

EFFECTS OF OVER SCHOOLING ON SECONDARY SCHOOL MATHEMATICS TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE IN LAGOS STATE, NIGERIA

Adeniyi Comfort Olawumi^{1*}

Fashina Abiola Yetunde²

Abolarinde Tolulope Adebisi³

^{1, 2} University of Lagos, Nigeria

³ National Open University of Nigeria

*corresponding Email: cadeniyi@unilag.edu.ng

Citation: Adeniyi, C.O., Fashina, A.Y. & Abolarinde, T.A. (2020). Effects of over Schooling on Secondary School Mathematics Teachers' Job Satisfaction and Job Performance in Lagos State, Nigeria. *KIU Interdisciplinary Journal of Humanities and Social Sciences*, 1(3), 135-145

ABSTRACT

The study investigated the effects of over schooling on job satisfaction and job performance among secondary school teachers in Nigeria. Two hundred and twenty respondents were drawn purposively from secondary school Mathematics teachers in Lagos State. The instrument for data collection was a researcher – designed questionnaire with reliability coefficient of 0.89. The data collected were analyzed using ANOVA. The finding of the study showed a significant effect of over schooling on the secondary school teachers' job satisfaction and job performance. The study recommended among other that the government should make all efforts to make job available and staffing should be carried out according to the standing rule to avoid job mismatch

Keywords: Over schooling; Job satisfaction; Job Performance, job mismatch, motivation

INTRODUCTION

Over schooling can be describe as that condition whereby a level of education is found to be higher than the requirements needed by an employee to adequately perform specific tasks or duties. Leuven and Osterbeck (2011), perceived over schooling as “the differences between a worker’s attained or completed level of schooling and what is required for the job the employee holds. In other words, the educational level attained exceeds the required qualification to do his or her job. Therefore, over schooling can be regarded as the overburdening, overtasking or over tutoring of students with school – related activities which will give them no opportunity to be employed in the labour market. Over schooling can be explained in another way as a situation that an individual finds himself by occupying a

post in an organization that is lower to the post such person has been dreaming to occupy, when measured against the educational acquisition and training attained. This situation brings to one's understanding, that there is an optimum job level for each educational qualification, even those with excess schooling who finds themselves being underutilized when they finally get employed into a lower position due to scarcity of job (McGuinness, 2006; Brynin, 2002; Moutt, 2017).

Hence, teacher over schooling can be referred to that level of education that is higher than that required for a person to gain employment and perform duties related to teaching profession. In respect of teaching at the secondary schools, the minimal qualification to qualify anyone to teach was the National Certificate in Education (NCE) along the line the Nigerian Federal government decided to upgrade the minimum requirement to teach at secondary school level to Bachelor degree in Education or Bachelor degree in relevant subject plus Post graduate in Education (PGDE) . As many that would remain in the secondary school had to 'embark on the degree journey' or resign their appointment (Anyabolu, 2000; TRCN, 2004).

On the other hand, a new trend that was observed among the teachers in Nigeria was this urge to go beyond the level of Bachelor degree in education as their minimum qualification by taking the opportunity for higher qualification in education by acquiring Master or Doctorate Degree in Education. This trend brought in this experience of over schooling among the teachers which implies "excess education" above the required entry qualification into the teaching profession (Dolton & Vignoles, 2000). Looking at the characteristics of teachers in Nigerian secondary schools today, it could be observed that most of them are graduates with first degree in other fields like BSC. Mathematics, Physics, Chemistry or Biology but circumstances of job scarcity and dearth of teachers to teach these subjects brought them into the teaching profession. In order for these individuals to remain in the teaching service they are expected to undergo a Postgraduate Diploma in Education Programme in a University to qualify as a professional teacher. Some of the teachers on their own decided to go beyond first degree with the thought that acquiring higher qualification will make them to be more recognized by the authority to be promoted or given a higher post. Similar incidence is that of job mismatch, due to job scarcity many graduates were found taking up jobs that are lower to their qualifications (Etuk, 2012). This study therefore investigates the effects of over schooling on secondary school Mathematics Teachers' job satisfaction and job performance.

BACKGROUND LITERATURE

The cause of over schooling among developing countries like Nigeria can be attributed to the new trend in education that the school curriculum planners and developers are trying to introduce into the educational system. For instance, over schooling among Nigerian

teachers can be linked to the government's decision in the year 2004 to upgrade the minimal requirement for professional teachers to be permitted to teach at the secondary school level. This was necessary because of the new trend in education especially the introduction of high technology which require the teachers teaching at the secondary school to acquire a higher degree in education to fit into the secondary school system. Most teachers with National Certificate in Education who could not secure Bachelor degree in Education within the specified period were advised to resign their appointment (Dolton & Vignoles 2000). The rush for degree acquisition led many to go for Masters or Doctorate degree, because the government may come up someday and upgrade the minimum qualification, if the global advance changes would be complied with in the future.

Another contributing factor to over schooling has is the belief that higher education pave way for individual to invest in themselves having this hope of harvesting the gains of their investment in the nearest future after the competition of the higher degree to enable them acquire knowledge and skill.

Age factor is also responsible for over schooling which is common among young graduates. It is believed that higher educational level commands high job mobility. The incidence of over schooling is found to be more among the female graduates than the male who are over schooled (Ng, 2000). The civil service structure gives the understanding that graduates with first degree who start working in the civil service are the only people who have the opportunity to get to the highest rank of Directorate while those with lower education remain in the lower cadre till retirement (Etuk, 2012). This factor on its own, encourages graduates to stay more in school to acquire higher qualification so that they can occupy the higher post in the organization. It is also seen as a factor for economic gain for the higher educated graduates because their earning power will be higher than those with lower qualification. However, it is unfortunate that such aspiration and expectation may not usually work out because of job scarcity and economic downturn. Hence, people accept whatever job that comes across their ways and this eventually led to the process of over schooling. Etuk (2012), categorized over schooling of fresh Nigerian graduates into six groups which are as follows:

- First Category – This group comprises of those first-degree graduates who are employed according to the civil service regulation, to fill available vacancies that does not commensurate to their expected ranks when related to the salary they receive and qualification this, means that these graduates who are meant to be on grade level 08 accept to be on level 06. The observation was that these graduates hide their higher qualification in order to have a job due to job scarcity. The ulterior motives of these graduates is to gain entry into the service first then, after one or two years they will then tender the higher certificates for upgrading.

- Second Category- these are those graduates who had opportunity to be employed into tertiary educational organizations. Considering the working environment that encourage self – updating through part – time studies becomes an avenue for the employees to become over educated.
- Third Category- this involves those graduates who applied for in- service training having, the expectation that they would be upgraded to next level, unfortunately the certificate is only recognized but are made to remain in their previous position which leads to job mismatch.
- Fourth Category - This has to do with university graduates who were employed into those organizations with very low remunerations or welfare package for their workers. This situation remains so because of scarcity of job as a result of privatization that was advocated by the World Bank/ International Monetary Fund for the sake of globalization
- Fifth Category – People found in this group are those with excess education in the sense that they keep studying one course or the other after having had their first degree. These graduates are found to be going all around but having no focus on their dream or specific desire to excel in life and measure up to the social class of their counterparts.
- Sixth Category- This group often comprises of university lecturers starting from the senior lecturers because of the delay in getting their results of the publications for peer review. They are often found to be frustrated and disgusted because of their morale that has been brought so low or even depressed

Job satisfaction has ever remained a key factor among workers in organizations because it is the happiness, the worker derives in doing the expected tasks and completing it to meet the organization goals and objectives. That is, job satisfaction means the pleasure derived in an accomplishment. Chiu & Chen, (2005). explained this experience as a positive emotional state that emanates from the individual after appraising the experiences at work so far. It is therefore impertinent for the worker to look forward to experience happiness while at work place; the happiness found at place of work motivates this individual to express satisfaction.

The above explanation is also supported by (Choi, 2012) while considering the Cognitive aspect of job satisfaction, which he referred to as an objective and logical evaluation of a part of the job which may be the area of the salary or welfare package or a multidimensional that is two or more areas of the job that are being evaluated at the same time by the worker. This evaluation by the worker on the job are done to ascertain if any satisfaction is being derived by the worker. It is meant to gauge the level of satisfaction attained in different areas

of a job which are cognitive in relation to those objectives the individual had set in mind while comparing the job with other jobs (Becker, Antuar & Everett,2011).

The other aspect of the job being considered here is referred to as the Affective job satisfaction which is subjective in nature. These affective parts of the job are those emotional feelings the individual has which also reflects the level of pleasure or happiness the job generates within the worker. When this description is applied to job satisfaction it makes a worker to end up putting up a particular behaviour which could have positive or negative impact on the functioning of the organization. To buttress this point is to bring to picture the way teachers relates to students and other colleagues in a school setting, can strongly be influenced by their sense of satisfaction. While attempting to find meaning to job satisfaction, it cannot be described or explained in isolation without making mention of motivation. Motivation and job satisfaction though closely related yet, both of them mean different thing either in theory or practical.

The link that overs schooling shares with job satisfaction is found in the area of the teacher's job schedule which is more related to the teaching and learning activities in the classroom as qualified teachers .The higher qualified teachers feel cheated and underutilized when they are not given or accorded the position and remunerations that matches their expectations towards the increase of their qualification which lowers their morale, because of the aspect of job mismatch and wages that does not commensurate to their qualification but made to continue in the positions occupied before embarking on the higher degree course gets them displeased and makes effort to look for job in other establishment, where they can find satisfaction even if it means leaving the teaching job. Oyewunmi and Sanni (2012) reviewed the effect of education on job satisfaction in their investigation, majority of the respondents believed that there is a positive relationship between education and job satisfaction. The assumption was that more qualified employees that is those who possess higher qualifications will become frustrated when given routine job to do.

Zhang and Zheng (2009) had a new perception when examining the interrelationship of job satisfaction and job performance in their study. The affective commitment of the population was tested as a potential mediator between job satisfaction and job performance which is often used. The survey study of 292 employees in China working in different seven companies. The result findings revealed that there was a significant relationship between job satisfaction and job performance. Also, the study performed by Indhumathi (2011) to examine the relationship between job satisfaction and job performance of 444 teachers teaching at the secondary school level in different categories of schools showed some significant level of difference in both job satisfaction and teaching performance.

Chamundeswari, (2013) also asserted that the relationship between an employee's job satisfaction and job performance is somehow complex. The complexity is found in the area

they interrelate to one another. Some people say satisfaction brings about performance in an individual while some are of the opinion that performance of an individual at the job brings the satisfaction this feeling makes the person more productive. The performance herein mentioned refers to the input of the individual which the organization may not recommend to be high performance in respect of the organization's view. The other side of the job satisfaction is that even though an employee is satisfied with the job done the employer may not consider such work to be of the expectation of the organization.

Purpose of the Study

The aim of this study was to determine the effect of over schooling on job satisfaction and job performance of Mathematics secondary school teachers in Lagos State. Specifically, the study set out to;

1. Determine the causes of over schooling of Mathematics secondary school teachers in Lagos State, Nigeria.
2. Determine the effect of over schooling on job satisfaction of Mathematics secondary school teachers Lagos State, Nigeria.
3. Determine the effect of over schooling on job performance of Mathematics secondary school teachers in Lagos State, Nigeria.

Research Questions

The research question below was raised to guide the study.

1. What are the causes of over schooling among secondary school Mathematics teachers in Lagos State?

Research Hypotheses

The following research hypotheses were raised and tested in this study

- H01: There is no significant effect of over schooling on job satisfaction among secondary school Mathematics teachers in Lagos State.
- H02: There is no significant effect of over schooling on job performance among secondary school Mathematics teachers in Lagos State.

METHODOLOGY

This study adopted a descriptive survey design. Survey design required that data are typically collected through questionnaire, interview or observation of a particular time, from a sample for the purpose of describing the population represented by the sample at that particular point in time.

The population for the study consisted of Secondary School Mathematics teachers in Educational District 1 and IV of Lagos State. The two educational districts were randomly selected from the six educational districts in Lagos.

The sample size of (220) two hundred and twenty Mathematics teachers purposively selected from both junior and senior secondary schools of Education District 1 and IV of Lagos state were involved in the study. Though only (200) two hundred teachers were eventually involved in the study. Purposive sampling technique was considered appropriate because only Mathematics teachers having at least master degree were considered as over schooled worker at the secondary school level. This is because the minimum requirement for employment of teachers to teach as professionals in Nigerian Secondary Schools is first degree in education or subject specialty.

A researchers- constructed questionnaire titled Teachers Job Satisfaction and Performance Scale was used for the data collection. The questionnaire was a 4 points Likert scale of SA – Strongly Agree, A – Agree, D – Disagree and SD – Strongly Disagree and it comprised of sections A, B, C and D. Section A seek the demographic information of the respondents, sections B seek the opinion of the respondents on causes of over schooling, section C seek the opinion of respondents on job satisfaction and section D seek the opinion of respondents on job performance.

To ensure reliability of the research instrument, the instrument was pilot tested by administering twenty (20) of the instrument among government secondary schools Mathematics teachers in Educational District II of Lagos state. The reliability of the instrument was calculated using Cronbach alpha and reliability co-efficient of 0.89 was obtained.

Two hundred and twenty-two (220) copies of questionnaire were administered but only 200 copies were duly filled and returned. The data collected were analyzed using Analysis of Variance (ANOVA) at 0.05 level of significance.

RESULTS

Table 1: Descriptive Statistics on the Causes of Over Schooling of Secondary School Mathematics Teachers in Lagos State

No	Items	A		SA		D		SD	
		F	%	F	%	F	%	F	%
1.	My aim of furthering my education is to change my status	120	60	50	25	20	10	10	5
2.	Lack of job causes over schooling	116	58	68	34	4	2	12	6
3.	Inadequacy in curriculum planning causes over schooling	80	40	62	32	22	11	36	18
4.	Taking up job that comes to hand because of unemployment	72	36	56	28	26	13	46	23
5.	Job mismatch causes Over schooling	122	61	50	25	10	5	14	7

Table 1 shows that the respondents agreed that furthering my education to change one's status, lack of job, inadequacy in curriculum planning, taking up job that comes to hand because of unemployment and job mismatch are the causes of over schooling of secondary school Mathematics teachers in Lagos State

Ho₁: There is no significant effect of over schooling on job satisfaction among Secondary School Mathematics teachers in Lagos State.

Table 2: ANOVA Statistics on Effect of Over Schooling on Job Satisfaction of Secondary School Teachers in Lagos State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	24.505	2	12.252	11.630	.000
Within Groups	312.892	197	1.054		
Total	337.397	199			

From table2, the $F_{(2,197)} = 11.630$, MS error = 1.054 which is significant at 0.05 level of significance. This implies that there is significant effect of over schooling on job satisfaction among secondary school teachers in Lagos State. Thus, the null hypotheses was rejected. Hence there is a significant effect of over schooling on the teachers' job satisfaction.

Ho₂: There is no significant effect of over schooling on job performance among

secondary school Mathematics teachers in Lagos State.

Table 3: ANOVA Statistics on Effect of Over Schooling on Job Performance among Secondary School Teachers in Lagos State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	258.930	2	36.990	17.652	.000
Within Groups	78.467	192	.269		
Total	337.397	199			

From table 3, the $F_{(2, 192)} = 17.652$ which is significant at 0.05 level of significance. This implies that there is significant effect of over schooling on job performance among secondary school teachers in Lagos State. Thus, the null hypotheses was rejected. Therefore, there is a significant effect of over schooling on the teachers' job performance.

DISCUSSION OF FINDINGS

The study revealed the following factors as been the cause of over schooling among the secondary school Mathematics teachers; change of one's status, lack of job, curriculum planning, taking up job that comes to hand because of unemployment, and over schooling. This finding is supported by (Etuk ,Akpan & Etuk 2012; Adeife 2011; Oraifo 2005 & Obayan 2000) who affirmed that unemployment made majority of teachers to return to school. The result is also supported by (Mc Guinness 2006; Ng 2000 and Cohen et al., 2000).

Also, the study revealed a significant effect of over schooling on job satisfaction and performance of secondary school Mathematics teachers. This finding is supported by the study by Ogundokun (2006); Owoeye (2007) & Werang, and Agung, (2017) who affirmed that over schooling made the highest contributions to the performance of teachers and how satisfied they are in the profession. On the other hand (Ekechukwu, Eke & Omu,2018; Gordobn et al., 2006; Olaniyan 2005 & Battu , Batlefield & Sloane2000) reported a contrary opinion that there is no significant effect of over schooling on job satisfaction and performance of secondary school teachers.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, it was concluded that that there is significant influence of over schooling on job satisfaction and performance of secondary school teachers. It was also found that lack of job, unemployment and job mismatch are the causes of over schooling of secondary school teachers.

Based on the findings of this study and the conclusions made, the following recommendations are made:

- It is recommended that the government should make all efforts to make job available and staffing should be carried out according to the standing rule to avoid job mismatch. Also, the school curriculum plan and development should take into consideration the type of product to be produced should meet the educational sector by exposing the learners to sufficient knowledge and skills to reduce the rushing back to school to acquire knowledge and skills that meets one's qualification.
- The government should also endeavor to make the teachers happy by motivating them with incentives that will boost their job satisfaction and efficacy resulting in higher productivity as seen in students' academic achievement.

REFERENCES

- Adeife T.O., (2011). Developing curriculum in Technical Education. In U.M.O Ivowi (Ed.) *Curriculum Development in Nigeria* pp. 239 – 247. Ibadan, Sam Bookman.
- Anyabolu, C.L., (2000). Basic Education for Productivity and Enhanced National Economy *Journal of Vocation and Adult Education*. 2 (1) UNIZIK Awka.
- Battu, H, & Belfield, C.R., (1999). Over education, among graduates a cohort view. *Educ. Econ.*, 7 (1): 21 – 38pp.
- Becker, K. Antuar, N. & Everett, C. (2011). Implementing and employee performance management system in a Nonprofit organization. *Nonprofit management and Leadership*, 21 (3), 255 – 271.
- Brynin, M, (2002). Over qualification in employment work. *Employ Soc.* 16(4): 637 – 654.
- Chamundeswari, S. (2013) Job satisfaction and performance of school teachers. *International Journal of Academic Research in Business and Social Sciences*, 3 (5).
- Chiu, S.F & Chen, H.L. (2005). Relationship between Job Characteristics and Organizational Citizenship Behaviour: The mediational role of job satisfaction. *Social Behaviour and Personality*, 33(4):523 – 540.
- Doltron , P & Vignoles, A, (2001). The incidence and effects of over reduction in the labour market. *Journal of Economic Survey*. 20 (3): 387 – 418.
- Ekechukwu, E. L., Eke, D.O & Omu, O.C., (2018). Over schooling and the curriculum in

- Nigeria. *Middle East journal scientific research*, 26(2), 265 – 277. IDOSI Publication.
- Gordon, R.A., Kane, D.S. & Staigener, R.O., (2006). *School Administration and supervision: Important issues. Concepts and case studies, 2nd Edition*. Dupuque Iowa, Eob publishers.
- Indhumathi, S, (2011). Job satisfaction, occupational and organizational commitment and performance of teachers at the secondary level, M. Ed. Thesis, Tamilnadu Teachers Education University, Chennai.
- Jarrar, Y., Okechukwu, L.E. & Awobamise, A.O. (2019). Attracting younger millennials: Lifting Bond out of a traditional sinkhole. *Dirasat, Human and Social Sciences*, 46(1), 115-123
- Moult, G. (2017). Field of study mismatch and overqualification. *Labour market*, 20(4).
- Obayan, P. (2000). Education and the Nigeria society: are being the 2000 Prof. J.A. Majasan first anniversary memorial lecture, Ibadan.
- Ogundokun, M. O. (2006). Emotional intelligence, cognitive styles, motivation and determinants of academic performance among senior secondary school students in South Western Nigeria. Unpublished Ph.d Thesis University of Ibadan.
- Olaniyan, D.A. (2005). Leadership Roles of School Administrators and Challenges Ahead in post-Primary Institutions in Nigeria. Paper presented at the Department of Education Management University of Ibadan, Ibadan Nigeria.
- Oyewunmi Ibitoye, H.O & Sanni, O. B. (2012). Job satisfaction and self-efficacy as correlates of job commitment of special education teachers in Oyo State. *Journal of Education and Practice*, 3 (9), ISSN 222-288 (online).
- Werang, B.R & Agung, A.A.G. (2017). Teachers job satisfaction, organizational commitment and performance in Indonesia. *International journal of development and sustainability*, 6 (8), 700 – 711.
- Zhang & Zheng (2009). How Does Satisfaction Translate into Performance? An Examination of Commitment and Cultural Values *Human Resource Development Quarterly*, 20(3):331-351