy hard working for attaining organizational goals in better ways (Kumari, 2008). It also refers to how an employee's performs better a job offers fulfillment of the needs they desire to be met. Similarly, an employee's job satisfaction affects their productivity at the workplace (Ahmed et al., 2021). Employees who are satisfied with their jobs show better performance due to their dedication, commitment, professionalism, loyalty and faithfulness to their organizations (Judge, 2001).

According to Ekhsan (2019), Job satisfaction reflects an individual's feelings about their job, which can be seen in an employee's attitude towards their job and all aspects of the work environment. Based on the description, it can be concluded that the key component of job satisfaction is the employees' overall perspective toward their work and performance. Employee job satisfaction is one of the most important and complex concepts that serve as the basis for management strategies designed to raise and improve an organization's productivity and effectiveness (Arenque, 2021).

Teachers' job satisfaction refers to the attitude and feelings they show while performing their responsibilities in an educational institutions (Bhat, 2020). It indicates they are actively participating in classroom instructional activities and other institutional tasks to be performed in better ways (Toropova et al., 2021). It highlights teachers' performance and institutional productivity (Ahmed et al., 2021). It was found from research that positive work environment contributes to employees job satisfaction (Tran & Le, 2015; Skaalvik & Skaalvik, 2011), whereas, negative work environment leads to low job satisfaction due to high levels of workload and stress (Black, 2004; OECD, 2014; Åkerwall & Johansson, 2015). Teachers' higher level of job satisfaction positively effects on their performance, as it motivates them to provide qualitative teaching in classrooms, which is a major indicator of improving students' learning outcomes (Demirtaú, 2010). Similar views were found from research work of Ho & Au (2006) that job satisfaction has broad concept comprising on all characteristics of the job directly related in working in conducive working environment of institution, teachers' services to be acknowledged by school heads, students and the society.

### **Factors Affecting Teachers' Job Satisfaction in Nigerian Context**

There are many factors influencing teachers' job satisfaction. For the purpose of this study, the following factors were considered:

**1. Workload:** According the Olaifa et al. (2024), increased workload negatively impacts teachers' job satisfaction. As workload escalates, job satisfaction diminishes, highlighting the need for balanced work assignments to maintain teacher morale.

**2. Organizational Culture:** Supportive organizational cultures are strongly associated with higher job satisfaction among teachers. Conversely, bureaucratic cultures show a weaker positive relationship with job satisfaction, suggesting that flexibility and support within the school environment enhance teacher contentment (Okorji & Nzewi, 2023).

**3. Working Conditions:** Ekwevugbe and Efetobor (2025), stressed that unfavorable working conditions have been identified as a significant factor affecting teachers' job satisfaction. Improving the work environment, providing necessary tools, and ensuring administrative support are crucial for enhancing satisfaction levels.

**4. Leadership Styles:** The leadership approach of school administrators significantly influences teachers' job satisfaction. Effective leadership styles are associated with higher levels of teacher satisfaction, emphasizing the importance of inclusive and participatory management practices (Ejuchegahi, 2023).

**5. Occupational Stress:** Factors- such as workload, student indiscipline, and lack of professional development opportunities contribute to occupational stress, adversely affecting job satisfaction among teachers (Elujekwute et al., 2021).

### **III. Methodology**

#### **Research Design**

This study adopted the descriptive – survey design. This design was suitable because it offers the chance of gathering data from a relatively large number of cases using questionnaires and/or interviews at a particular time so as to make inferences and generalisations (Nyarne et al., 2024; Kothari, 2004).

#### **Population of the Study**

The target population for this study comprised all public primary school teachers in Gusau Local Government Area, Zamfara State, Nigeria. According to Universal Basic Education (2025) and Zamfara State Ministry of Education (2025) there are 1,391 teachers serving in 152 public primary schools in Gusau Local Government Area, Zamfara State.

#### **Sample and Sampling Technique**

The sample of 255 teachers were selected as participants using Research Advisors (2006) table of determining sample size. Simple random sampling technique is considered in this study. According to Acharya (2013), in this technique, every individual has an equal chance of being selected in the sample from the population. Simple random sampling makes sure that every person in a population has an equal probability of being chosen as a response (Noor et al., 2022). -

#### **Instrument for Data Collection**

For the purpose of data collection, a structured questionnaire titled 'Teachers' Job Satisfaction Questionnaire (TJSQ)' was employed. The instrument consists two (2) sections, namely: Section A covers 3 items on demographic information of the respondents. While, Section B covers 20 items on teachers' job satisfaction adapted from Almutairi (2020) the section was developed on 5-point Likerts' scale ranging: Very High Extent (VHE) = 5, High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) = 1. The instrument therefore has a total number of 23 items. The reliability of the instrument was determined through the Cronbach Alpha technique of determining reliability, and a reliability index of 0.82 was obtained. This indicates that the instrument is highly reliable.

#### **Method of Data Collection**

The data collection exercise was conducted through on-field survey. The questionnaire instruments were distributed to the respondents at their respective schools.

#### **Method of Data Analysis**

The data analysis will be conducted using both descriptive and inferential statistics. Descriptive statistics is to be employed in analyzing the demographic data of the respondents using Frequency Distribution (F) and Simple Percentage (%); while, Mean (M) and Standard Deviation (SD) are to be employed in measuring the level of the teachers' job satisfaction.

### **IV. Results**

**Table 1 Mean Score Interpretation Table**

Mean Score	Interpretation
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 – 3.39	Moderate
1.80 – 2.59	Low
1.00 – 1.79	Very Low

Source: Adapted from Best & Kahn, 2006

**Table 2 Mean and Standard Decision on the Level of Teachers' Job Satisfaction**

Statements	Mean	SD	Decision
TJS 1 Teaching is a profession committed in providing individual growth and societal development	2.46	1.21	
TJS 2 The work of a teacher is very pleasant	3.12	1.12	Moderate
TJS 3 Teaching provides me with an opportunity to advance professionally	3.7	1.17	High
TJS 4 The degree of freedom for making one's own decision about instruction.	2.43	1.17	
TJS 5 The administration in my school communicates its policies well	3.22	1.23	Moderate
TJS 6 The way school's policies are put into practice	3.7	1.12	High
TJS 7 Physical environment in my school is pleasant and conducive for teaching and learning activities	2.35	1.11	
TJS 8 My immediate supervisor gives me assistance when I need help	3.2	1.18	Moderate
TJS9 Supervisor's assistance in improving or developing my performance	3.65	1.12	Low
TJS 10 The opportunities the supervisor gives me to share and discuss decisions	2.46	1.17	Low
TJS 11 Supervisor treats teachers equitably	3.19	1.22	Moderate
TJS 12 Teacher income is barely enough to live on	3.62	1.23	High
TJS 13 Teacher income is adequate for normal expenses	2.43	1.15	Low
TJS 14 Teaching provides me with financial security	3.19	1.22	Moderate
TJS 15 I am well paid in proportion to my ability	3.55	1.2	High
TJS 16 Cooperation and assistance from colleagues to do better work.	2.48	1.1	Low
TJS 17 Sharing with each other what we have learnt about teaching.	2.93	1.12	Moderate
TJS 18 My colleagues provide me with suggestions or feedback about my teaching	3.62	1.07	High
TJS 19 I receive recognition for my successful teaching.	2.49	1.18	Low
TJS 20 The feeling of accomplishment I get from the job.	3.11	1.1	Moderate
<b>Overall Mean Score</b>	<b>3.04</b>	<b>1.26</b>	<b>Moderate</b>

Source: Researcher's Survey, 2025 **Note:** SD = Standard Deviation, **TJS** = Teachers' Job Satisfaction

Based on the statistical results obtained in table 2, TJS3 "Teaching provides me with an opportunity to advance professionally" (M = 3.70, SD = 1.17), recorded the highest mean score value; TJS6 "The way school's policies are put into practice" (M = 3.70, SD = 1.12); TJS9 "Supervisor's assistance in improving or developing my performance" (M = 3.65, SD = 1.12); TJS12 "Teacher income is barely enough to live on" (M = 3.62, SD = 1.23); TJS18 "My colleagues provide me with suggestions or feedback about my teaching" (M = 3.62, SD = 1.07); and TJS15 "I am well paid in proportion to my ability" (M = 3.55, SD = 1.20) were rated at a high level of satisfaction. While TJS5 "The administration in my school communicates its policies well" (M = 3.22, SD = 1.23); TJS8 "My immediate supervisor gives me assistance when I need help" (M = 3.20, SD = 1.18); TJS11 "Supervisor treats teachers equitably" (M = 3.19, SD = 1.22), TJS14 "Teaching provides me with financial security" (M = 3.19, SD = 1.22); TJS2 "The work of a teacher is very pleasant" (M = 3.12, SD = 1.12); TJS20 "The feeling of accomplishment I get from the job" (M = 3.11, SD = 1.10); and TJS17 "Sharing with each other what we have learnt about teaching" (M = 2.93, SD = 1.12) were rated at a moderate level. While, TJS19 "I receive recognition for my successful teaching" (M = 2.49, SD = 1.18); TJS16 "Cooperation and assistance from colleagues to do better work" (M = 2.48, SD = 1.10); TJS10 "The opportunities the supervisor gives me to share and discuss decisions" (M = 2.46, SD = 1.17); TJS1 "Teaching is a profession committed in providing individual growth and societal development" (M = 2.46, SD = 1.21); TJS13 "Teacher income is adequate for normal expenses" (M = 2.43, SD = 1.15); TJS4 "The degree of freedom for making one's own decision about instruction" (M = 2.43, SD = 1.17); and TJS7 "Physical environment in my school is pleasant and conducive for teaching and learning activities" (M = 2.35, SD = 1.11) were rated at a low level.

Using the mean score interpretation in table 1 presented above, the overall mean score of (M = 3.04, SD = 1.26) indicates that the general level of teachers' job satisfaction in the sampled schools is Moderate.

## V. Discussion

This finding is in line with that of Dalton and Arpon (2024) who conducted a study on teachers' job satisfaction and school academic achievement. Findings from their study revealed that teachers' job satisfaction among primary schools' teacher in Leyte Division, Philippines was found at an average level. Ariffin et al. (2013) in their study on 'Identifying Teachers' Job Satisfaction' revealed in their study that the teachers in the private schools in Gombak district in Selangor, Malaysia, are generally satisfied with their work. Furthermore, the findings of this study are contrary to that of Keller (2003) who conducted a study in North Carolina which involved 42,000 educators revealed that teachers were dissatisfied with their working conditions.

## **VI. Conclusion**

This study assessed the level of teachers' job satisfaction among primary school teachers in Zamfara State, Nigeria. In-service teachers were selected to serve as respondents. The study revealed that, the level of the teachers' job satisfaction was found at a moderate level.

## **VII. Recommendations**

Based on findings, the study recommends that:

1. In order to enhance the level of teachers' job satisfaction, government should keep improving the welfare packages such as salaries, allowances, incentives and other remunerations to the teachers serving in the government-owned public primary schools across the 14 Local Government Areas of the state.
2. Primary education management authorities such Local Government Education Authorities (LGEAs) and the State Universal Basic Education Board (SUBEB), should jointly ensure that both internal and external supervision of instructions exercises are conducted consistent in order to be aware of current needs of teachers in the primary schools.
3. The school administrators (comprising headteachers and their assistants) should support teachers in the process of establishing and maintaining inter-personal relationship among teachers, learners and other staff members of the school.

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