

WORKPLACE FRUSTRATION INDUCED DISSATISFACTION BEHAVIOUR AMONG PUBLIC SCHOOL TEACHERS IN AKINYELE LOCAL GOVERNMENT AREA OF OYO STATE

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Abstract

This study examines workplace frustration-induced dissatisfaction behaviours among teachers in Public Secondary Schools in Akinyele Local Government Area of Oyo State. The lackadaisical attitudes of the public secondary school teachers in Nigeria which affect their output as perceived by the researcher informed the decision to investigate into the rationale for the gross dissatisfaction in the workplace of these employees. Teachers play a key role in the educational transformation of any nation either developing or developed. The survey research design was adopted with a sample of 150 respondents spanned across ten selected schools. The data collecting instruments was a semi-structured questionnaire. The analysis was done, using Statistical Package for the Social Sciences Version 21 (SPSS 21). Hypothesis one shows that there was significant effect of perceived adequacy and regularity of salary payment on job dissatisfaction $F(2,147) = 6.61, p < .01$. Hypothesis two shows that there was significant effect of perceived adequacy and quality of facilities (infrastructure) on job dissatisfaction $F(3,147) = 3.38, p < .05$. Hypothesis three shows that there was significant effect of job motivation on job dissatisfaction $F(2,147) = 13.24, p < .01$. This study concludes by recommending that teachers' satisfaction is germane for the sustainability of good learning environment for good performance of the students' in schools.

Keywords: Behaviour, Dissatisfaction, Frustration-induced, Teachers, Public Schools, Workplace

Introduction

Dissatisfaction in the workplace is a crucial factor that could induce low productivity in an organisation. It is a subject that is of essence to organisations, to school principals and teachers, to managers of businesses and people, to users and customers, to employees and other relevant stakeholders. The job satisfaction of teachers, especially at

secondary school level, is important. Better performance of teachers can only be expected if they are satisfied with their jobs. Job dissatisfaction is by definition unpleasant, and most individuals are conditioned, probably even biologically-driven, to respond to unpleasant conditions by searching for mechanisms to reduce

dissatisfaction (Okeke & Dlamini, 2013; Afshar & Doosti, 2016). This drive towards adaptation is as natural and inevitable in the workplace as it is in any other environment. Prior theory and research suggest that employees respond to job dissatisfaction in one of the four ways: *exit, voice, loyalty and neglect*. Firstly, and consistent with the turnover literature (Muguongo *et al.* 2015; Wambugu & Busienei, 2015), dissatisfied employees may quit an organisation altogether in response to their job dissatisfaction (*exit*). Secondly, dissatisfied employees may choose to remain in the organisation and actively try to improve conditions, actively searching for and coming up with new ways of doing things also advocating changes to make things better (*voice*). Thirdly, employees may remain in the organization but respond passively to their job dissatisfaction by accepting the status quo without raising any objections or making any suggestions for improvement (*loyalty*). Lastly, employees may remain in the organisation and exhibit passive withdrawal behaviours such as putting forth less effort (*neglect*) (Farrell, 2000; Muguongo *et al.* 2015; Wambugu & Busienei, 2015).

The researcher's observed in the course of numerous school visits, on-site monitoring and support visits, examination of school documents, schools' records, attendance registers and leave record books that every week at least two teachers handed in. There were also red lines drawn against names of teachers in the attendance registers indicating absence from school or late coming to school.

A common complaint among teachers is that their job security is not guaranteed these days. Many new teachers were employed on a temporary basis. Some of them had been placed on the list of

temporary teachers for five years at the time of this study. Promotions are rare; a teacher may remain in a position till retirement age.

Frustration: It is a negative response to a blockage of a desired goal and results in a defensive form of behaviour. Frustration has many possible reactions and these can be summarized under four broad headings namely: aggression; regression; fixation; and withdrawal. These forms of reactions are not mutually exclusive as frustration-induced behaviour on job is a combination of aggression, regression and fixation.

Induced behaviour dissatisfaction: These are constructive behaviours. It is a positive reaction to the blockage of a desired goal and can take two main forms: Problem-solving or Restructuring. Problem-solving is the removal of barrier. For example, repairing a damaged machine, or bypassing an unco-operative superior. Restructuring or uncompromising is the substitution of an alternative goal, although such a goal may be of lower order.

Aggression: is an attack on some person physically or verbally. It may be directed against the person or object which is perceived as the source of frustration and the actual barrier or blockage. Some examples of aggression are striking a supervisor, destruction of equipment or document or malicious gossip about the supervisor. A displaced aggression set in when the direct attack is not made because the source of frustration is not clear or specific; the source is feared such as powerful superior.

The frustrated person finds an easier, safer person to direct the aggression towards and some of the reactions usually experienced are picking arguments with colleagues, being short-tempered and shouting at subordinates and kicking waste bins. Regression is reverting to childish or more primitive form of behaviour. Examples

of regression are sulking, crying, tantrums, or kicking a broken machine or piece of equipment. Fixation is a persisting form of behaviour which has no adapting value, therefore, actions are continued repeatedly amounting to no positive result. The inability to accept change or new ideas, repeatedly trying equipment which will clearly not work and insisting on application for promotion even though not qualified are examples of fixation. Withdrawal is apathy, giving up or resigning, arriving at work late and leaving earlier, sickness and absenteeism, refusal to accept responsibility, avoiding decision-making, passing work over to colleagues or leaving the job undone. Mullins, (2005), further asserted the various factors that determine a person's reaction to frustration, include the level and potency of need, the degree of attachment to the desired goal, the strength of motivation, the perceived nature of the barrier or blocking agent and the personality characteristics of the individual.

Job dissatisfaction is a matter of concern to organisations, managers, customers, and even to the employees themselves. Another externally located problem category relates to what may be happening within the larger community. For instance, studies review that problems in the community appear to contribute to teachers' job dissatisfaction (Schulze and Steyn 2007; French and Wagner, 2010). Within the Nigerian setting, problems in the community appear to relate to those of parental involvement in the education of their children. Nevertheless, teacher-learner ratios are often confused with the size of the class whereas it is a fact that class sizes are significantly higher than the prevailing teacher-learner ratio. The size of a class is not only a meaning of how many learners are enrolled in a school but it is also

reliant on the numbers of physical infrastructural units such as classrooms and the number of teachers and learners these are accommodating (French and Wagner, 2010).

A study by French and Wagner (2010) found that children take turns to learn under trees and occasionally share the teachers' staff-room as a make-shift classroom. In other cases, two complete classes would be accommodated within one physical class building, with both teachers teaching on opposed ends of the room. These situations can constitute huge sources of dissatisfaction among teachers. Other reasons for workplace frustration-induced dissatisfaction behaviour among teachers which also cause them to leave the teaching profession include: disintegration of discipline; lack of modern facilities for teaching; severe overcrowding; lack of adequate incentives; poor parental participation; policy overload; blatant favoritism and preferential treatment at school governance levels; school security and violence as well as role conflict (French and Wagner 2010). In addition, Danish and Usman (2010) associated job dissatisfaction with monthly remunerations, incompetent and uncooperative administrators and lack of collegial affiliation with co-workers. Incompetent leadership and salaries were key issues that influenced job dissatisfaction among workers in Danish and Usman's (2010) study.

The retention of teachers has been a very challenging phenomenon, not only in the Nigeria education system, but also in many different education systems across the globe (Naseem & Salman, 2015). Workplace frustration-induced dissatisfaction behaviour has been deduced by researchers as posing a major challenge for the retention of teachers and other workers (Calitz, Roux, & Strydom, 2014). Such a scenario appears to threaten

the agentive roles of teachers for sustainability and social transformation in schools and larger society. A study of 110 teachers in Abbottabad, Pakistan, by Naseem and Salman (2015) suggested that factors such as gender, education, marital status, relationship with the supervisor/Teacher affect job dissatisfaction. An effective teaching force is essential for the sustainability and social transformation of the society across countries. Gkolia, Belias and Koustelios (2014) noted that teachers who are satisfied with their jobs usually have a high degree of professional capabilities and could manage, organize and perform their tasks. In Zimbabwe, Adebayo and Gombakomba (2013) explored the dimensions of teacher job satisfaction from a sample of 161 primary school teachers. The study found out that teachers were not paid adequate salary and that they were rarely provided with non-financial incentives (Adebayo & Gombakomba, 2013).

It is obvious from the study that the sustainability of teacher retention will almost be guaranteed in a climate where teacher job security, infrastructure and teaching resources as well as financial incentives are guaranteed. Yet, studies have reported a relationship between the individuals' psychosocial wellbeing and his/her job satisfaction or dissatisfaction levels. The aim of their study was to establish the effects of several demographic and psychosocial factors involved in teachers' job satisfaction or otherwise. The authors concluded that those whose psychosocial wellbeing was negative would most certainly experience discontentment with respect to their approaches to their work commitments. Within the Nigeria context, many studies have identified various problems that can cause job dissatisfaction among teachers (Adu & Okeke, 2016; Afshar & Doosti,

2016). It has been noted that the new democratic dispensation in the country has intermittently introduced changes in education, and in many instances, principals and teachers have found it difficult to adapt to these changes. Similarly, role conflict, stress, personal development, professional development, morale as well as personal and professional aims can all be seen as problems within a person that can be sources of dissatisfaction (Song & Alpaslan, 2015; Adu & Okeke, 2016; Gu, 2016).

Studies have also indicated that there are problems in the classroom that teachers have to contend with daily, which can be sources of job dissatisfaction among the affected teachers. Lack of textbooks, learners' discipline, class size, assessment, issues with HIV/AIDS, Whole-School Evaluation (WSE) and relationship with learners are the problems a teacher has to face within the classroom (Van Houtte, 2006; Okeke, Adu, Drake, & Duku, 2014; Gu, 2016; Shumba, Maphosa, Rembe, Okeke, & Drake, 2016b). It should be noted that not all teachers are soundly equipped to deal with these problems. One of the complex problems in the work environment of the teacher is the physical working conditions and the lack of physical facilities she or he has to cope with every day, especially, subjects such as science and technology. Other problems in the work environment are related to factors within the work itself (van Houtte, 2006). A study by French and Wagner (2010) has found out that children are taking turns to learn under trees and sometimes share the teachers' staffroom as a make-shift classroom. In other cases, two complete classes would be housed within one physical class building with both teachers teaching on opposite ends of the classroom. This erodes quality teaching and learning of the children. Given these

scenarios, it is imperative to deal with issues of job dissatisfaction through an empirical study that is aimed at further exploring this particular phenomenon. By so doing, it was researchers' expectations that this paper would contribute towards knowledge that might facilitate the strengthening of teachers to enable them to continue their agentic roles towards sustainability and social transformation.

Studies appear to suggest that dissatisfaction among teachers and other workers can have huge socio-economic, educational and psychological consequences in more ways than one (Chaplain 2008 and Armstrong 2012). For instance, Chaplain (2008) noted that failure to report to duty or non attendance both appear to be associated with job dissatisfaction. Furthermore, Chaplain (2008) and Armstrong (2012) revealed that job satisfaction affects employees' ability to decide on remaining in or exiting from the organisation. For instance, if employees are dissatisfied with their job, they probably will leave the organisation. Again, literature suggests that if workers see that they are being fairly treated, they are not likely to leave the organisation (Chaplain 2008 and Armstrong 2012). At the same time, workers who are dedicated to the organisation and think that they might not find any other employment perhaps, due to some economic downturn, may prefer to remain in their present employment despite the difficulties and dissatisfaction confronting them. There is correlation between low motivation among the staff and high absenteeism from work, low punctuality to work, indolent to work, and fraudulent behaviour (Isaac, 2008).

In the same vein, (Isaac, 2008), maintained that there is a significant relationship established between motivation and employees' punctuality to work,

motivation and indolent behaviour, motivation and attitude to work, motivation and fraudulent behaviour, and motivation and absenteeism. According to Riffatetal (2008), high directive leadership contributed negatively in job satisfaction with supervision and job in general. High directive leadership had inverse relationship with acceptance of the leader in cases where subordinates' need for achievement was high. High achievement-oriented leadership had a positive effect on subordinates' job expectations and job satisfaction in cases where subordinates had a high need for achievement. The result revealed that subordinates are more motivated in cases where they work with a participatory leader who has a high perception about their ability. Yusuf (2009) revealed that strong positive relationship was revealed between servant leadership behaviours of school principals and teachers' job satisfaction and servant leadership was a significant predictor of teachers' job satisfaction. George and Sabhepak (2010) found a significant positive correlation between work motivations of degree college teachers and transformational and transactional leadership behaviour of principals.

Statement of the Problem

The workplace frustration induced dissatisfaction behaviour of teachers has been a very challenging phenomenon, not only in the Nigeria education system, but also in many different education systems across the globe. Dissatisfaction has been deduced by researchers as posing a major challenge for the retention of teachers and other workers. Such a scenario appears to threaten the agentic roles of teachers to really showcase their potentials as professionals for educational development and sustainability. Anecdotal evidence is that

teachers are not paid adequate salary, facilities are rarely provided and there is job poor motivation. Effective teaching and retention of teachers cannot be guaranteed in a climate where teaching infrastructure, teaching resources as well as financial incentives are not ensured. In essence, the dearth of literature and researches in this area prompted the rationale for this study. Given the above situation, the current study investigated the teachers' perspectives on the causes of job dissatisfaction among senior secondary school teachers in Akinyele Local Government Area.

The objectives of this study are to:

1. examine the factors inducing job frustration (inadequate payment of salary, lack of facilities and job motivation) among teachers' in the workplace, Akinyele LGA,
2. ascertain the effect of these factors inducing job frustration (inadequate payment of salary, lack of facilities and job motivation) on job dissatisfaction among teachers in the workplace, and
3. determine the level of poor motivation on job dissatisfaction among teachers 'in Akinyele LGA.

Methodology

This study adopted survey design type. Data were collected from 10 selected public schools in Akinyele Local Government Area of Oyo State. The schools are Ajibode Grammar School, Aponmode Community Grammar School, Ijaye High School, Ijaye, Orogun Grammar School, Ojoo High School, Ojoo Ibadan, Community High School, Aroro, Community High School, Otun-Agba, Moniya High School, Moniya, Community Grammar School Sasa, and Akingbile High School, Akingbile.

One hundred and fifty respondents were sampled in the study; the larger percentage was male (52.7%) while female was 47.3%. Close to two-third (62.7%) have BSc/B.Ed./PGD degrees as their highest educational qualification while 37.3% have NCE and Diploma certificates. Job status reveals that the major respondents were on levels 7 – 9 (66.0 %) and level 6 were 20.7%, Level 10-12 were 12.0% and level 13-15 were 1.3% of the sample. The mean age was 32.19 (SD= 3.46) years and this range from 26 – 59 years. The average years of experience was 12.79 (3.54) years. The items on the questionnaire were adapted from previous validated studies.

The instrument was divided into three main sections, section A, B and C. This comprises the socio-demographic characteristics of the participants used in the study. Perceived sources of work frustration were assessed with a 7-item checklist scored on a Likert scale. The perception of the adequacy and regularity of salaries remuneration was measured, using items adapted from Pay Satisfaction Questionnaire (PSQ) developed by Heneman and Schwab (1985) ($\alpha = 0.81$) scored on 5-point Likert scale (strongly agree (5) to (Strongly disagree (1)).

The items were scores classified into Adequate and regularly paid (16-20), Poor but regularly paid (11-15) and Poor and not regularly paid (1-10). Perceived adequacy of facilities was assessed with a checklist on provision of teaching aids, infrastructure scored on 3-point scale (provided and of good quality (3) to (Not provided (1). The scores were aggregated into good quality and adequate provision (22-27), inadequate provision but good quality (16-21), adequate provision but poor quality (10-15) and inadequate provision with poor quality (1-9). Teachers' job motivation was assessed with

Teachers' motivation assessment scale (TMAS) by Obunadike (2013) ($\alpha = 0.74$). The items were scored on 5-point Likert scale (strongly agree (5) to strongly disagree 1). Aggregate scores were classified into high (50 and above) moderate (35 - 49) and low (34 and below) levels of motivation. Job dissatisfaction was captured, using items adapted from the short form 20-item Minnesota satisfaction scale developed by Weiss, Dawis, England and Lofquist (1967) ($\alpha = 0.78$) scored on a 5-point Likert scale (strongly agree (5) to (strongly disagree 1).

To ensure the reliability of the instrument, a pilot study was carried out using 50 respondents randomly selected from schools. The reported coefficient alphas ranged from 0.78 to 0.80. But for this final study, the researcher recorded Cronbach alpha of .91 for the overall instrument. The researcher sought the necessary approval from the principal in the selected schools through formal request. When the approval was granted, the researcher personally administered the questionnaires to the teachers in their staff rooms. The researcher first obtained a verbal consent from the respondents after explaining to the respondents the nature of the research and that the study would be strictly for research purpose only. The

respondents were assured that the information would be treated confidentially.

The questionnaires were handed over to the respondents personally, while some were retrieved immediately and other respondents requested for time to complete the questionnaire. One hundred and sixty-five (165) structured questionnaires were administered to the respondents but 150 were returned, representing 90.9%. Data were analysed with the aid of Statistical Package for Social Sciences (SPSS) version 17. Descriptive statistics (frequency, mean, and standard deviation) were used to offer a snapshot of the basic characteristics of the respondents' demographics. Thereafter, hypotheses were tested using one-way ANOVA at 0.05 level of significance.

Hypotheses

Ho₁. There is no significant effect of inadequate payment of salary on job dissatisfaction among teachers in Akinyele LGA.

Ho₂. There is no significant effect of the lack of facilities on job dissatisfaction among teachers in Akinyele LGA.

Ho₃. There is no significant effect of poor motivation on job dissatisfaction among teachers in Akinyele LGA.

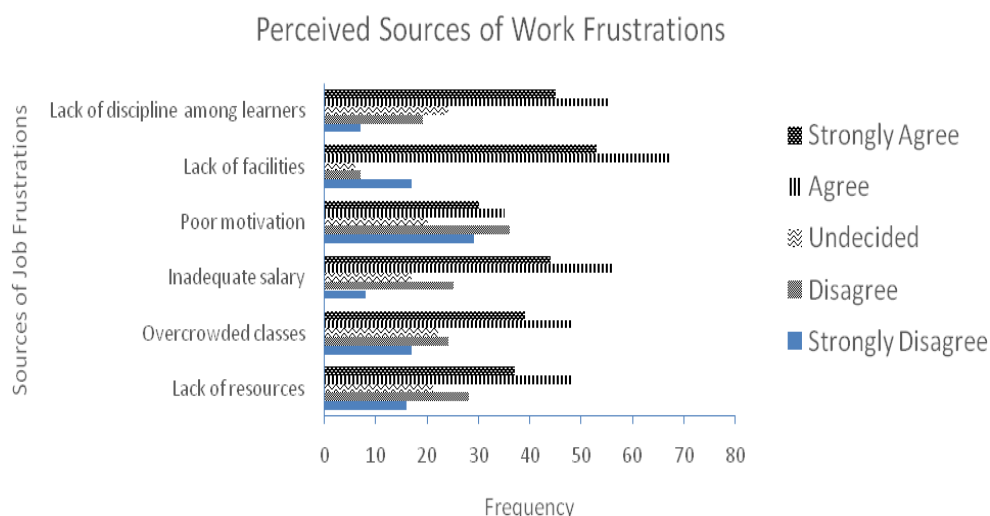
Results

Table 1: Descriptive statistics showing the frequency of perceived factors causing job frustration

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Lack of resources	Frequency	16	28	21	48	37	150
	Percent	12.2	21.4	16.0	36.6	26.41	100.0
Overcrowded classes	Frequency	17	24	22	48	39	150
	Percent	13.0	18.3	16.8	36.6	27.93	100.0
Inadequate salary	Frequency	8	25	17	56	44	150
	Percent	6.1	19.1	13.0	42.7	31.75	100.0
Poor motivation	Frequency	29	30	20	35	36	150
	Percent	22.1	21.06	15.3	26.7	27.5	100.0
Lack of facilities	Frequency	17	7	6	67	53	150
	Percent	13.0	5.3	4.6	51.1	38.62	100.0
Lack of discipline among learners	Frequency	7	19	24	55	45	150
	Percent	5.3	14.5	18.3	42.0	32.51	100.0

From the Table 1, workers who agreed that lack of resources was a major source of frustration were 63.01%. Overcrowded classes were also reported as a major source of frustration (64.53%) as observed by the respondents. Majority of respondents complained of inadequate salary (74.45%).

Many of the respondents were not well motivated on their job (54.3%). Lack of facilities (89.72%) and lack of discipline among learners (74.51%) were also majorly reported as great sources of frustration by workers.



Hypotheses one: There is no significant effect of inadequate payment of salary on job dissatisfaction among teachers in Akinyele LGA.

Table 2: Summary of one-way ANOVA showing the influence of perceived adequacy and regularity of salary payment on job dissatisfaction

DV		Sum of Squares	df	Mean Square	F	Sig.
Job Dissatisfaction	Between Groups	1000.521	2	500.261	6.608	.002
	Within Groups	11129.139	147	75.708		
	Total	12129.660	149			

The result shows that there was significant effect of perceived adequacy and regularity of salary payment on job dissatisfaction $F(2,147) = 6.61, p < .01$. The mean differences were carried-out to ascertain the differences

in job dissatisfaction based on perception of adequacy and regularity of salary payment to the teachers and the result is displayed in Table 2b:

Table 2b Summary of descriptive statistics showing the influence of automation on job dissatisfaction

	N	Mean	S.D	LSD Post-hoc Test		
				1	2	3
Adequate and regularly paid	53	40.4151	4.40032	-	2.18	5.84*
Poor but regularly paid	35	42.6000	6.44981		-	3.65*
Poor and not regularly paid	62	46.2581	11.94789			-
Total	150	43.3400	9.02259			

*. The mean difference is significant at the 0.05 level.

The result of the mean differences concerning the effect of perceived adequacy and regularity of salary payment shows that teachers who perceived that their salary is regular and adequate significantly reported lowest job dissatisfaction ($\bar{x} = 40.41$), compared to those who perceived it as

regular but poor ($\bar{x} = 42.60$) and teachers who perceived it as irregular and poor ($\bar{x} = 46.25$). Therefore, H_{01} is rejected and alternative hypothesis is accepted. This implies that inadequate payment of salary has significant effect on workplace frustration-induced behaviour dissatisfaction.

H₀₂: There is no significant effect of the lack of facilities on job dissatisfaction among teachers in Akinyele LGA.

Table 3: Summary of one-way ANOVA showing the influence of perceived adequacy and quality of facilities (infrastructure) on job dissatisfaction

		Sum	of	Mean	F	Sig.
DV		Squares	df	Square		
Job	Between Groups	787.346	3	262.449	3.378	.020
Dissatisfacti	Within Groups	11342.314	146	77.687		
on	Total	12129.660	149			

The result shows that there was significant effect of perceived adequacy and quality of facilities (infrastructure) on job dissatisfaction $F(3,147) = 3.38, p < .05$. The mean differences were carried out to ascertain the differences in job dissatisfaction based on perception of adequacy and quality of facilities (infrastructure) on job dissatisfaction as displayed in Table 3b:

Table 3b: Summary of descriptive statistics showing the influence of perceived adequacy and quality of facilities (infrastructure) on job dissatisfaction

	N	Mean	S.D	LSD Post-hoc Test			
				1	2	3	4
Good quality and adequate provision	33	40.6667	11.91	-	-1.11*	5.76*	4.39*
Inadequate provision but good quality	49	41.7755	5.51		-	4.65*	3.29
Adequate provision but poor quality	33	45.0606	9.79			-	1.36
Inadequate provision with poor quality	35	46.4286	8.19				-
Total	150	43.3400	9.02				

The result of the mean differences concerning the effect of perceived adequacy and quality of facilities (infrastructure), shows that teachers who perceived that good quality and adequate provision significantly reported lowest job dissatisfaction ($\bar{x}$ = 40.67), compared to those who perceived inadequate provision but good quality ($\bar{x}$ = 41.77). Adequate provision but poor quality

($\bar{x}$ = 45.06) and inadequate provision with poor quality ($\bar{x}$ = 46.42) were reported. Therefore, H_{02} is rejected and alternative hypothesis is accepted. This implies that lack of facilities significantly affected workplace frustration and induced behaviour dissatisfaction.

H_{03} : There is no significant effect of poor motivation on job dissatisfaction among teachers in Akinyele LGA.

Table 4: Summary of one-way ANOVA showing the influence of job motivation on job dissatisfaction

DV		Sum of Squares	df	Mean Square	F	Sig.
Job	Between Groups	1851.243	2	925.621	13.238	.000
Dissatisfacti	Within Groups	10278.417	147	69.921		
on	Total	12129.660	149			

The result shows that there was significant effect of job motivation on job dissatisfaction $F(2,147) = 13.24, p < .01$. The mean differences were carried-out to ascertain the differences in

job dissatisfaction based on perception of adequacy and regularity of salary payment to the teachers and the result is displayed in Table 4b.

Table 4b: Summary of descriptive statistics showing the influence of motivation on job dissatisfaction

	N	Mean	S.D	LSD Post-hoc Test		
				1	2	3
High	30	40.0000	6.99714	-	.266*	-6.87*
Moderate	51	40.2667	5.29758		-	7.144
Low	69	47.1449	10.15798			-
Total	150	43.3400	9.02259			

*. The mean difference is significant at the 0.05 level.

The results of the mean differences concerning the effect of job motivation, show that teachers with high job motivation significantly reported lowest job dissatisfaction ($\bar{x} = 40.00$), compared to those moderate ($\bar{x} = 40.27$) and low ($\bar{x} = 47.15$) job motivation. Therefore, H_{03} is rejected and alternative hypothesis is accepted. This implies that poor motivation has significant effect on workplace frustration-induced behaviour dissatisfaction. Therefore, H_{03} is rejected and alternative hypothesis is accepted. This implies that there is significant effect of poor motivation on workplace frustration-induced behaviour dissatisfaction.

Discussion

General dissatisfaction was expressed with regard to their physical working conditions. The data obtained by means of semi-structured open-ended questions confirmed that previously, disadvantaged schools experienced problems with infrastructure that hampered the delivery of quality education. The teachers referred to

poor facilities, absence of maintenance, serious water shortage, and poor roads leading to the rural schools. It was mentioned that the roads were particularly bad when it rained. They also referred to electricity problems and the unkempt school environments. The surroundings included dilapidated buildings, tall grass and overgrown shrubs that made the schools look uninviting. Earlier studies (Okeke & Dlamini, 2013; Dlamini *et al.*, 2014; Afshar & Doosti, 2016), pointed out that positive work environment is very important for the workers' physical, mental and emotional health.

According to Iwu and Iwu (2013), adequate infrastructure was a major factor that inhibited the effective management of schools. A lack of adequate resources for teaching could also lead to increased workload for educators. Low teacher satisfaction is expected to correlate with the outcomes of work stress, that is, psychological distress and low self-esteem (Ho & Au, 2006; Okeke *et al.*, 2014; Gu,

2016; Shumba *et al.*, 2016b). Teachers under stress experience feelings of exhaustion, irritability, tension, and headache frequently (Okeke *et al.*, 2014; Adu & Okeke, 2016). Most of the teachers interviewed insisted that respect towards teachers from both parents and students had diminished. Most comments conveyed the sense of disenchantment resulting from the perceived expectations for respect and recognition which had never been fulfilled through the years. This had given rise to general feelings of dissatisfaction and low morale. The lack of respect and recognition of teachers has been the subject of research in many studies (Song & Alpaslan, 2015; Mtyuda & Okeke, 2016). The respondents agreed that violent behaviour constituted a definite problem among learners in senior secondary schools, and that bullying was a common problem that needed to be addressed.

This general concern about a lack of discipline in classes and schools was also shared by most teachers in all the schools researched. The goals of discipline are to provide a safe environment for all educators, but it is also the responsibility of the learners to show respect and accept discipline from their teachers. Hence, these sources of dissatisfaction are not unique to the educational environment where the study took place but are present in many countries across the world (Muguongo *et al.*, 2015; Wambugu & Busienei, 2015; Afshar & Doosti, 2016). Dissatisfaction in the workplace which is the resultant effect of frustration-induced behaviour has taken a monumental dimension in the academic sphere.

It was also found from the study that lack of stress-reducing facilities would ultimately cause workplace dissatisfaction. Therefore, facilities such as air conditioner, fan, projector, public address system, etc.

that will make the work easy and reduce stress should be provided. The lack of these facilities would increase stress and cause work dissatisfaction. The study further found that poor motivation would increase job dissatisfaction. In this light, a demotivated worker is a dis-satisfied worker, while a motivated worker is a satisfied worker. The study found that a substantial percentage of the respondents showed that they were not paid their salaries and other fringe benefits as at when due. Also, the provision of stress-reducing facilities in the workplace was non-existent according to the respondents. The level of motivation of the workforce was low in these schools, as a significant amount of them submitted that they were not motivated.

Conclusion

The study concludes that teachers' satisfaction is germane in achieving a sustainable educational development. Also, social transformation and the satisfaction of teachers must be taken very seriously. The recognition of various contributions teachers are making to human kind and the society at large is germane to teachers' job satisfaction. This is because such practice brings about a sense of fulfilment and self-actualisation, and is the driving force that propels the individual teacher to greater performance. This is a crucial factor for teachers because it improves the standards of their teaching. However, this study found that insufficient support and recognition from both federal and state ministries of education was a significant source of dissatisfaction and contrary to what teachers expected when they were appointed. The above-mentioned negative views of the teachers concerning the policies and practices of these Ministries seemed to have caused disengagement of some teachers, with a consequent lack of focus on professional activities.

This is a cause for concern because disengagement erodes the quality of teaching and learning at schools. Most of the teachers interviewed stated that during their career, they had some opportunities for professional growth but they would have liked tailor-made courses which took into account their experience. These comments clearly indicate that the teachers' sense of satisfaction is related to intellectual and professional stimulation and also opportunities for growth. As long as teachers are provided with opportunities for innovation, stimulation of their intellectual curiosity and increased creative outputs, they will still be kindling the passion for their profession and further contribute towards students' achievements.

Recommendations

Workplace frustration-induced behaviours have contributed immensely to increase in workplace dissatisfaction. Therefore, the researcher recommends as follows:

That the obvious lackadaisical attitudes of the teachers in the public schools was due to frustration they experience from their employer through lack or inadequate payment of salary and other fringe benefits, low motivation, lack of stress-reducing facilities and others be given immediate consideration.

There is need to ensure that all members of staff are given the necessary recognition in terms of providing facilities that would enhance their productivity and hence reducing stress on the job.

The level of motivation on the job in terms of welfare package, promotion, and training should be given due consideration.

For quality teaching and learning that is supposed to have a bearing on the children, it is imperative to deal with issues of job dissatisfaction through an empirical study

that is aimed at further exploring this particular phenomenon.

Teachers should be provided with opportunities for innovation, stimulation of their intellectual curiosity and increased creative outputs that will kindle the passion for their profession and further contribute towards students' achievements.

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