

PHYSICAL SCHOOL SURROUNDINGS AND TEACHERS' JOB GRATIFICATION IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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Abstract: The study is a correlational survey adopting the ex-post-facto design. The population of the study was 452 public secondary school principals in Delta State. A sample of 226 respondents were sampled using stratified sampling technique. The sample represents 50% of the entire population. Instrument titled “Physical School Surroundings and Teachers’ Job Gratification Questionnaire (PSSTJQ)” which was self-developed was used obtain information from the respondents. The instrument was validated through face and content validity, subsequently the instrument was exposed to split half reliability test using 30 principals who were not used from the main study. The scores were correlated using the Pearson Product Moment Correlation Statistics and a coefficient of 0.79, was obtained. Data gathered were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson r was used to test the hypotheses at 0.05 level of significance. Findings show that physical school, classroom and working surroundings were significantly related to teachers’ job gratification in public secondary schools in Delta State. It was therefore recommended among others that government of Delta State through ministry of education should make physical school surroundings beautiful and welcoming such that teachers will wish to be in school daily.

Keywords: Physical School Surroundings, Teacher Gratification, Public Secondary Schools, Delta State.

1. INTRODUCTION

It is a declaration globally that all countries should offer education to her citizenry since it is fundamental to development. According to UNESCO, (2003) education creates opportunities for individuals and decrease burden of deficiency, add towards economic and social prosperity. In secondary schools, teachers or instructors are indicted with significant tasks of offering control and advise to students both academic, social, discipline, manage activities in the classroom through learning and contributing in curriculum expansion (Abbasi & Hollman, 2000). For the above to be accomplished, teachers could be inspired to effectively deliver their roles and contribute solidly to quality secondary education when they feel job gratification. Teachers’ job gratification is determined by some factors which comprises both employer and employee working together to develop feelings of desire and accomplishment (Kiptum, 2018). Long & Swortzel, (2007) emphasized that teachers’ job gratification is a mixture of psychological, physiological and environmental conditions that propel an individual to declare job gratification. Kumari (2011) established that gratification is a set of positive or hostile feelings which employees experience at their work place. An individual with sufficient gratification experience positive feelings on the job same is applicable to an individual who experienced hostile feelings about their job. In general, teachers’ job gratification is likely to be influenced by physical school surroundings like classroom and working surrounding

Teachers' Job Gratification

Bucheli, Melgar, Rossi and Smith (2010) in their study on teachers' job gratification and the separate educational level detected that impact of gratification on happiness and well-being is irrefutable. The authors further reported that a large part of each worker's day is occupied by work and is individual's prime source of social standing, helps define who an individual is and affects individual's health mentally and physically. Bucheli et al., (2010) discovered that teachers' job gratification could be elucidated by a set of individual economic and socio-demographic features like age, sex, education, income and cultural background. Cohen and Aya (2010) indicated that gratification has been a primary factor for understanding work-related involvement and commitment. They added that absence of organizational commitment has been explained for employee absence to work, reduced effort, frustration and readiness to change environment. Nyagaya (2015) pointed out that factors influencing teachers' job gratification among secondary schools in South Africa, the variables that arose from these studies were features relating to working conditions, interpersonal relations with school head, learners and colleagues, capacity building, styles of management and community participation. Factors affecting teachers' job gratification among covered a broad range including intrinsic and extrinsic factors.

Physical School Surrounding and Teachers' Job Gratification

Physical school surrounding is a prime factor that promote teachers' job gratification, it constitutes elements that influence the teaching-learning process within the school. They embrace classrooms, laboratory, technical workshops, library among others factors that can influence teaching-learning process. An excellent learning surroundings positively influence academic achievement and conduct of students, which in turn contribute to teachers' job gratification. (Ajayi 2001). Okoza, Aluede and Akpaidda (2012) explained that learning and teaching surroundings ought to serve functions like; communication, information, production, collaboration, management and support physical surroundings of school since it is expected to have different effects on teachers, students and learning process that may meaningfully contribute to the gratification of teachers. Aspects of school physical surrounding like; inadequate lighting, noise, and unpredictable temperatures negative impact on teaching and learning (Frazier, 2002). Nadeem, (2011) discovered that physical school surrounding factors like conditions of school buildings, inadequate library and laboratory facility and working environment were found to be some of the factors that affected the performance of teachers.

Lambert, Hogan, and Barton, (2001) revealed that physical school surroundings are important determinant of teachers' job gratification. Huges, (2007) discovered that physical school surroundings affect the attitude of employees and increases their performance. Abdulla, Djebarni, and Mellahi, (2010) established that physical school surroundings represent the direct job environment that covers skills obligatory to perform a job, expert, autonomy, relationship with supervisors and colleagues and other working conditions. Chandrasekar, (2011) stated that physical school surroundings are key factor in the employee's workplace environment that influence greatly on their level of incentive and performance. Sajida, et al., (2017) discovered the influence of inducements at workplace and physical school surroundings have a positive impact on employee's performance. Plunkett and Dyson (2011) reported that salaries, working conditions and school physical environment, play a serious role in determining qualified teachers' retention. Studies shows that secure school environment is prime factors that can enhance teacher effectiveness, commitment to school and promote their gratification. Inadequate amenities affect the general performance of the institutions. Satisfactory facilities encourage academic achievement and reinforce overall institutional performance. Academic achievement is negatively affected by the school physical environmental factors like unattractive and old school buildings, cracked classroom walls and floors, lack of toilets, lack of desks and benches, lack of transport facility, lack of drinking water, lack of power supply, lack of playgrounds, lack of sufficient classrooms, lack of educational technology and lack of first aids facility negatively affect academic achievement of the institutions (Hussain, Ahmad, Ahmad, Suleman, Din & Khalid, 2012). Physical environment is characterised by inadequate facilities and crowded classrooms (Adeyemi, 2007). Bessel, Dicks and Kepner (2013) argue that an individual should be provided with supporting environment to perform and produce the desired results. An instrument of success in any school is the teachers who requires the physical, psychological, economic and social comfort. Muinde, (2013) pointed out that a signs of fading conditions in any organization is little motivation and gratification. It can escalate to to strikes, absenteeism and employee's turnover.

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Classroom Surrounding and Teachers' Job Gratification

Overcrowded classroom surroundings make it problematic for students to concentrate on their learning and inescapably limit duration of learning thus affecting teachers' performance. In overall, teaching is actually challenging in schools where large number of students are under-performing and teachers are alleged responsible to increase the standard, which in return upsurges job stress. Emotional features which may arise from facing the daily challenges and has prime influence on teachers' job gratification is burnout and stress (Giacometti, 2005). Ondo State, Adeyemi (2007) reported that classrooms in some schools were inadequate in terms of space, decency, ventilation and also insulation from heat. The author further noted that incinerators and urinals were not suitably placed, and poor maintenance of school plant. Lamenting that the amalgamation of these deficiencies established a major gap in the worth of learning atmosphere. In Kenya, Majanga, Nasongo and Sylvia (2010) in their study found that Free Primary Education (FPE) established improved class sizes, teachers' shortage, teachers' workload and inadequate teacher's motivation. The authors further discovered that teachers were disheartened with workload, many lessons, students and work longer hours. Sirima and Poipoi (2010) also reported that public secondary school teachers with high levels of gratification tend to express grate social and psychological environment in classrooms which influence high productivity and willingness to stay longer. Juma (2011) correlated performance in examinations with teaching and learning resources in schools and discovered that students with inadequate background performs poorly in examinations as a result of the areas where schools are seriously deprived of vital amenities like classrooms, an attitude of helplessness may be taught early into children making them feel that being in school is a waste of time.

Working Surrounding and Teachers' Job Gratification

Adeyemi (2007) reported that fraction of private institution adopts an advanced level of application of work environment and job performance approaches in schools' administration than public schools. Nakpodia (2011) stated that teachers job performance or gratification is a function of the overall aura of working environment thus, making work environment statistically connected to job performance. Ajayi, (2001) revealed that there was significant association between working environment and job performance of academic staff in universities. Amusa et al, (2013), discovered a positive link between work environment and job performance of non-academic staff. National Science Board (NSB) (2008) studied elementary and secondary level of education and reported that work environment is intensely allied with teacher commitment to profession. Irrespective of what they imparted, teachers who worked in positive school surrounding are more likely to consider teaching life time career and to consider they would pick the profession again.

Statement of Problem

Studies shows that secondary school teachers are faced a number of plight which impact on their job gratification. This is deepened by overcrowded classes, working surroundings, increase in workload, inadequate desks for students, low staff and students' ratio to mention but a few. It has also been alleged that public secondary school teachers were unpleasant as a result of high rate of absenteeism. This indicated that the teachers engage themselves in other businesses outside the school than teaching. Some teachers are seen in school for few hours and then sneaked away. It therefore becomes imperative for the researcher to examine if physical school surroundings will influence teachers' job gratification particularly in public secondary schools in Delta State.

Purpose of the Study

The purpose of this study is to examine physical school surroundings and teachers' job gratification public secondary schools in Delta State, with specific aim of;

1. examining the relationship between physical school surroundings and teachers' job gratification.
2. investigating the relationship between classroom surroundings and teachers' job gratification.
3. assessing the relationship between working surroundings and teachers' job gratification.

Research Questions

The following research questions were raised;

1. What is the relationship between physical school surroundings and teachers' job gratification?

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2. What is the relationship between classroom surroundings and teachers' job gratification?
3. What is the relationship between working surroundings and teachers' job gratification?

Hypotheses

1. There is no significant relationship between physical school surroundings and teachers' job gratification.
2. There is no significant relationship between classroom surroundings and teachers' job gratification.
3. There is no significant relationship between working surroundings and teachers' job gratification.

2. METHOD

The study is a correlational survey adopting the ex-post-facto design. The population of the study was 452 public secondary school principals in Delta State. A sample of 226 respondents were sampled using stratified sampling technique. The sample represents 50% of the entire population. Instrument titled "Physical School Surroundings and Teachers' Job Gratification Questionnaire (PSSTJQ)" which was self-developed was used obtain information from the respondents. The instrument was validated through face and content validity, subsequently the instrument was exposed to split half reliability test using 30 principals who were not used from the main study. The scores were correlated using the Pearson Product Moment Correlation Statistics and a co-efficient of 0.79, was obtained. Data gathered were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson r was used to test the hypotheses at 0.05 level of significance.

3. PRESENTATION OF RESULTS

Research Question 1: What is the relationship between physical school surroundings and teachers' job gratification?

Table 1: Mean scores and standard deviation analysis on relationship between physical school surroundings and teachers' job gratification (N=226)

Variables	Mean	SD	r	r ²
Physical School Surroundings	64.62	6.68	.196	.038
Teachers Job Gratification	19.00	5.23		

Result in Table 1 shows mean scores and standard deviation analysis on relationship between physical school surroundings and teachers' job gratification. The result revealed physical school surroundings with a mean score of 64.62, SD=6.68 and teachers' job gratification with a mean score of 19.00, SD=5.23. The relationship between the two variables is $r = .196$ which shows a positive relationship. r^2 of .038 shows that physical school surroundings predict teachers' job gratification by 38%.

Research Question 2: What is the relationship between classroom surroundings and teachers' job gratification?

Table 2: Mean scores and standard deviation analysis on relationship between classroom surroundings and teachers' job gratification (N=226)

Variables	Mean	SD	r	r ²
Classroom Surroundings	34.44	4.53	.204	.042
Teachers Job Gratification	19.00	5.23		

Result in Table 2 shows mean scores and standard deviation analysis on relationship between classroom surroundings and teachers' job gratification. The result revealed classroom surroundings with a mean score of 34.44, SD=4.53 and teachers' job gratification with a mean score of 19.00, SD=5.23. The relationship between the two variables is $r = .204$ which shows a positive relationship. r^2 of .042 shows that classroom surroundings predict teachers' job gratification by 42%.

Research Question 3: What is the relationship between working surroundings and teachers’ job gratification?

Table 3: Mean scores and standard deviation analysis on relationship between working surroundings and teachers’ job gratification (N=226)

Variables	Mean	SD	r	r ²
Working Surroundings	30.17	4.62	.295	.087
Teachers Job Gratification	19.00	5.23		

Result in Table 3 shows mean scores and standard deviation analysis on relationship between working surroundings and teachers’ job gratification. The result revealed working surroundings with a mean score of 30.17, SD=4.62 and teachers’ job gratification with a mean score of 19.00, SD=5.23. The relationship between the two variables is $r = .295$ which shows a positive relationship. r^2 of .087 shows that working surroundings predict teachers’ job gratification by 87%.

Hypothesis 1: There is no significant relationship between physical school surroundings and teachers’ job gratification.

Table 4: Pearson r on relationship between physical school surroundings and teachers’ job gratification

		Teachers Job Gratification	physical School Surroundings
Pearson Correlation	Teachers Job Gratification	1.000	.196
	physical School Surroundings	.196	1.000
Sig. (2-tailed)	Teachers Job Gratification	.	.057
	physical School Surroundings	.057	.
N	Teachers Job Gratification	226	226
	physical School Surroundings	226	226

*Significant at 0.05

Result in Table 4 shows Pearson r on relationship between physical school surroundings and teachers’ job gratification. The result revealed a significant relationship between physical school surroundings and teachers’ job gratification with $r=.196$ and significance $p=.057$. Thus, there is a significant relationship between physical school surroundings and teachers’ job gratification in public secondary schools in Delta State.

Hypothesis 2: There is no significant relationship between classroom surroundings and teachers’ job gratification.

Table 5: Pearson r on relationship between classroom surroundings and teachers’ job gratification

		Teachers Job Gratification	Classroom Surroundings
Pearson Correlation	Teachers Job Gratification	1.000	.204
	Classroom Surroundings	.204	1.000
Sig. (2-tailed)	Teachers Job Gratification	.	.055
	Classroom Surroundings	.055	.
N	Teachers Job Gratification	226	226
	Classroom Surroundings	226	226

*Significant at 0.05

Result in Table 5 shows Pearson r on relationship between classroom surroundings and teachers’ job gratification. The result revealed a significant relationship between classroom surroundings and teachers’ job gratification with $r=.204$ and significance $p=.055$. Thus, there is a significant relationship between classroom surroundings and teachers’ job gratification in public secondary schools in Delta State.

Hypothesis 3: There is no significant relationship between working surroundings and teachers' job gratification.

Table 6: Pearson r on relationship between working surroundings and teachers' job gratification

		Teachers Job Gratification	Working Surroundings
Pearson Correlation	Teachers Job Gratification	1.000	.295
	Working Surroundings	.295	1.000
Sig. (2-tailed)	Teachers Job Gratification	.	.028
	Working Surroundings	.028	.
N	Teachers Job Gratification	226	226
	Working Surroundings	226	226

*Significant at 0.05

Result in Table 6 shows Pearson r on relationship between working surroundings and teachers' job gratification. The result revealed a significant relationship between working surroundings and teachers' job gratification with $r=.295$ and significance $p=.028$. Thus, there is a significant relationship between working surroundings and teachers' job gratification in public secondary schools in Delta State.

4. DISCUSSION OF RESULTS

Finding shows that there is a significant relationship between physical school surroundings and teachers' job gratification in public secondary schools in Delta State. This finding supports Ajayi (2001) who discovered that excellent learning surroundings positively influence academic achievement and conduct of students, which in turn contribute to teachers' job gratification. Okoza, Aluede and Akpaida (2012) who explained that learning and teaching surroundings ought to serve functions like; communication, information, production, collaboration, management and support physical surroundings of school since it is expected to have different effects on teachers, students and learning process that may meaningfully contribute to the gratification of teachers. Lambert, Hogan, and Barton, (2001) who revealed that physical school surroundings are important determinant of teachers' job gratification. Huges, (2007) who discovered that physical school surroundings affect the attitude of employees and increases their performance. Abdulla, Djebarni, and Mellahi, (2010) who established that physical school surroundings represent the direct job environment that covers skills obligatory to perform a job, expert, autonomy, relationship with supervisors and colleagues and other working conditions. Chandrasekar, (2011) who revealed that physical school surroundings are key factor in the employee's workplace environment that influence greatly on their level of incentive and performance. Sajida, et al., (2017) discovered the influence of inducements at workplace and physical school surroundings have a positive impact on employee's performance.

Finding shows that there is a significant relationship between classroom surroundings and teachers' job gratification in public secondary schools in Delta State. This finding concurs with Majanga, Nasongo and Sylvia (2010) who found that Free Primary Education (FPE) established improved class sizes, teachers' shortage, teachers' workload and inadequate teacher's motivation. The authors further discovered that teachers were disheartened with workload, many lessons, students and work longer hours. Sirima and Poipoi (2010) who reported that public secondary school teachers with high levels of gratification tend to express grate social and psychological environment in classrooms which influence high productivity and willingness to stay longer.

Finding shows that there is a significant relationship between working surroundings and teachers' job gratification in public secondary schools in Delta State. This finding is in agreement with Nakpodia (2011) who discovered that teachers job performance or gratification is a function of the overall aura of working environment thus, making work environment statistically connected to job performance. Ajayi, (2001) who revealed that there was significant association between working environment and job performance of academic staff in universities. Amusa et al, (2013), who discovered a

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positive link between work environment and job performance of non-academic staff. National Science Board (NSB) (2008) who studied elementary and secondary level of education and reported that work environment is intensely allied with teacher commitment to profession.

5. CONCLUSION

Conclusively, physical school, classroom and working surroundings were significantly related to teachers' job gratification in public secondary schools in Delta State.

6. RECOMMENDATIONS

The following recommendations were outlined from the findings;

1. Government of Delta State through ministry of education should make physical school surroundings beautiful and welcoming such that teachers will wish to be in school daily.
2. Government of Delta State through ministry of education should build more classrooms such that students will not crowd in a classroom. This will give the teacher access to move round the class while lesson is ongoing.
3. Other working surroundings such as staffroom, laboratory and library should be attractive and spacious such that it could enhance teachers' job gratification.

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