

JOB SATISFACTION, WORK STRESS, LEADERSHIP STYLE AND MOTIVATION AS CORRELATES OF JOB ABSENTEEISM AMONG SECONDARY SCHOOL TEACHERS IN OGBOMOSO, OYO STATE, NIGERIA

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Abstract

Job absenteeism is now a practice among secondary school teachers; some familiar factors are labelled to be responsible for this menace. This study examined job satisfaction, work stress, leadership style and motivation as correlates of teachers' absenteeism among secondary school teachers in Ogbomoso metropolis, Oyo State, Nigeria. It adopted a descriptive survey design. Three (3) research questions were raised and answered in the study. Respondents were one hundred and eighty seven (187) secondary school teachers selected from public and private schools in Ogbomoso metropolis. The teachers responded to a battery of three adapted scales; Job Satisfaction Questionnaire ($r = 0.91$), Work Stress Questionnaire ($r = 0.89$) and Teachers Motivation Questionnaire ($r = 0.90$) and two self-developed Scales. Data was analysed using frequency, Mean, Standard Deviation, t-test and PPMC at 0.05 level of significance. Findings revealed that job satisfaction, work stress, leadership style and motivation are determining factors for teachers' absenteeism among secondary school teachers in Ogbomoso metropolis, and that teachers with high job satisfaction tend to be involved less in absenteeism more than teachers with high work stress. Among other recommendations are that teachers' satisfaction on the job should be ensured to make them at their duty posts. They should not be over-burdened with too much schools assignment. Also, management should including ensuring stress-free environment for secondary school teachers, school principals should be better role models for teachers; and salaries, wages and other forms of incentives should be well planned and executed for teachers to motivate them on the job.

Keywords: Job satisfaction, Work stress, Job motivation, Leadership, Job absenteeism, Secondary school teacher

Introduction

With the level of science and technology today, it is still not possible to displace teachers in the classrooms. Stakeholders in education look forward to

the teachers as the secondary parents of the students in whose hands, lives and destiny are committed to impart in them right values and knowledge, as well as help build a

productive and useful citizenry. School teachers are pillars upon which the educational system revolves. Teachers' quality and dedication have been identified as significant predictors of quality of education (Utulu, (2001). Hence, the success of classroom teaching and learning processes largely depends on the availability of qualified and capable teachers.

It has been observed, however, that teachers sometimes absent themselves from schools and classrooms where they are expected to attend to their assigned duties and responsibilities. Martocchio & Jimeno (2003) see absence to constitute missing even a single day at work, either with or without excuse. Absenteeism among teachers has even assumed increasing and frustrating dimension (Meziobi & Nwadiani, 1992). Teachers' absence in the classroom will have devastating effects on the students. Absenteeism among teachers seriously disrupts the learning environment of the classroom (Dorward, Hawkins & Smith, 2000).

Teachers may have reasons that require them to be absent from work. Their reasons for absence from duty may be personal, family-related problems or job-related ones like poor condition of service or job dissatisfaction (Adeyemi & Ejiro-Akpotu, 2009). Though reasons for absenteeism could be genuine, it is illegitimate when the school authority is not duly informed before or immediately there is a cause for it either in writing or by proxy. There are factors influencing teachers' absence from their duty posts (Onger, 2012). Some of the factors among school teachers in Nigeria include job satisfaction, work stress, motivation and leadership style.

Teachers constantly agitate for satisfaction on the job (Oyewumi, Ibitoye & Sanni, 2012). Job satisfaction is the

pleasurable emotional state resulting from one's job. Hence, if teachers do not have pleasurable emotional feelings towards their jobs, it is possible that they absent themselves from duties and seek for other activities or jobs in which they derive pleasures. This means that their sense of fulfillment is attached to the level of satisfaction they derive from their jobs.

Jobs are not just life-sustaining but life-enhancing and life-enriching. People continue to work even when their economic needs are met, suggesting that for most people, work satisfies various needs such as a need for individual recognition, achievement or the pleasure derived from working with other people (Darboe, 2003). People who are dissatisfied with their jobs are absent more frequently. According to Mwanwenda (1995), teachers' absenteeism from schools is a manifestation of dissatisfaction with the jobs. Compensation is one of the determinants of job satisfaction. When an employee believes that he is sufficiently compensated, he will be happy at the job and be satisfied.

Another factor influencing teachers' absence from work is the issue of motivation on the job. In fact, there seems not to be commensurate motivation towards the teachers. While teachers' work demands have increased, there has been little change in their patterns of employment, compensation and career advancement (Kelly, 2000). This implies that many teachers do not really enjoy the remuneration and other benefits that commensurate with the demands and other responsibilities attached to the teaching engagement.

Teachers work and expect some incentives at the end of the month to motivate them and to sustain them. Teachers with poor morale will be less committed to work, as some may be absent from school.

becoming a popular culture among secondary school teachers, the society has also stated experiencing some of its consequences such as destruction on the schools' educational plans and programmes set up by the policy makers to enhance result-oriented and meaningful teaching/learning activities. Teachers are growing in confidence by the day indulging in job absenteeism without any recourse to the damaging effects. Children who do not find their teachers in the classrooms are also finding it easy to indulge in while-away-time kind of activities such as gambling, smoking, fighting and involvement in other crime activities. Job absenteeism among teachers in Nigeria is an indication that teachers are treating the "profession" with levity. It is obvious that some research works have been conducted on the consequences of teachers' absenteeism, it is now pertinent as a matter of importance that more researches need be directed at combining some of these factors that could be determining factors and to measure their relative contributions towards teachers' absenteeism.

Purpose of the study

The purpose of this study was to investigate whether job satisfaction, work stress, leadership style, and motivation are correlates of job absenteeism of secondary school teachers in Ogbomosho metropolis.

Scope of the Study

This study was carried out in Ogbomosho metropolis and it covered some selected private and public secondary schools within Ogbomosho metropolis. It involved a total number of one hundred and eighty seven (187) teachers selected randomly from ten schools in the metropolis as the respondents to the study.

Research Questions

The research work posed and answered the following three questions:

- 1) What relationship exists between the independent variable (Job satisfaction, work stress, leadership style and motivation) on the dependent variable (Teachers absenteeism)?
- 2) What is the joint effect of the independent variable (Job satisfaction, work stress, leadership style and motivation) on the dependent variable (Teachers absenteeism)?
- 3) What is the relative effect of the independent variables (Job satisfaction, work stress, leadership style and motivation) to the dependent variable (Teachers absenteeism) of the participants?

METHODOLOGY

This study adopted a descriptive survey design. The study population was nine hundred (900) secondary school teachers in Ogbomosho metropolis. A stratified random technique was employed in selecting seven (7) public and three (3) private schools to represent the ten geographical zones of Ogbomosho, from which a total of two hundred and forty seven teachers were randomly selected as the sample for the study, and from which one hundred and eighty seven (187) male and female teachers returned the questionnaires.

A battery of five structured and adapted questionnaires portioned into six sections was used for this study.

SECTION A: consists of respondents' demographical variables such as gender, age, years of experience, marital status, educational qualifications, and religion of the respondents.

SECTION B: Teachers' Absenteeism Questionnaire - This questionnaire which elicited information about teachers' absenteeism has 16 question items. The scale is a self-structured questionnaire which Cronbach alpha was found to be 0.91. Each of the items was measured on a four-point Likert Scale of: 1 "Strongly Disagree" 2. "Agree" 3. "Disagree" 4. "Strongly Disagree"

SECTION C: Job Satisfaction Questionnaire designed by Spector (1994) - This questionnaire elicited information about teachers' job satisfaction, with Cronbach alpha of 0.91. It has 36 items from which 14 items were adapted. Items were measured on a four-point Likert Scale of: 1. "Disagree Very Much", 2. "Disagree Moderately", 3. "Agree Moderately" and 4. "Agree Very Much".

SECTION D: Work Stress Questionnaire (WSQ) - Job stress questionnaire was proposed by Caplan et al. (1975) and Sahu and Golde (2008), with Cronbach alpha of 0.89. This scale included four dimensions from Caplan et al (1975) namely (1) Workload (2) Role conflict (3) Role ambiguity and (4) performance pressure which comprised of fifteen (15) items. Each of job stressors was measured on a four-point Likert Scale of: 1 "Strongly Disagree" 2. "Agree" 3. "Disagree" 4. "Strongly Disagree"

SECTION E: Leadership Style - This questionnaire elicited information about leadership style with 12 items. The teachers'

job satisfaction scale was a self-structured questionnaire with Cronbach alpha of 0.92. Each of the items was measured on a four-point Likert Scale of: 1 "Strongly Disagree" 2. "Agree" 3. "Disagree" 4. "Strongly Disagree"

SECTION F: Teachers' Motivation - Motivation and Incentive Questionnaire, adapted from Spector (1994), was used to measure teachers' motivation. After the reliability test was carried out, only six (6) items were reliable to this study. Each of the items was measured on a four-point Likert Scale of: 1 "Disagree Very Much" 2. "Disagree Moderately" 3. "Agree Moderately" 4. "Agree Very Much"

The researchers secured the permission of the school authorities and went to the schools on agreed days for the administration of the instruments. Researchers introduced the purpose of the exercise to the teachers and established confidentiality of all information that was to be elicited and then administered the questionnaire to respondents. Teachers who indicated their willingness were the ones included in the study. A total number of two hundred and forty seven questionnaires were distributed while one hundred and eighty seven were retrieved and subjected to statistical analysis.

Multiple Regression analysis was employed to establish the joint contribution and relative effects of the independent variables on the dependent variable (teachers' absenteeism), while Pearson Product Moment Correlation (PPMC) was used to determine pattern of relationship between the independent variables and the dependent variables.

RESULT

Table 1: Summary of test of significant Correlations among Independent Variables and Teachers' Absenteeism

Variables	Mean	Std. Dev	Teachers Absenteeism	Work Stress	Leadership Style	Motivation
Teachers' Absenteeism	49.1047	9.18864	1.000			
Job Satisfaction	36.6610	6.64765	.264**	1.000		
Work stress	30.3280	7.61896	.472**	.151*	1.000	
Leadership Style	24.7735	6.20202	-.337**	-.119**	-.341**	1.000
Motivation	13.0110	3.76372	.042**	.362**	.106	.065

**Correlation is significant at the 0.01 level (2-tailed)

Table 2 Joint effect of the independent variable on Teachers' Absenteeism

R = .576						
R Square = .332						
Adjusted R Square = .316						
Model	Sum of Squares	Df	Mean Square	F	P	Remark
1 Regression	3553.053	4	888.263	20281	.000 ^a	Sig.
Residual	7139.018	183	43.798			
Total	10692.071	187				

Table 3 shows the Relative effect of the independent variable on dependent variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	24.781	6.342		3.907	.000
Job satisfaction	.254	.101	.202	2.515	.013
Work Stress	.755	.112	.523	6.727	.000
Leadership	-.279	.119	-.184	-2.348	.021
Motivation	-.061	.190	-.025	-.323	.748

Discussions

Research Question One: What relationship exists between the independent variables

(Job satisfaction, work stress, leadership style and motivation) on the dependent variable (Teachers' absenteeism)?

salaries as well as poor motivation will result in absenteeism. To make teachers present in school, the condition which the person is working will determine the level of his job satisfaction. Adelabu (2005) in his opinion stated that the issue of salaries has been the biggest motivational issues for teachers in Nigeria in recent times.

The result of the second research question revealed that job satisfaction, work stress, leadership style and motivation correlated/ contributed positively to teachers' absenteeism in the study. This implies that the teachers' presence in the school can be enhanced by their level of job satisfaction, stress reduction, transactional leadership style and appropriate incentives. Findings also revealed a coefficient of multiple correlations (R) of 0.576 and a multiple adjusted R square of 0.332, meaning that 33% of the variance in the teachers' absenteeism is accounted for by job satisfaction, work stress, leadership style and motivation, when taken together. The significance of the joint contribution was tested at $p < 0.05$ using the F -ratio at the degree of freedom ($df = 4/183$). This implies that the joint contribution of the independent variables to the dependent variables was significant and that other variables not included in this study may have accounted for the remaining variance.

Darboe (2003) corroborated this that a job is not merely life sustaining but life enhancing and enriching because most people continue to work even if their economic needs are met. Therefore, satisfaction is relative for each of the teachers working in a particular school, some for the salaries, and others for the needs other than incentives. Thus, motivation and leadership style contributed negatively to teachers' absenteeism in this study. It is also important to note that leaders who embrace

good organizational culture and practices contribute a major quota to the attitude of the teachers in coming to school or not (Schoen and Teddlie, 2008).

The third research question looks at the relative effect of the independent variables (Job satisfaction, work stress, leadership style and motivation) to the dependent variable (Teachers' absenteeism) of the participants. The result showed the relative contribution of each of the independent variables to the dependent variable (Teachers' absenteeism) in the following order: Work stress contributed 52% significantly to the prediction of teachers' absenteeism of the secondary school teachers in Ibadan ($\beta = .523$; $t = 6.727$; $p < .05$), Job satisfaction ($\beta = .202$; $t = 2.515$; $p < .05$), leadership style ($\beta = -.184$; $t = -2.348$; $p < .05$) and motivation contributed negatively -02 % was not significant to the prediction of teachers' absenteeism of the study participants ($\beta = -.025$; $t = -.323$; $p > .05$) respectively.

The result revealed that work stress made the highest contribution of 52% to the prediction of teachers' absenteeism. Motivation contributed 2% but not significant to the prediction of teachers' absenteeism of the studied participants. This indicates that work stress is significantly related to teachers' absenteeism and if the level of stress, especially, the negative aspect is reduced, teachers are likely to be present in school. Robbins (2006) in his own contribution sees stress to arise from an opportunity, demand, constraint, threat or challenge, when the outcomes of the events are important and uncertain. This points to the fact that teachers will always run from any activity within the school which they perceive as a threat, which demanded more from or which the outcomes are not certain.

Kyriacou (2001) contributed to this

stating that 'teachers' stress may be seen as unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspects of their work'. Motivation, which contributed 2% shows that many of the respondents were motivated intrinsically and not extrinsically which may determine their absence in the school. This means that incentives, salary and other benefits may not enhance teachers' attendance in the school, especially, if they perceive the work more demanding than the salary paid.

Implications of the Findings

Perhaps, the relevance of this study is in its attempts to juxtapose the standings of job satisfaction, work stress, leadership styles and motivation as correlates of job absenteeism among secondary school teachers. Findings of the study have shown that job satisfaction, work stress and leadership style are actually potent determinants of teachers' absenteeism among secondary school teachers in Ogbomoso. Satisfaction on the job among teachers is an ingredient towards making themselves available at work, hence their job satisfaction need be ensured. Teachers are not supposed to be saddled with volume of work more than what they could cope with so as to ensure they do not run away where they get stressed and difficult to cope. Stakeholders should ensure necessary measures are in place to ameliorate stressful conditions within the school as a means of attendance motivation. School leadership needs to be democratic in nature and approachable to the teachers for consultations. Principals should always be available at work and serve as good role models for others in their schools. Local Education Authorities, Ministries of Education, State and Federal Governments

and other stakeholders in the nation need to ensure that all that due to teachers be given to them. In cases where incentives like salaries and wages are not paid on time, teachers are bound to be away from school in search of alternatives for survival. It is, therefore, necessary for all stakeholders to synergize and make effort to ensure that teachers are always available at their duty posts.

Recommendation

Based on the findings of the study, the following recommendations were offered.

- All hands must be on deck to tackle the problem of teachers' absenteeism as it has gradually become a culture among those in whose hands are the leaders of tomorrow; policies and practices of the ministries and departments of education should be strategically designed to better monitor teachers' presence at their duty posts so as to have desirable outcomes.
- Teachers should be treated as first class citizens in the society to boost their morale for the teaching profession and build their sense of satisfaction on the job. When teachers are made to have feelings of satisfaction on the job, they would wake up each day with renewed vigour to get to work and perform their duties.
- Staff/students ratio should be monitored so as to ensure that teachers are not handling more than what they could cope with in the classrooms and also not to be over-burdened with other schools assignments, for which handlers ought to be employed separately. All these in an effort to provide better stress-free environment, and create a work climate that can promote resounding health and ensure availability at job posts among secondary school teachers.

- School Principals should be enlightened on how to be best role models for teachers and other staff members in their schools. School leaders should be given work enrichment training to make them have what it takes to be better leaders.
- Salaries, wages and other forms of incentives should be well planned and executed for teachers to enhance their motivation on the job. A reliable means of transportation like staff bus should be introduced by governments and/or Parents Teachers Association (PTA), so as to ensure that teachers are better motivated to be at their duty post on schedules. Car loan incentive should be revived to enable teachers purchase vehicles of their own; this will enable them get to work on time.

Conclusion

The study revealed that teachers' job satisfaction, work stress and leadership style significantly predict teachers' absenteeism among secondary school teachers in Ogbomoso metropolis in Oyo-State. It shows that when teachers are satisfied with their jobs, they are bound to stay at their duty posts to perform their duties and responsibilities. Satisfaction on the job is a great determinant of their availability and commitment to work. It is also discovered that work stress on the job is a factor that is keeping some of the teachers away from their duty posts. This means that a reduction in the level of work stress among teachers will enhance their attendance in the school. School principals have roles to play as benchmarks for other teachers in punctuality at work. Where principals do not indulge in absenteeism and do not condone such, teachers are not likely to indulge in such where principals do not tolerate such. Teachers' salaries, wages and other incentives as well as means of motivation be

embarked upon as a policy towards keeping teachers at their duty posts. Teachers' concerns should always be given attention and priority so that they do not have to look for succour outside the work environment.

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