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Psychological Correlates Of Job Satisfaction Among Selected Secondary School Counselors In Ogun State, Nigeria.

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INTRODUCTION The importance of counselors in Nigeria can be vividly seen in the emphasis laid on it in the national policy on Education (2004) of the Federal Government. The policy further enumerated the aims of counseling education which among others include the provision of trained manpower in guidance and counseling. This is also to provide knowledge and vocational skills, the necessary training for the production of craftsmen, technicians and other skilled personnel who would be enterprising and self-reliant (NPE, 2004). However, it is no gain saying that the successful realization of these objectives depend largely on the policy implements, of which school counselors constitute the bulk. Hence, the assertion of Evans (1998) that “the heart of Nigeria’s educational system is the teacher (counselor) whether at primary, secondary or university level; teacher (counselor) is and would continue to be both the major indicator as well as the major determinant of quality education”. Bolarinwa (2002) in a bid to affirm the importance of teacher (counselor) in the educational policy declared that “the teacher (counselor) is the spark that fixed the whole development process, the key man in the drive to progress. In spite of the key position occupied by counselors in the society as attested to by these renowned educationalists, it is unfortunate that school counselors are not accorded right recognition in Nigeria. Furthermore, the school counselors have always been saddled with more of teaching jobs hence they have always been very difficult to find and retain. This high rate of turnover of the few qualified school counselors is not unconnected with their non satisfaction with the teaching/counseling profession. However, the services of the school counselors are indispensable since they influence in no small measure the guidance lives and standard of the society as well as the nation’s future. It is therefore necessary to research into job satisfaction among the school counselors in an attempt to find some solution to the turnover rate. Job satisfaction according to Evans (1998) is a consequence of performance rather than a cause of it and represents the difference job facets. He went further to list the job satisfaction facets, which include the work itself, pay and benefits promotional opportunities, supervision, co-workers, the organization and its management and the working conditions. Since satisfaction has been as a significant influence on the productive efficiency of an organization, it is therefore important to investigate the level of job satisfaction among the school counselors in an attempt to resolve the issue of determining the School Counselors’ level of satisfaction and thus their level of commitment to the effective realization of the national policy on education in their areas of specialization.

PURPOSE OF STUDY The purpose of the study is to give school counselors in Ogun State Secondary Schools an opportunity to express their opinions about their work as counselors with a view to assessing their level of job satisfaction. It has been observed that the rate of counselors’ turnover is high. The need therefore arises to find out the problems encouraging the turnover in the bid to reduce or eradicate the phenomena especially now that there is need for more school counselors to handle the guidance roles in the school curriculum.

RESEARCH QUESTIONS The study was designed to answer the following questions:

1. How satisfied are the school counselors with their students, colleagues and their relationship with

their principals?

2. How satisfied are the school counselors with their working conditions?

3. How satisfied are they with the learning resources in their respective schools?

4. How satisfied are the school counselors with their involvement in the school organizations and management?

METHODOLOGY The study was carried out in 16 of the 20 existing local government areas in Ogun State. Three schools were selected through the stratified random sampling in each of the selected local government areas while four respondents were considered in each of the selected schools. The investigator developed a questionnaire – Job Satisfaction Questionnaire for School Counselors (J.S.Q.S.C.), which consisted of 24 items designed to collect information from the counselors in the selected secondary schools on job satisfaction. Copies of these questionnaires were sent to four lecturers in the Faculty of Education, Obafemi Awolowo University, Ile-Ife and other six experienced teachers in the Secondary Schools. The validation of the questionnaire by research experts in University of Education in Ijebu Ode in terms of content and relevance yielded the eighteen (18) questions relating to job satisfaction which formed the final questionnaire. A test-retest reliability of the J.S.Q.S.C. gave a coefficient of 0.63. A total of 192 questionnaires were determined by the researcher, out of which 142 (74%) were collected from the respondents. A further breakdown of the samples shows 124 male and 19 female respondents.

SCORING OF INSTRUMENT The scoring of the instrument (Job Satisfaction Questionnaire for School Counselors – J.S.Q.S.C.) was based on the Likert scale technique. The responses were scored on a 4 point scale. Very satisfied and strongly agree (4 points), fairly satisfied and agree (3 points), fairly dissatisfied and disagree (2 points), very dissatisfied and seriously disagree (1 point). The data were further converted to percentages to show the importance of the tested variables, and the tabulated forms were also analyzed for an in depth description and evaluation of the variables.

RESULTS AND DISCUSSION Tables I to IV present the descriptive information designed to answer the four primary research questions of the study.

Table I School Counselors' Responses on the Level of Satisfaction with their Working Conditions.

ITEMS	Levels of Satisfaction							
	V.S	%	F.S	%	F.D	%	V.D	%
Satisfaction with counseling time	60	50.8	48	40.7	8	6.8	2	1.7
Satisfaction with the given authority and	84	66.4	39	30.7	2	1.6	2	1.6

encouragement to do the job well								
Satisfaction with the amount of work recognized by the community people	36	34.6	48	46.2	16	15.4	4	3.8
Satisfaction with the counseling profession when compared with other professions	12	12.6	57	60	22	23.2	4	4.2
Satisfaction with regular provision of in-service training	44	42.3	42	40.4	12	11.5	6	5.8
Satisfaction with pay	4	4.9	48	57.8	24	28.9	7	8.4

As presented in Table 1, 50.8% of the respondents were very satisfied with their counseling time, 66.1% with the authority and the encouragement given to them, and 42.3% with the regular provision of in-service training. Furthermore, 46.2% of the respondents were fairly satisfied with the amount of work recognition given by the community people, 51.9% with the teaching management board, 57.8% with their pay and 60% with the counseling profession when compared with other professions. However 3.8%, 8.4% and 4.2% of them were very dissatisfied with the stated items respectively. The table reveals the counselors' high satisfaction with their counseling time, encouragement by the school authority and regular provision of in-services training. This is very encouraging and very positive to the resourcefulness of the school counselors. Moreover, it shows the fair satisfaction of the respondents with the work recognition accorded them by the community, teaching management board, pay and the counseling profession when compared with other professions. This is also an improvement in the level of recognition accorded the counselors in the society.

Table II Level of Satisfaction of the School Counselors with Their Students, Colleagues and Principals.

ITEM	V.S	%	F.S	%	F.D	%	V.D	%

Satisfaction with Students	52	41.9	72	58.11	0	0	0	0
Satisfaction with other teachers in the School	88	65.7	42	31.3	4	3.0	0	0
Satisfaction with the degree of cordiality between the counselors and principals	72	58.1	48	38.7	4	3.2	0	0

Table II shows that 65.7% of the respondents were satisfied with other teachers in the school and 58.1% with the degree of cordiality between them and their principals while 58.1% were fairly satisfied with their students. However none was very dissatisfied with all the items. The table reveals that the respondents are very satisfied with their colleagues and school principals. The situation is very encouraging and would definitely enhance the resourceful participation of the school counselors in the effective realization of the national Education Policy in Ogun State Secondary Schools. The results are also in line with Bolarinwa (2002) finding that “the environment in terms of company policies, attitude to people, philosophy of management, attitude to place and change will tend to provide or deny job satisfaction”. However, the finding that a greater number of the school counselors are fairly satisfied with the students is not surprising because of the low recognition accorded the counselors’ services by the students and their parents. This is confirmed by Makinde & Oluwatimilehin (1998) study nature of the existing library facilities in most schools could be responsible for the high response to the low agreement with the availability of the library facilities.

Table III Responses on the Involvement of School Counselors in the School Organization and Management.

ITEM	Responses							
	S.A	%	A	%	D	%	S.D	%
School Counselors have sufficient freedom to plan their	40	38.1	48	45.7	14	13.3	3	2.4

work as they like								
School Counselors usually participate in the administration and running of the school	32	33.3	39	40.7	20	20.8	5	5.2
School Counselors are given a sense of belonging in the school activities	36	32.4	66	59.5	8	7.2	1	0.9

Table III gives the responses of the School Counselors to the level of their involvement in the schools' organization and management. It shows that 38.1% of the respondents seriously agreed that they have sufficient freedom to plan traction and 32.4% with the given service of belonging in the schools. However, higher percentages of 45.7%, 40.7% and 59.5% only agreed, while 2.4%, 5.2%, 0.9% seriously disagreed with the items in the stated order which revealed that the middle and high income level parents were not encouraging their children to take up career in the helping professions education because this does not prepare students for the kind of "noble" professions (Medicine, Pharmacy, Engineering, etc) which they like to choose for their children. Thus making the students uninterested, unserious and disturbing in the class.

Table IV School Counselors' Responses of Learning Resources in the Schools

ITEMS	V.S	%	F.S	%	F.D	%	V.D	%
Readily available library in the school	32	35.2	39	42.8	14	15.4	6	6.6
Adequate provision of counseling materials and other instructional resources	44	41.5	39	36.8	22	20.8	1	0.9

in the school									
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On the contrary of learning resources in the schools, Table IV shows that 41.5% of the respondents seriously agreed that there is adequate provision of counseling materials and other instructional resources in the school, while 0.9% of them seriously disagreed with the adequacy. Only 35.2% of the respondents seriously agreed that library facilities are available in the schools, while 42.8% agreed and 6.6% seriously disagree with the availability of library facilities in the schools. The favourable responses towards the adequacy of counseling materials and other instructional resources in the schools confirm the distribution and use of the counseling materials distributed to the schools by the government. However, the non-availability of books and the substandard. The positive reactions of the School counselors to their involvement in the school's organization and management are very encouraging. An example of detailed steps towards attaining job satisfaction is the identification of counselors with schools programme objectives, thereby building a sense of pride, effective communications, joint consultation, encouragement and appraisal of individual endeavours.

CONCLUSION Based on the findings of the study, the following conclusions were drawn. It was revealed that satisfaction with counseling time, job, encouragement and provision of in-service training were highly rated while satisfaction with pay was rated low. In items relating to level of satisfaction with colleagues and students, the study revealed the highest rating for colleagues while the satisfaction with students was rated low. Furthermore, the school counselors' satisfaction with the provision of counseling materials was highly rated while availability of library facilities was rated with low satisfaction. Attention should be given to some needy areas of the entire situation as stated below. The counseling management board should be made to give work recognition to the counseling profession by increasing in service training, seminars, workshops and giving adequate promotions. Though the school counselors are fairly satisfied with their pay and promotional opportunities, this should be improved upon for deeper encouragement. Allowances should also be paid to them to compliment their services to their schools since they perform both theoretical, practical and maintenance services in the schools. Some even go further to assist their schools in producing some needed instructional materials. Adequate and well-equipped library facilities should be provided in all schools to broaden the knowledge and skills of both the counselors and the students. The assistance of the government and interested philanthropists in this regard is very necessary, now that books and the learning resources are difficult to procure because of the heavy financial implications.

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