TEACHERS' JOB DISLIKE AREAS: IMPLICATIONS FOR OPERATIONAL MODIFICATIONS

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Abstract. Teaching is the act, practice and occupation of a teacher. A teacher is a person who provides education for learners at a school or other place of formal education. The use of teacher in this study is conceptualized to involve all cadres of instructors and teaching team from primary and junior secondary (basic education) to senior secondary school. The study examined the areas of job dislikes among teachers with their attendant implications for practice. Using a self – designed and pilot-tested questionnaire, data were collected from a random sample of 1,500 teachers drawn from Lagos, Ogun, and Osun states in the Southwestern geopolitical zone of the country. Specifically, 200 primary and 300 secondary school teachers were drawn from each state. The data were analyzed using simple percentage. It was found that teachers' job dislike areas though differ but was within seven areas thus: writing lesson notes (98.5%), marking subject attendance register (98%), disciplining of students in school (90%), and serving as members of committees (78.9%). Other dislike areas include taking students out of school for extramural activities

(73.3%), partaking in co-curricular activities in the school (60.3%) and examination invigilation (59.1%) as areas of common dislike and capable of inhibiting the satisfaction levels of teachers. Furthermore, it was found that differences exist in job dislikes between male and female teachers. The common job dislikes among male were non-interest in marking of scripts and invigilation of examinations whereas the female showed dislikes for serving as committee members and as year tutors. Thus, it was recommended that: some modifications in the operational approaches of classroom teachers (such as de-emphasizing lesson note writing and marking of subject attendance register) would be required. Teachers should also be financially encouraged via allowances for all other activities outside teaching.

Introduction and background

There is no doubt that the quality of the input influence to a large extent, the quality of output. In other words, the quality of the educational input like teachers, students and infrastructure do influence greatly the output of the education system. Globally, much has been said about productivity, but very few actually go with measuring teacher productivity because in most cases, productivity measurement can be difficult and frustrating. However, while effective staff can be produced through training and skill development, efficiency is a function of the human frame of mind, and motivation is a necessary requirement for effectiveness in the long run. For teachers therefore to be productive, they must be in the right frame of mind, free from distractions and appropriately motivated for them to experience job likeness (Subair, 2008). But job likeness or dislike is a complex phenomenon and is often driven by human needs. Human needs, according to Maslow (Subair, 2008) are hierarchical in nature. The basic needs form the base and must be satisfied before

other higher needs become compelling. Since the physiological needs (lowest order) such as the need for food, shelter and safety take centre stage in human existence, it is not surprising that so much is said and heard about teachers especially so in a country where they suffer appreciation from the public.

The role of teacher in ensuring the success of any education policy and programme cannot be over emphasized. This fact has been recognized by the Federal Government of Nigeria (2004) in its *National Policy on Education* that no education system can rise above the quality of its teachers. The policy further noted the need for a "highly motivated, conscientious and effective" teaching staff at all levels of education. Teachers constitute not only a vital input to education, but also a major drive in the production process. The realization of the goals of education depends largely on the most important input into education industry – the teacher. This reasonably justifies the position of teachers in the education system as the pivot on which the education revolves. No doubt therefore, that the teacher is the kernel of the educational tree. The role of a teacher as an all knowing, the flaming beacon of the society and a major determinant of the progress of the community cannot be over emphasized. The key to effective and productive teaching is classically linked with the ability of the teacher to create in the learners a genuine interest and desire to learn, know and apply what has been learnt towards the solution of problems facing them in their environment.

Majority of people don't have any idea of the challenges teachers have to grapple with or pass through in carrying out their jobs. They do not understand the daily challenges teachers across the country must overcome to maximize the education needs of their students and to derive pleasure from their jobs. Teaching as a profession should be endowed with aptitudes and values relating to intelligence, interests and other abilities. A teacher is therefore a man of many parts who combines love of knowledge with ability to impregnate others with his wealth of knowledge and skills. He is neither a fellow

who manifests interest in teaching without the intellectual skill to see it through, nor a fellow who is an intellectual giant without the necessary communicative skills, but rather someone who imparts knowledge, skills and attitude geared towards solving someone's problem and societal challenges. In meeting all these expectations and societal demands, the teacher becomes important and a favourable job situation is expected for him/her so that the overall objectives of teaching can be achieved.

Teachers are the major actors in the education industry who unfortunately are poorly treated at all levels of education in Nigeria. Teachers belong to a special group of Nigeria workers who have always received peculiar conditions of service. The more frequently mentioned conditions include poor and delayed salary payments, inconsistent promotions and other rewards based on merit, inadequate equipment and facilities to do their work even when held accountable for the achievement of the goals of the schools. These conditions have affected job performance on the part of the teachers and have led to a situation whereby teachers dislike their jobs. The growing job dislike is one of the factors that cause poor service delivery on the part of the teachers.

Job like or dislike is the degree to which individuals feel either positive or negative about their jobs. It is an attitude of emotional response to one's tasks as well as the physical and social conditions of the workplace. Job likeness is motivational and leads to positive employment relationships and high levels of individual job performance. The extent to which people like or dislike their jobs is generally assessed as an attitudinal variable and is a critical issue for every organization because satisfied employees are reportedly known for good performance and vice versa. The importance of job likeness lies in the fact that it determines the success of an organization, as it can shape or affect the turnover or decisions by people to extend or terminate their employment. Job likeness is to some extent a reflection of good treatment. It can be considered as an indicator of emotional well-being or physiological health.

Workers who dislike their work conditions are likely to provide inferior services, thus the physical and social functioning of these workers can be affected substantially by the level of their job dislike.

When one considers job dislike, so many factors have to be put in place. In reality, most benefits enjoyed in the private sector are denied to teachers, even those enjoyed by other civil servants. Apart from poor pay, teachers now live so far away from their schools; it is no longer possible for some to attend schools on daily basis. Occupational stress in teaching appears to be a widespread, cross-cultural phenomenon. For example, anger or depression mediated by threat depending upon teacher's subjective perceptions can be more or less stressful. Teacher's stress can be related to apprehension, agitation, irritation, annoyance, fear, mental discomfort, nervous upset, inability to cope, frustration, unhappiness and the likes, all culminating into dislike for the job.

Consequently, the result of education has always been the main concern of an investor in education. In other words, many people are interested in what education makes out of a man. It should be noted that it is not easy to measure the productivity of education since the education industry represents a vast multi-product industry. It is, therefore, not easy to combine with all these in equivalent units. Therefore, it becomes imperative to find out apart from other input variables, other ones that can affect the productivity or viability of expected outcomes in education; particularly, those associated with teachers.Viewed against this background of job dislikes, and the extent to which the responsibilities are carried out, it may be feasible to critically examine teachers individually and collectively with a view to determining the implications of their job dislike areas for students' success, practice and professionalism.

Literature review

Several factors come together to determine the extent of job dislike and such include the basic factors as pay, work, supervision, promotion, co-workers and work environment. It could be argued that job dislike is the emotional state created by the balance between rewards and expectations of a worker from his/her job. For example, if employees feel that they are treated unfairly, receive less rewards, they are more likely to have negative attitude toward their work, boss or co-workers (Luthans, 2005). Thus, job like is concerned with how well a worker's expectations at work are in tune with the outcomes (Bashir & Ramay, 2008). More precisely, it is a pleasurable emotional state resulting from the appraisal, affective reaction and attitudes toward one job.

Subair (2007) observed that teachers who report high levels of stress show dislike for the job, also want to leave teaching and feel not very pleased with their job. He identified five stress factors viz recalcitrance, time demands, community antagonism, and curriculum demands and poor school tone.

Psychosocially, a like or dislike as a concept has been linked to job pleasure based on the conflicting responses and reactions by individuals to job situations. Job dislike in any work situation is a function of a number of variables. The concept like or dislike is used frequently in management; it applies to working conditions within an organization. A dislike concept is a situational and interpersonal feeling which may involve displeasure or dislike for particular aspects of work. A person may be satisfied with one or more aspects of his/her job, but at the same time may dislike other aspects relating to the job. For example, a teacher might like his designation within the school, but may dislike certain aspects related to the job for instance, salary. Thus, feeling towards a job determines the degree of likeness and dislike of workers to such work. It refers to a worker's general attitude towards his/her job. For example,

a person with high positive attitude toward his job is said to like his job while one who dislikes his job hold a negative attitude (Robbins & Coulter, 2005).

Job likeness can be considered as one of the main factors when it comes to efficiency and effectiveness of organisations, however, the school is no exception. In fact, the new paradigm, which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job likeness. In contemporary organisations, when analyzing job likeness, the logic is that any employee who likes his job is a satisfied, happy and a successful employee. The work situation also matters in terms of job pleasure and organisation impact. The work situation plays a veritable role in determining job likes or dislikes. The most notable situational influence on job pleasure is the nature of the work itself often called "intrinsic job characteristics". Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work (Ajayi & Oni, 1992). This assumption will make work uninteresting for the workers, and will lead to job dislike. Of all the major job areas, interesting is the nature of work itself which includes job challenge, autonomy, variety and scope that best predict overall job likeness, as well as other important outcomes like employee retention (Parisi & Weiner, 1999; Weiner, 2000).

Situational factors that lead to job dislike are also prevalent in schools. Like every other organisation, schools are affected by a multiplicity of issues which might lead to job dislike on the part of the teachers. Reasons for teachers' job dislikes can be a multiplicity of factors. Heavy workload, poor salary, limited autonomy, and the continually demanding nature of their work, are some of the factors that lead to teachers' job dislikes.

According to Subair (2007), majority of teachers love their jobs, but many also wish to leave the job if they had better options. They love their subjects and they love their students, but the job situational conditions affect the

realization of their dreams. The pressure from policy makers and the ever increasing expectations with an ever decreasing level of resources, affect teachers' likeness for their jobs. For the most part, teachers are undervalued and underappreciated in Nigeria. This is especially sad considering the tremendous impact that teachers have on a daily basis on the generality of the citizenry. Teachers are some of the most influential people in the world, yet the profession is continuously mocked and looked down upon, instead of being respected and revered. Moreover, other areas of teachers job dislikes can be attributed to the lack of respect they get from both parents and students; students will misbehave in class, when the parents are consulted, they're unlikely to accept that their child is in the wrong so they tend to lash back at the teachers. This is one area that is of concern to teachers.

The increasing bureaucracy is also one area of teachers' job dislikes, as well as the teachers' relationship with the principal. The administrative climate plays a great role in job satisfaction, and can either make teachers to like or dislike their jobs. Poor relations between teachers and principals or principal's managerial style leads to disagreements over school policies, problems in evaluation of teachers performance and expectations that teachers work beyond their contractual requirements (Subair, 2007). When there is such an atmosphere of distrust it may lead to teacher job dislike as the teachers will be displeased with their jobs and will not be at their best. This in turn will lead to low job expectations and productivity.

Statement of the problem

A teaching career is highly challenging, intellectually demanding and emotionally rewarding. If schools as organisations are to be re-invigorated to become effective for speedy technological and social development, teachers are certainly the key because they serve as the pivot on which the school continuously revolves. However, there are a number of factors that can make

working as a teacher quite draining, exhausting and unpleasant; even the most idealistic and energetic teachers, irrespective of gender, often find their enthusiasm dampened by a variety of these unpleasant factors such as difficult professional environment, job demands, policy requirements, neglect, public perception, unequal benefits, anger and depression mediated by threats from school inspectors or quality assurance officers, and indiscipline among students and parents, to mention a few. These factors dampen the dispensation of their duties within the school system. In view of these incessant complaints by male and female teachers about their jobs, one wonders whether teachers can develop any likeness and derive any pleasure from their jobs. If teachers dislike their work, they are unlikely to have positive attitude towards their work and this will have telling effects on the students' success, practice, teaching profession and the education system at large. This study therefore sets out to examine teachers' areas of job dislikes but specifically with those connected with nature of work in order to examine the implications for operational modifications.

Research questions

(1) What are the identified areas of teachers' job dislike?

(2) What are the causes of teachers' job dislikes?

(3) Are there differences in the job dislike areas between male and female teachers?

Methodology

The study adopted the descriptive survey research design. The population comprised all teachers selected from three states in the Southwestern geopolitical zone of Nigeria. Specifically, Lagos, Ogun and Osun States were selected as sample states. The selection of the states was based on the cosmopolitan and the population of teaching force. Lagos is a multinational state,

heavily industrialized with high teaching workforce; Ogun is a semi-multinational state, moderately industrialized with moderate teaching work-force, while Osun state is national, civil service state, low industrialized with low teaching workforce. From each state, 500 teachers were randomly selected thereby making the sample size of 1,500 participants. A set of instrument titled Teachers' Job Dislike Areas Questionnaire – (TJDA-Q) was self–generated, pre-tested and administered for this study. The questionnaire had three sections. Section A was on respondents' demographic variables, Sections B contained items connected with nature of work meant to be responded to on two–point scale of personal interest measures (Like and Dislike), while Section C also requested of the respondents' causes for dislike in the areas of work nature. Data collected were analyzed using simple percentage to answer the three research questions.

Results and findings

Question (1)

To answer this question, the respondents' responses were subjected to frequency distribution and percentile. The results are presented in Table 1.

Table 1. Teachers' identified areas of job dislike

S/N	Which of the activities do you dislike?	N (1,500)	%
1.	Being a Master on Duty	-	0.0
2.	Being a Class Teacher	-	0.0
3.	Marking Tests and Examination Scripts	480	32
4.	Invigilating Examinations	886	59.1
5.	Taking Students out of Schools for Extramural Activities	1100*	73.3
6.	Writing Lesson Notes	1478*	98.5
7.	Attending Staff Meetings	652	43.5
8.	Setting Examination Questions	-	0.0
9.	Partaking in Co-curricular Activities	904	60.3
10.	Marking Class Attendance Register	456	30.4
11.	Filling Diaries and Allied Records	-	0.0
12.	Disciplining of Students	1350*	90

13.	Serving in School Committees	1184*	78.9
14.	Marking Subject Attendance Register	1470*	98
15.	Preparing Scheme of Work	-	0.0
16.	Filling Students Dossiers and Report Sheets	-	0.0
17.	Grading Tests and Examination Scripts	480	32
18	Conducting Class Tests	364	24.3
19.	Improvising Instructional Materials	628	41.9

*Identified Areas of Most Dislikes

Table 1 reveals the areas of job dislike among teachers. It is evident that many teachers have dislikes for writing lesson notes (98.5%), marking subject attendance register (98%), disciplining of students in school (90%), and serving as members of committees (78.9%). Other dislike areas include taking students out of school for extramural activities (73.3%), partaking in co-curricular activities in the school (60.3%) and examination invigilation (59.1%). All other areas are not considered significant as they are not up to 50% by value. Therefore, it can be concluded that there are seven major areas of dislike in teaching job as identified by teachers.

Question (2)

To answer this question, the respondents' responses were subjected to frequency distribution and percentile. The results are presented in Table 2.

Table 2. Identified causes of job dislike among teachers

S/N	CAUSES	N 1,500)	%
1.	Time Factor / Problem of Personal Time and Every Year Repeats	1386*	92.4
2.	Changing Educational Policies / Bad Leadership	1188*	79.2
3.	Poor Work and Difficult Professional Environment	1320*	88
4.	Low Self Esteem	506	33.7
5.	Attitudes of School Inspectors / Poor Collegial Approach	1229*	81.9
6.	Students Attitudes to Learning / Loss of Focus	1184*	78.9
7.	Parents Attitudes / Free Education Mentality	1088*	72.5
8.	Colleagues Attitudes / Unfriendliness and Fear of Unknown	244	16.3
9.	Poor Remuneration / Low Salaries	367	24.5

10.	Job Dissatisfaction /	235	15.7
11.	Communication Styles / Imposition of Decision without Consultation	226	15.1
12.	Indiscipline among Students / Unfavourable School Tone	1208*	80.5

*Identified Main Causes of Job Dislike

Table 2 presents the causes of job dislike areas among teachers. The Table shows that time factor (92.4%), poor work environment (88%), attitude of school inspectors (81.9%) and indiscipline among students (80%) constitute the major causes of job dislike among teachers. Analysis further shows that changing educational policies (79.2%), learners' attitude to learning (78.9%) and parents' attitude (72.5%) are other complimentary causes of teachers' job dislike areas. The results show that job dislike is neither caused by communication styles (15.1%), job dissatisfaction (15.7%), colleagues' attitude (16.3%), low self-esteem (33.7%) and poor remuneration (24.5%). Thus, it can be concluded that teachers' dislike for some aspects of teaching job is not due to laziness, mental poverty and arrogance.

Question (3)

To answer this question, the respondents' responses were subjected to frequency distribution and percentile. The results are presented in Table 3.

Table 3. Differences in job dislike areas between male and female teachers

S/N	DISLIKES	MALE (%) N (740)	FEMALE(%) N (760)
1.	Writing Lesson Notes	729 (98.5%)	749 (98.5%)
2.	Marking Subject Attendance Register	722 (97.6%)	748 (98.4%)
3.	Disciplining of Students	738 (99.7%)	612 (80.5%)
4.	Being Members of School Committees	456 (61.6%)	728 (95.8%)*
5.	Taking Students out of School for Extramural Activities	720(97.3%)*	380 (50%)
6.	Partaking in Co-curricular Activities	698(94.3%)*	206 (27.1%)
7.	Examination Invigilation	473(63.9%)*	413 (54.3%)*

*Identified gender dislikes for teaching job

Table 3 presents the degree of differences in job dislike between male and female teachers. From the analysis, Table 3 shows that both male and female teachers have great dislike for writing lesson notes 98.5%, marking subject attendance register (97.6% & 98.4%) and discipline of students in schools (99.7%) and 80.5% for male and female respectively. Meanwhile, male teachers show more dislike in taking students out of schools for extramural activities (97.3%), invigilation of examinations (63.9%) and co-curricular activities within the school (94.3%) than their female counterparts; whereas, the female shows more dislike for committee membership in the school (95.8%) and invigilation of examinations (54.3%). This shows that both male and female teachers have some common attributes of dislike for teaching job but with just a little difference.

Discussion

Emanating from this analysis is the reality that modification is a necessity which may come about either because it is imposed on people by natural events, deliberate reforms or because people voluntarily participate in or even initiate it (modification) when they find dissatisfaction, inconsistency or intolerability in the current situation. However, any modification cannot be assimilated unless its meaning is shared. Arising from Table 1 are the major areas of dislike among teachers irrespective of age, gender, qualification and experience. These range from writing lesson notes (98.5%), marking subject attendance register (98%) and discipline of students in school (90%). Others are taking students out of school for extramural activities (73.3%), being members of committees (60.3%), invigilation of examinations (59.6%), and partaking in co-curricular activities in school (78.9%). This finding is not in any way different from Robbins and Coulter (2012) who opined that dislike is a situational and interpersonal feeling which may involve displeasure for particular aspects of work; that a person may be pleased with one or more aspects of

his/her job, but at the same time may dislike other aspects relating to the job. The findings here support the position of Weiner (2000) who said of all the major job areas, interest in the nature of work itself which includes job challenge, autonomy, variety and scope best predicts overall job likeness, as well as other important outcomes like employee retention. Similarly, findings in this study shows that time factor (92.4%), poor work environment (88%), attitude of school inspectors (81.9%) and indiscipline among students (80%) constitute the major causes of job dislike among teachers. This supports the submission of Luthans (2005) who observed that several factors come together to determine the extent of job dislike and such include the basic factors as work, supervision, co-workers and work environment. This finding equally corroborates the positions of Bashir and Ramay (2008) that job like is concerned with how well a worker's expectations at work are in tune with outcomes. It is lamentable to see politicians deemphasizing discipline in schools to the extent that any teacher who punishes any students may be taking the risk of losing his/her job or be ready for invitation to the Ministry of Education for reprimanding and queries. An attempt to dire this has caused many teachers public embarrassment from the politicians; the resultant effect of which is to hands-off discipline in schools. This act has in no small measure contributed to the high level of indiscipline among students in Nigerian schools. This finding equally lends credence to Subair (2007) that teachers who report high levels of stress emanating from recalcitrance, time demands, community antagonism, and poor school tone show dislike for the job, also want to leave teaching and feel not very pleased with their job. It is sad to have seen from the findings of this study that there appears not to be much demarcation on the job dislike areas between male and female teachers. This depicts that they both feel as unpleased as human beings with the factors negating their expectations as committed teachers with great values. This corroborates the observation of Subair

(2007) that many teachers no longer seem to show too much commitment to their jobs.

Implications for operational modifications

The choice of a career is a delicate issue that requires caution and serious considerations. Teaching is a challenging job with multidimensional activities and functions. If teaching as a job is least favoured in terms of choice and preference, it becomes pertinent that those in the business of teaching are encouraged to put in their best in the job. The crux of modification here is how individuals come to grips with the realities of their chosen career. More importantly, there is the need to understand what operational modification is, the factors and processes which account for it. For the purpose of reality, it is imperative to consider the multi-phenomenology of the different role incumbents in the educational sector and of particular interest the teachers become more relevant, necessary and important. Taking examples from the world of teachers, a cross examination of their daily activities or routine functions should be the starting point. The actual behaviour, in place and in time, one finds over and over that persistence in time is the more common condition of things. Consider also a situation where an average teacher battles with technical culture: they are not certain of how to influence students, especially about non–cognitive goals, and even whether they are having influence; they experience students as individual learners in specific circumstances, and even as a classroom of learners, multiple and differing forces for which generalizations are impossible become another issue; decisions about teaching most times are often on pragmatic trial–and–error grounds with little chance for rational reflection or thinking. Moreover, teachers are bothered constantly with disruptions emanating from classrooms when it comes to managing disciplinary and interpersonal conflicts, and from outside the classrooms. Dealing with the headteachers and principals, parents, other support staff, school inspectors, quality

assurance team make them experience the daily grinds; the reward system is another thing happening only a few days (if at all) in a session or year. Yet, they are expected to cover the curriculum which they are not part of, get the lessons taught with an impact on individual students from who success stories are expected. The question is, would they (teachers) not feel the critical shortage of time?

Consequently, it becomes pertinent to consider the multidimensionality of their activities and functions in terms of the school discipline, parenting, role modeling, mentoring, instruction and information disseminating, relationships and the likes. Similarly, the simultaneity of these activities and functions with high level of unpredictability due to the fact that anything can happen; a well-planned lesson may fall flat; issues of individual differences in the students learning coupled with the personality and needs differentials among the students.

Conclusion

The study has successfully established that if questions are asked from teachers on aspects of current practice that should be altered, it is certain that writing of lesson notes, marking of subject attendance register and internalizing of discipline in students as revealed in Tables 1 and 3 would be their focus. It becomes necessary therefore that some of these issues be practically assumed so as to be able to appreciate their implications for practice. This evolutionary perspective thus stresses that practice often is and should be a result of adaptations and decisions taken by users as they work with particular new policies or programmes and the situation of the user mutually determining the outcome.

Recommendations

Sequel to the findings from this study, it is recommended that: (i) a modification be effected in the operational practices of the job activities; (ii) efforts should be geared towards ensuring satisfaction of teachers as nation builders; and (iii) Teachers Registration Council should de-emphasize writing of lesson notes as those who claim to have detailed notes are those teachers who are either irregular at schools or those only trying to observe all right-eousness with less commensurate commitment to the teaching business.

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