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## JOB SATISFACTION AND WORK-FAMILY CONFLICT AS PREDICTORS OF JOB ABSENTEEISM AMONG SENIOR SECONDARY SCHOOL TEACHERS IN YOBE STATE, NIGERIA

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### Abstract

*This study investigated into job satisfaction and work family conflict as predictors of job absenteeism among senior secondary school teachers in Yobe State, Nigeria. Descriptive research design of ex-post-facto type was used for the study. The study has two objectives with two corresponding hypotheses. The population of the study comprises of all senior secondary school teachers in Yobe State with the total population of two thousand four hundred and ninety two (2492). Four hundred and twenty (420) respondents were selected for the study. The respondents were measured with relevant standardized scale (instruments) with reliability coefficients of .73 and .70 respectively. The data obtained was analyzed using Pearson Product Moment Correlation (PPMC) of statistical analysis. The two research hypotheses formulated were tested at 0.05 level of significance. The result showed that there was significant relationship between job satisfaction and job absenteeism among senior secondary school teachers ( $r = -.853$ ;  $p < 0.05$ ), and there was significant relationship between work-family conflict and job absenteeism among senior secondary school teachers ( $r = -.710$ ;  $p < 0.05$ ). In view of these findings, the study recommended that, federal and state government should endeavour to provide enabling environment for the staff in the schools, so as to reduce the level of teachers' absenteeism; school management also should motivate their teacher and give attractive welfare packages to enhance their job satisfaction. Similarly, school counsellors should intensify their effort to organize seminars/conferences to enlighten teachers with the problem of work-family conflict so as to harmonize cordial relationship with their families.*

**Keywords:** Job Satisfaction, Work Family-Conflict and Job Absenteeism

## Introduction

Education is generally accepted as the most feasible tool for viable human progress. Similarly, it is a crucial tool for augmenting economic growth for domestic and national development. Education is seen as the keystone of progress in every aspect of human endeavours. It serves as the foundation for literacy, skill acquisition, technological advancement as well as the ability to harness the natural resources of the state (Muraina & Oderinde, 2014). In recognition of the enormous value of education, the federal government of Nigeria has implemented education as an instrument par excellence for realizing national development and progress. Therefore, education is viewed as an instrument for building a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation and a great and dynamic economy (National Policy on Education, 2013). Despite the fact that education was considered as backbone for development, the present provision of education is completely underprovided and therefore it must be made more relevant, qualitatively improved and comprehensively available (UNESCO, 1990).

Therefore, in order to accomplish the national objectives on education, secondary schools are expected to make available quality guidelines that will be concerned with inculcating morals of respect for the worth and dignity of individuals; ability to make rational decisions; moral and spiritual values in interpersonal relationship and shared responsibility for the common good of society, among others (NPE, 2013). The value of education of any country, to a very large extent, defines the progress status of that particular country (Oluwatoyin, Muraina & Muraina, 2013; Amao, Olashinde-Giwa, Muraina, & Muraina, 2012).

Education can also be viewed as the heartbeat of any country. As a man nurtures his heart to be alive, a nation must also furnish her educational system to keep it 'alive' technologically, economically, politically, socially and to ensure quality products (Muraina & Oderinde, 2014). The issue of excellence in the educational system has been getting a great deal of attention from the society in present times. Parents as well as the entire society have been appealing for quality education (Nwogbo, 2007). The request for quality in education is not out of place bearing in mind the huge amount of money that goes into the system. Madumere Obike (2003) was of the opinion that education consumes a lot of public revenue. Therefore, it is important to note that those who manage schools should be accountable to the stakeholders. The quality of the products of education is part of that accountability.

In school setting, teacher serves as the most important catalyst toward curriculum implementation (Aweh, 2004). Becki (1983) opined that, for any nation to be successfully attain its educational aspiration; it has to consider the quality and inputs of its teachers. Globally, teachers are recognized as critical stakeholders in the delivery of quality education at all levels of education (Oluwatoyin, Muraina & Muraina, 2013; Amao, Olashinde-Giwa, Muraina, & Muraina, 2012). In all corner of education, teachers are required to always have productive work in the learning process which functions as the most important factor among other factors in the schools, these functions include to plan, implement, and control every activity to achieve school goals and objectives. However, despite the emphasis on the significance of education and the huge investments in the education sector by the government, teachers' job absenteeism has been a source of concern for many years past.

For many years past, teaching industry has writhed with the problem of teachers' absenteeism at the place of work. In fact, absenteeism and staff turnover are the two most frequent outcomes studied in organizational research (Long & Ormsby, 2001). Conflicting evidence exists about the effects job satisfaction and work-family conflicts toward teachers' absenteeism. For instance, some studies have indicated that school climate and infrastructure, long working hours and heavy workloads, work-family conflicts, family-work conflicts, marital satisfaction, job demand, social support, psychological well-being, gender and age directly affect job absenteeism (Muraina & Oderinde, 2014; Ajala, 2017; Dyah, Hazalifah & Nurul-Ain 2018). Teacher job absenteeism often means that, the learners would have lost a lot of opportunities to learn. Furthermore, teacher absences disrupt the routines and relationships which support the learning process (Oluwatoyin, Muraina & Muraina, 2013; Amao, Olashinde-Giwa, Muraina, & Muraina, 2012). Moreover, teachers' job absenteeism has long been considered a significant and pervasive problem in school.

Job satisfaction is defined as positive attitudes and feelings towards one occupation (Dyah, Hazalifah & Nurul-Ain 2018). Anderson, Coffey and Byerly (2002) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's work or work experience. Anderson, Coffey and Byerly assume that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) imitates Anderson, Coffey and Byerly (2002) by defining job satisfaction as a collection of feelings that worker holds towards his or her work. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it (Effiong & Erukoha, 2004). Thus job satisfaction is a result of the overall reaction towards a job. These perhaps explained that, Individuals with high level of job satisfaction have positive attitudes and feelings towards their work whereas individuals who feel dissatisfied with their work have negative attitudes and feelings towards their work.

Job satisfaction can also be seen within the comprehensive context of the range of issues which affect an individual's experience of work, or their quality of working life (Michaelowa, 2002). Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions. Job satisfaction affect teachers absenteeism at the place of work in one way or the other depending on the situation, because when an individual is satisfied with his work he or she must put more effort for the success of that occupation, that is to say he or she is committed to the job. However, it is not clear whether poor job satisfaction leads to job absenteeism, and also whether favourable working conditions leads to greater job satisfaction. Some investigators argue that job satisfaction casually precedes job absenteeism whereas others have viewed job absenteeism to precede job satisfaction (Dyah, Hazalifah & Nurul-Ain 2018). In addition, a recent study by Muraina and Oderinde (2014) found that teachers' absenteeism is significantly correlated with gender, school climate and job satisfaction and also their study revealed that the independent variables when pulled together have significant contribution to teachers' absenteeism.

Moreover, many variables might also be used to predict job absenteeism; illness of

oneself or other family member, personal family problems, drugs and alcoholism, condition of service, and organizational policies among others as Obiero, Mwebi and Nyang'ara, (2017) depict that the most common reason as to why teachers could be absent from school was illness of self or family member, followed by bereavement/funerals, official duties, further studies and personal or family matters other than sickness.

Work–family conflict ensues when there are unharmonious demands between the work and family roles of an individual that makes participation in both roles more challenging (Ding, Yang, Su, Zhang, Li & Li, 2018). Work and family are thought to be two extremely important aspects of adult life (Zhao, Qu, & Ghiselli, 2011). Accordingly, the conflict takes place at the work–life interface. Conflict between work and family is imperative for organizations and individuals because it is link to negative consequences. For example, conflict between work and family is associated with increased in occupational burnout and job stress, and decreased health, organizational commitment and job performance (Netemeyer, Boles, & Mcmurrian, 1996).

However, work-family conflict can lead to adverse effects on one's relationship with his or her partner. It is "an individual difference characteristic referring to self-imposed demands, compulsive overworking, an inability to regulate work habits, and an over indulgence in work to the exclusion of most other life activities" (Robinson, 2005). Work-family conflict can affect a person's private life since it includes exclusion of other activities including spending time with spouses which is significant to any healthy, happy relationship. When there is a strain on a relationship due to a partner's work holism, both partners can become stressed and less supportive of one another resulting in negative behavior (Carnicer, Sanches, Perez, & Jimenez, 2004). Individuals, who work a lot to the point of interference with the rest of his or her life, tend to perceive their family as having less of a strong communication background. These individuals also perceive their families as having family roles that are not as clearly defined as they would like them to be.

Work holism is not the only dynamic that can be a factor in work–family conflicts. Family alone demands enough from an individual, but in this new millennium where more than one individual or spouse is working to support a family, the demands of upholding family life and maintaining a career or job are immense (Erdamar & Demirel, 2014).

Work-family conflict indeed is one of the factors that lead to job absenteeism because an individual family always need their time and the work also need time for better accomplishment, job absenteeism becomes a negative to the work-family conflict because any committed teachers family will gain his or her little time which can serve as a means of conflict between them. This is to say that by been committed with teaching job the teachers will suffer from negative relationship with their families (Ford, Heinen, & Langkamer, 2007). Teachers have been shown to have an important influence on teaching effectiveness and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Erdamar & Demirel, 2014). As such, both teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired results in

the course of his duty as a teacher (Greenhaus, & Beutell, 1985). Therefore, in order to fill gaps in the previous studies and add more to the existing literature the present study investigated the job satisfaction and work-family conflict as predictors of job absenteeism among senior secondary school teachers in Yobe State, Nigeria.

### **Objectives of the Study**

The objectives of the study were to:

1. Find out the relationship between job satisfaction and job absenteeism of secondary school teachers in Yobe State.
2. Determine the relationship between work-family conflict and job absenteeism of secondary school teachers in Yobe State.

### **Research Hypotheses**

**Hypothesis 1:** There is no significant relationship between job satisfaction and job absenteeism of secondary school teachers in Yobe State.

**Hypothesis 2:** There is no significant relationship between work-family conflict and job absenteeism of secondary school teachers in Yobe State.

### **Methodology**

In this research work, a descriptive survey research design of ex-post-facto type was used for the study. The target population comprises of all senior secondary school teachers in Yobe State, with the total population of two thousand four hundred and ninety two (2,492) (YSTSB, 2020). Multi-stage sampling technique was used for the study. The first stage involves dividing the state into three (3) Senatorial zones. The second stage witnessed the selection of three senior secondary schools from each senatorial zone through lottery method. The third stage witnessed selection of seventy (70) teachers through simple random sampling technique. On the whole, four hundred and twenty (420) senior secondary school teachers were selected. These consist of both male and female and cut across different departments in the schools.

### **Instrument for Data Collection**

#### **Job Satisfaction Scale (JSS)**

Job satisfaction scale developed by Worrell (2004) was used as a measure of job satisfaction of the teachers. The instrument has ten (10) items with reliability coefficient of .73. The responses was anchored based on five points which are Strongly Agree (5), Agree (4), Undecided, (3) Disagree (2) and Strongly Disagree (1).

#### **Work-Family Conflict Scale (WFCS)**

Work family conflict was measured by a scale developed by Carlson, Kacmar, and Williams (2000) which consists of twelve (18) items. The sample items include time-based work interference with family; time based family interference; strain-based work interference with family, strain-based family interference with work, behaviour based work interference with work and behaviour-based family interference with work. The instrument has alpha coefficient of .70 as reported by the authors.

### Job Absenteeism Scale (JAS)

Teacher absenteeism was measured by the total number of contact days missed during the school year for any reason. For this study, total absences were categorized into five levels: 0-5 absences coded = 1; 6-10 absences coded = 2; 11-20 absences coded = 3; 21-30 absences coded = 4; and 31 and above absences coded = 5.

The instruments were administered to the participants on the day approved by the school authorities for the exercise. The researchers were assisted by three (3) research assistants in the administration and collection of the instruments. In each of selected schools, the administration and collection of instruments were done on the same day of administration. The instrument was administered to the participants in their various schools by the researchers with the support of the research assistants. Out of four hundred and twenty (420) questionnaires distributed, only three hundred and seventy eight (378) were properly filled, returned and used in the data analysis. The data collected were analyzed using Pearson Product Moment Correlation (PPMC) statistical analysis to establish the relationship among the variables.

### Result:

#### Testing Hypotheses

**Hypothesis 1:** There is no significant relationship between job satisfaction and job absenteeism of secondary school teachers in Yobe State.

**Table 1:** Correlational analysis between job satisfaction and job absenteeism among senior secondary school teachers in Yobe State

Variables	N	Mean	SD	r	r <sup>2</sup>	df	p-value	Remarks
Job Satisfaction	378	10.34	2.21	-.853	0.728	376	.000	Reject H <sub>01</sub>
Job Absenteeism	378	30.08	7.13					

Table 1 revealed the coefficient of correlation between job satisfaction and job absenteeism among senior secondary school teachers in Yobe State. The coefficient of correlation of  $-.853$  with degree of freedom 376 computed at level of significance 0.05. Since calculated level of significance  $.000$  is less than the p-value of  $.05$ , the null hypothesis is rejected. This indicates that there was a negative but significant relationship between job satisfaction and job absenteeism among senior secondary school teachers in Yobe State.

**Hypothesis 2:** There is no significant relationship between work family conflict and job absenteeism of secondary school teachers

**Table 2:** Correlational analysis between work-family conflict and job absenteeism among senior secondary school teachers in Yobe State

Variables	N	Mean	SD	R	r <sup>2</sup>	df	p-value	Remarks
Work-Family	378	14.45	2.67	-.710	0.504	376	.000	Reject H <sub>02</sub>
Conflict								
Job Absenteeism	378	30.08	7.13					

Table 2 revealed the coefficient of correlation between work-family conflict and job absenteeism among senior secondary school teachers in Yobe State. The coefficient of correlation of  $-.710$  with degree of freedom 376 computed at level of significance 0.05. Since calculated level of significance .000 is less than the p-value of .05, the null hypothesis is rejected. This indicates that there was a negative but significant relationship between work-family conflict and job absenteeism among senior secondary school teachers in Yobe State.

## **Discussion**

The result presented in table 1 reveals that there was significant relationship between job satisfaction and job absenteeism among senior secondary school teachers in Yobe State. The finding was in agreement with the previous findings of Muraina and Oderinde (2014); Ajala, (2017); Dyah, Hazalifah and Nurul-Ain (2018) that school climate and infrastructure, long working hours and heavy workloads, family-work conflicts, marital satisfaction, job demand, social support, psychological well-being, gender and age directly affect job absenteeism. Teacher job absenteeism often means that, the learners would have lost a lot of opportunities to learn. Furthermore, teacher absences disrupt the routines and relationships which support the learning process (Amao, Olashinde-Giwa, Muraina, & Muraina, 2012; Oluwatoyin, Muraina & Muraina, 2013). As such, teachers' job absenteeism has long been considered a significant and pervasive problem in industries and school. Moreover, the finding is also in line with the earlier study of Obiero, Mwebi and Nyang'ara, (2017) that the most common reason as to why teachers could be absent from school was illness of self or family member, followed by bereavement/funerals, official duties, further studies and personal or family matters other than sickness in that order.

The result in table 2 also reveals that there was significant relationship between work-family conflict and job absenteeism among senior secondary school teachers. The finding is in line with the previous finding of Ding, Yang, Su, Zhang, Li and Li (2018) that work-family conflict ensues when there are unharmonious demands between the work and family roles of an individual that makes participation in both roles more challenging. Similarly, Zhao, Qu, & Ghiselli, affirmed that (2011) work and family are thought to be two extremely important aspects of adult life. When there is a strain on a relationship due to a partner's work holism, both partners can become stressed and less supportive of one another resulting in negative behavior (Carnicer, Sanches, Perez, & Jimenez, 2004).

## **Conclusion**

Based on the findings of this study, untiring record of senior secondary school teachers' absenteeism due to job satisfaction and work-family conflict should not continue open-endedly. There is hope that with the improvement of job satisfaction and work-family conflict the situation can be changed for the better. The study discovered that job satisfaction influence significantly the teachers' job absenteeism in the school and also work-family conflict influence significantly the teachers' job absenteeism. As such, it is very crucial to improve job satisfaction and work-family conflict so as to eradicate the persistent occurrence of job absenteeism records.

## **Recommendations**

The study makes the following recommendations:

1. Federal, State and Local Government should endeavour to provide enabling environment for the staff in the schools, so as to reduce the level of teachers' absenteeism in the school.
2. School management also should motivate their teachers and give attractive welfare packages to enhance their job satisfaction, because their level of job satisfaction has significant influence on teachers' job absenteeism in the school.
3. School counsellors should intensify their effort to organize seminars/conferences to the teachers to deal with the problem of work-family conflict among teachers so as to harmonize cordial relationship between teachers and the families.



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