

Assessment of Teacher Librarian Job Satisfaction in the Federal Capital territory FCT Abuja

By

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Abstract

This study assessed job satisfaction of teacher librarians in the Federal Capital Territory (FCT). The entire population of 164 teacher librarians from all secondary schools within the FCT was used. One objective and a hypothesis were formulated to guide this study. They were analysed using percentages represented on tables and graphically illustrations. Survey method was adopted in carrying out the study. Responses on the questionnaire were in line with five point Likert scale type rating and analyzed descriptively, the result of the study revealed that the teacher librarian have high level of job satisfaction with personnel interaction, in the area of institution and environmental factors as well as interpersonal relationship, there was however, no significant relationship between motivation and job satisfaction. It was recommended that the application of motivational factors for enhancing teacher librarian's performance in FCT secondary schools should be maintained since it was found to increase their level of job satisfaction.

Introduction

In any organization, people are believed to be the most important resources. This is because they are the key to higher productivity and efficiency. Experience is said to be the greatest teacher, which simply implies that the enormous variety of experience to which any particular person is exposed, account for varied attitude, and consequently, varied behaviours. Attitudes shape motives, and motives lead to behaviours that are aimed at the goal of satisfying needs. The ability to be productive in an organization depends on the people who provide the labour as the most important factor. Okonkwo (1997) states that the effective operation of any organization depends fundamentally on the human resources and that without people there can be no such organization.

The success of any organization including secondary schools within the Federal Capital Territory (FCT) Abuja depends to a large extent on the competent level of staff that works in such an institution. Training and development of employees are tools used in enhancing the productivity level of the individual workers, which largely result in better achievement of organizational goals and objectives. It is worthwhile to investigate job satisfaction of teacher librarian because they are facilitators in the learning process, in view of this, poor performance by students could be attributed to lack of jobs which could also be as a result of dissatisfaction among the staff.

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In

addition to having attitudes about their jobs as a whole, people can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (George 2008).

Job satisfaction represents a feeling that appears as a result of the perception that the job enables the materials and psychological needs (Aziri, 2008).

The major approach being used to study employee job satisfaction includes Herzberg's (1987) study that categorised factors of job satisfaction into satisfier or motivators and dissatisfies or 'hygiene' factors. They discovered that dissatisfies were contextual factors which involved negative aspects of supervision, interpersonal relations, physical working conditions, company policy and salary. They observed that when present, these factors did not lead to satisfaction, but when inadequate, they served to make the worker extremely unhappy. The factors that led to positive job attitudes such as achievement, recognition, responsibility and work itself did so because they satisfied the individual's need for self-actualization, recognition, autonomy, esteem and challenge in work, hence they are motivators. This is presented in Table 1.

Table 1: Job Satisfaction Factors

Hygiene Factors	Motivators
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Status	Growth
Job security	

Herzberg (1976)

Surveying causes of job satisfaction, Argyle (1974) found that intrinsic nature of work and other features of work are particularly important to men, more educated people and those at higher levels of skill and status. He also observed that job security issues are contradictory, as the results depend on the country and the historical period in which studies were carried out. From this statement, it can be assumed that people who are most concerned about security are those in the lower income group.

Christen, Iyer and Soberman (2006) provided a model of job satisfaction presented in Figure 1. In which the following elements included job related factors, role perceptions, job performance and firm

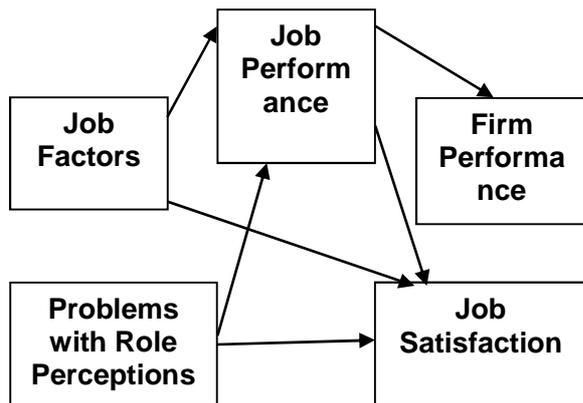


Figure 1. Model of Job Satisfaction by Christen, Iyer and Sobeman (2006)

From the above, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may

serve as a good indicator of employee effectiveness. High level of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behaviour of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour of employees. Third, job satisfaction may serve as indicators of organizational activities. Through job satisfaction evaluation different levels of satisfaction in different organizational units can be defined, but in turn can serve as a good indication regarding in which organizational unit changes that would boost performance should be made.

According to Lance (2003) in order to play an instructional role successfully, the school librarian must exercise leadership to create the sort of working environment needed to facilitate students and teachers success.

Statement of the Problem

The teacher library has to do the work of teaching, handling the curricular activities as well as maintain and facilitate the use of library by providing relevant materials to users. Thus, assessing the quality of teaching and the services provided as a librarian may be problematic as end product matters more than the prior stages of learning. Therefore, the interest of the teacher librarian must be sustained through training to closely tie the quality of performance to a steady flow of motivation and job satisfaction. The major problem in connection to work and learning as it relates to the FCT teacher library exist in the nature of work itself. The focus of the study is to discover how motivational factor affect job satisfaction of teacher librarian in FCT, Abuja.

Research Objective

The objective formulated to guide the investigations is:

1. To discover the extent motivational factor affect job satisfaction of teacher librarian in FCT, Abuja.

Research Hypothesis

The following hypothesis was formulated to guide the study:

1. There is no significant relationship between motivation and the job satisfactions of teacher librarians in the FCT, Abuja.

Literature Review

The literature on Nigerian Primary/Secondary School teacher's job satisfaction is virtually non-existent or not accessible to this researcher presently. By far more studies exist on the job satisfaction of teachers in the post primary and tertiary levels of education. However a few investigations were reviewed as presented below.

The Library is now seen as a provider for self-education and self-development; it is expected to provide services within the reach of every user irrespective of their social and mental status (physically disadvantaged). These crucial roles of the library in Nigeria schools today are either not realized or willingly neglected.

According to Elaturoti (2001) those in-charges of school libraries were found to have no training in librarianship. The obvious reason for this situation was that the trained teacher librarian leaves the school when promoted to higher posts as head of department, which carries recognition and allowances. Even when they do not leave, they often are responsible for other areas of curriculum for which better remuneration is paid.

Kolade (2001) however, opined that the teaching role of the school libraries comes up in the areas of

imparting library skills, study skills including planning with the subject teachers, class projects and his involvement in curriculum or lesson planning. From this statement it can be assumed that not many schools in Nigeria have qualified school librarians, a situation which necessitates the use of probably teachers as substitutes.

Methodology

Survey method was adopted in carrying out the study; a survey method is a systematic means of data collection. Survey helps the researcher to gather information on which sound decision is made at less cost but greater efficiency. The research method is found relevant to this study because it enabled the researcher to collect needed data for the study. Responses on the questionnaire were in line with five point Likert scale type rating and analyzed descriptively. They were analysed using percentages represented on tables and graphically illustrations. The job satisfaction of the teacher librarians was assessed on a multidimensional level. In this perspective, the job satisfaction derivable from personal interaction, institutional and environmental factors and satisfaction with personnel needs were considered. Each of these is presented in separate tables along with graphical illustrations.

Findings and Discussion

Satisfaction with Interpersonal Relationship

In table 2 the rating of the respondents' satisfaction with interpersonal relationship in the schools are presented on a five point scale. The percentages are presented in the graphical form in figures 2.

Table 2: Respondents' Rating of Job Satisfaction with Interpersonal Relationship

S/N	Job satisfaction with interpersonal relationship	Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall %	Remark
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1.	Employers	44	34.1	49	38	20	15.5	6	4.7	10	7.8	87.6	Satisfied
2.	Colleagues	34	26.4	60	46.5	26	20.2	2	1.6	7	5.4	93	Satisfied
3	Pupils	30	23.3	63	48.8	20	15.5	7	5.4	9	7	87.6	Satisfied
4	Community	9	7	35	27.1	40	31	10	7.8	35	27.1	65.1	Satisfied
5	Confidence given	58	45	45	34.9	21	16.3	2	1.6	3	2.3	96.1	Satisfied
6	Appreciation when needs are met	32	24.8	67	51.9	20	15.5	7	5.4	3	2.3	92.5	Satisfied
7	Position and hierarchy of authority	12	9.3	73	56.6	34	26.4	6	4.7	4	3.1	92.2	Satisfied
8	Channel of communication	49	38	45	34.9	29	22.5	2	1.6	4	3.1	95.3	Satisfied



Figure 2: Respondents' Rating of Satisfaction with Personal Interactions / Relationship

From Table 2 and Figure 2, the teacher librarians' job satisfaction on the basis of confidence given to staff had highest ratings 96.1%. This was followed by channel of communication with 95.3% while satisfaction with the community had the least score of 65.4%. This finding implies that the teacher librarians were satisfied with the level of interpersonal interactions / relationship they enjoyed within their schools. In agreement with this, Olajide (2000) was of the opinion that organizations should improve the way departments communicate, cooperate and collaborate with one another. According to him, sharing information enhances

subordinates level of competence with one another within the community.

Satisfaction with Institutional and Environmental Factors

Table 3 shows the rating of the teacher librarians' satisfaction with institutional and environmental factors. The percentages are represented in Figure 3. Though the respondents' ratings were scored on a five point scale in the Table 3, in the discussion, the 'very satisfied', 'satisfied' and 'fairly satisfied' are merged to form one option for satisfaction while the 'dissatisfied' and 'very dissatisfied' are merged.

Table 3: Respondents' Rating of Teacher Librarians' Job Satisfaction with Institutional and Environmental Factors

S/n	Job satisfaction with Institutional and environmental factors	Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall %	Remark
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	Developing the school curriculum	28	21.7	62	48.1	32	24.8	3	2.3	4	3.1	94.6	Satisfied
2	Providing materials (books and non-books)	18	14.0	44	34.1	50	38.8	12	9.3	5	3.9	86.8	Satisfied
3	Generating ideas for improving teaching and learning in the school	34	26.4	53	41.1	31	24.0	7	5.4	4	3.1	91.5	Satisfied
4	Monitoring Students	47	36.4	56	43.4	21	16.3	2	1.6	3	2.3	96.1	Satisfied
5	Supervising teaching	30	23.3	60	46.5	21	16.3	8	6.2	10	7.8	86.0	Satisfied
6	The institutional needs	23	17.8	55	42.6	20	15.5	3	2.3	28	21.7	76.0	Satisfied
7	Control your staff and pupils	41	31.8	53	41.1	28	21.7	3	2.3	4	3.1	94.6	Satisfied
8	Reward or punish your staff and pupils	27	20.9	50	38.8	35	27.1	12	9.3	5	3.9	86.8	Satisfied
9	Allocate resources to your staff	13	10.1	58	45.0	36	27.9	12	9.3	10	7.8	82.9	Satisfied
10	Inspectors	15	11.6	73	56.6	29	22.5	2	1.6	10	7.8	90.7	Satisfied
11	Supervisory heads	14	10.9	64	49.6	34	26.4	6	4.7	11	8.5	86.8	Satisfied
12	Executive secretary	8	6.2	25	19.4	34	26.4	14	10.9	48	37.2	51.9	Fair
13	Your school's location	44	34.1	37	28.7	36	27.9	5	3.9	7	5.4	90.7	Satisfied
14	The size of your library	9	7.0	28	21.7	56	43.4	27	20.9	9	7.0	72.1	Satisfied
15	Physical plants	41	31.8	38	29.5	22	17.1	16	12.4	12	9.3	78.3	Satisfied

16	Adequacy of furniture supplies	12	9.3	56	43.4	32	24.8	17	13.2	12	9.3	77.5	Satisfied
17	Adequacy of equipment and materials for teaching and learning	15	11.6	48	37.2	39	30.2	17	13.2	10	7.8	79.1	Satisfied
18	The library environment	12	9.3	50	38.8	41	31.8	18	14.0	8	6.2	79.8	Satisfied
19	Recruitment	13	10.1	42	32.6	41	31.8	19	14.7	14	10.9	74.4	Satisfied
20	Utilization	7	5.4	45	34.9	49	38.0	13	10.1	15	11.6	78.3	Satisfied
21	Transfer	4	3.1	32	24.8	45	34.9	15	11.6	33	25.6	62.8	Satisfied
22	Sanction and discipline	53	41.1	28	21.7	18	14.0	15	11.6	15	11.6	76.7	Satisfied

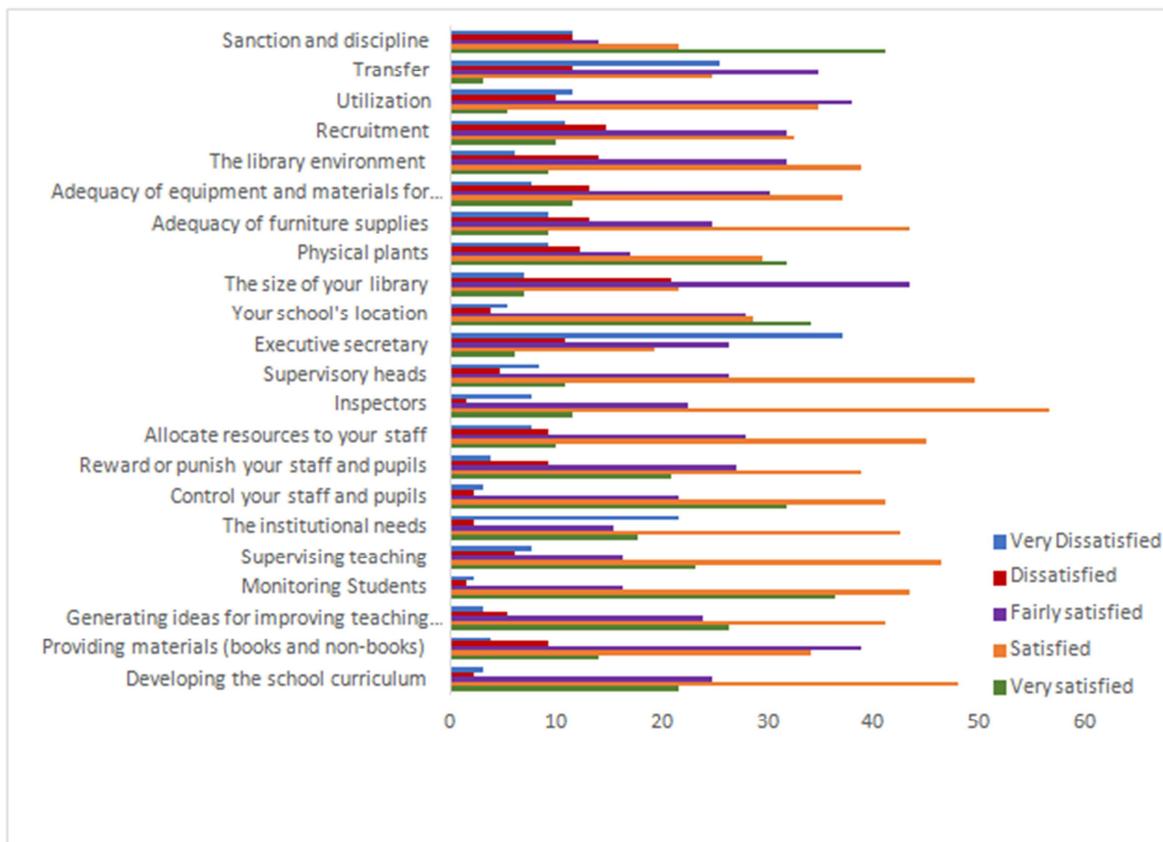


Figure 3: Respondents' Percentage Satisfaction with Institutional Environmental Factors in the Schools

Table 3 and Figure 3 indicate that the teacher librarians were generally satisfied with the institutional and environmental factors in the schools. The highest ratings in the areas of satisfaction were in monitoring students' activities 96.1%. The development of school curriculum and control of staff and pupils had 94.6% respectively. The lowest ratings recorded for teacher librarians' satisfaction was in respect of the function of the Executive Secretary 51.9%. The implication here is that there is a generally high level of satisfaction with institution and environmental factors. This is consistent with Curry (2006) who reports that well-funded school

libraries with an active teacher-librarian tended to achieve higher average reading scores and test scores in all subjects no matter what type of demographic or socio-economic community the students live in.

Satisfaction with Personal Needs in the Schools

Table 4 shows the personal needs derivable from the job like appropriateness and payment of salaries and other entitlements, the perceive status as a teacher librarian in the schools and the possibility of achieving self-actualization among others in the job, which is also presented and graphically in Figure 4.

Table 4: Respondents' Rating of Teacher Librarian Job Satisfaction with Personal Needs

S/N	Job Satisfaction with Personal Needs	Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall %	Decision
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	The personal needs	13	10.1	59	45.7	27	20.9	6	4.7	24	18.6	76.7	Satisfied
2	The appropriateness and payment of other entitlements	20	15.5	43	33.3	50	38.8	3	2.3	13	10.1	87.6	Satisfied
3	Salary	5	3.9	44	34.1	55	42.6	14	10.9	11	8.5	80.6	Satisfied
4	Incentives	2	1.6	12	9.3	51	39.5	30	23.3	34	26.4	50.4	Satisfied
5	Your status as a teacher librarian	10	7.8	51	39.5	57	44.2	6	4.7	5	3.9	91.5	Satisfied
6	The security of your job	13	10.1	43	33.3	55	42.6	6	4.7	12	9.3	86.0	Satisfied
7	Possibility of achieving self-actualization	11	8.5	62	48.1	44	34.1	5	3.9	7	5.4	90.7	Satisfied

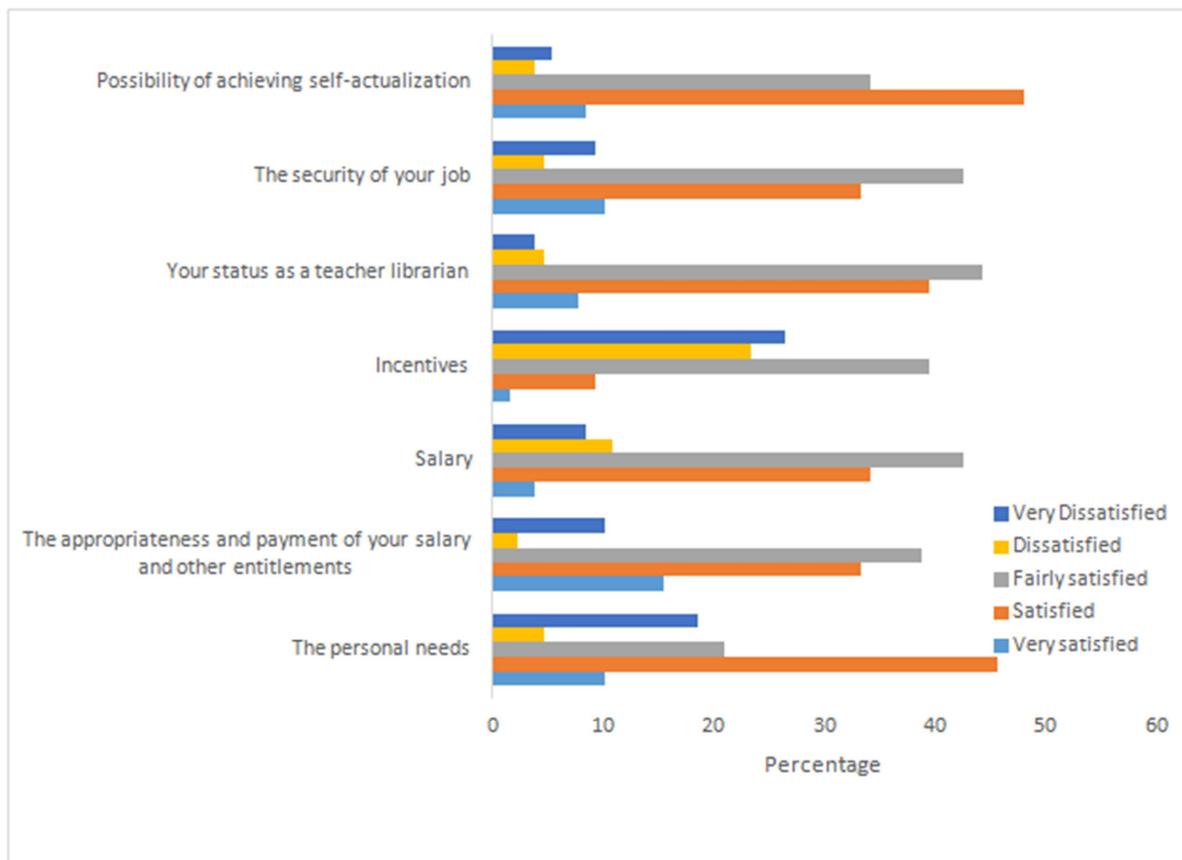


Figure 4: Respondents' Percentage Teacher Librarian Satisfaction with Personal Needs

Table 4 and Figure 4, show that the respondents were highly satisfied with their status as teacher librarians (91.5%), possibility of achieving self actualization within the schools had the next highest score (90.7%). The least was in the area of incentive with 50.4%. From the general observations in the Table 4 and Figure 4, the rated job satisfaction of the teacher librarians within the FCT was generally satisfactory.

This finding agrees with Carr-Hill's (2003) study, which showed that the morale among teachers was surprisingly high when basic needs were catered for within organizations. The extent to which the available motivational factors contributed to this level of satisfaction expressed by the teacher librarians in the schools was subjected to statistical test in the related hypothesis.

Test of Hypothesis

The analysis that follows is based on the tests of the hypothesis that was formulated for this study.

Hypothesis I: There is no significant relationship between motivational factors and the job satisfactions of teacher librarian in the Federal Capital Territory (FCT), Abuja.

This hypothesis was tested by relating the rated scores for the motivational/ job satisfaction factors by the teacher librarians. The hypothesis was tested with Pearson Product Moment Correlation Coefficient (PPMC) to test and establish the relationship between the two variables. A summary of the test is presented in Table 5

Table5: Correlation between Motivational Factors and Job Satisfaction of the Teacher Librarian in the FCT

Variables	N	Mean	Std. Deviation	Std. Error	r-calc.	Df	P
Motivation	129	2.97	0.489	0.043	0.606	127	0.000
Satisfaction	129	3.47	0.600	0.053			

The calculated score revealed that the two variables (motivation and job satisfaction) were significantly correlated. The observed correlation coefficient for the test is 0.606 at 127 degree of freedom while the critical value is 0.174. The observed significant level is 0.000 ($P < 0.05$) alpha level of significant. Therefore, the hypothesis of no significant relationship between motivation and job satisfaction of teacher librarian in the FCT is rejected which implies that the application of motivational factors significantly influences the satisfaction of teacher librarians in the FCT.

Conclusion on findings

In conclusion, the analysis of the data collected and tested in the study revealed that;

1. The teacher librarian in the Federal Capital Territory have high level of job satisfaction and are generally committed in carrying out their jobs
2. The study also concluded that there is no significant relationship between motivation and job satisfaction among teacher librarians in the FCT. By implication motivation and job satisfaction are synonymous and go hand in hand.

Recommendations

Based on the findings, the following recommendations are advanced for more effective management of teacher librarians within the Federal Capital Territory:

1. The FCT secondary school education board should be actively engaged in the application of motivational factors for enhancing teacher librarians' performance, since it was found to increase the job satisfaction of teacher librarian in the study.
2. The FCT school management board, proprietors and administrators should adopt formulas on how on the job and off the job training programmes should be organized

for its staff. This will help staff acquire knowledge and skills as well as enable teacher librarians to perform effectively.

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