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GENDER, OVERSCHOOLING AND JOB SATISFACTION AMONG SECONDARY SCHOOL EMPLOYEES IN UYO SENATORIAL DISTRICT OF AKWA IBOM STATE, NIGERIA

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Abstract

This study was designed to replicate van der Meer's and Glebbeck's studies on overschooling in Netherland from 1982 to 2011. In this context, how male and female over/requiredschooled employees of public/private secondary schools differ in their job satisfaction was examined and described. Survey data were obtained from 486 secondary school employees randomly selected from 4548 population of teachers in Uyo Senatorial District's public and private secondary schools, using a questionnaire entitled 'Modified Minnesota Satisfaction Questionnaire (MMSQ)'. The findings were that more male than female employees are overschooled; public schools have more overschooled employees than private schools; male and female secondary school employees differ in their job satisfaction; male employees than females are more satisfied significantly in their job. Public/private schools employees differ significantly in their job satisfaction. Over/requiredschooled employees of public/private schools significantly differ in their job satisfaction. Over/requiredschooled employees differ significantly in their job satisfaction. Male and female over/requiredschooled employees of public/private secondary schools do not differ significantly in their job satisfaction. Several recommendations and implications were drawn from the study. Trends in the field relating to gender, salary, degree status, and numerous other factors were discussed along with recommendations for future research.

Keywords: Gender; Over/requiredschooling; School type; Job satisfaction

Introduction

This study has its strong basis, on series of studies on overschooling completed by van der Meer and Glebbeck, among other authors, in Netherland from 1982 to 2011. In this context, how male and female overschooled/requiredschooled employees of public/private secondary

schools differ in their job satisfaction was examined and described. van der Meer and Glebbeck, (2001) defined overschooling as the result of imperfect allocation in the labour market; a situation where many workers have a job below their qualification level. Job satisfaction describes how content an individual is with his /her job. The happier people

are within their job, the more satisfied they are said to be (Weiss, & Cropanzano, 1996). This definition suggests that people form attitudes towards their jobs by taking into account their feelings, their beliefs, and their behaviors, and in this case compare their credentials with their work.

The literature on overschooling shows that earnings are affected by how individuals' education matches that required by their occupation (Cohn, Johnson, & Ng, 2000). Accordingly, individuals with more schooling than required by their occupation have that tendency to shirk- not to work or work less than they are obliged to work according to ones contract- (emi1777, 2011). In 2001, van der Meer and Glebbeck conducted a study on displacement by better educated workers. According to the displacement thesis, the decline of the labour market position of lower educated workers is caused by the increase of the number of better educated workers. The result is an allocation in which many workers have a job below their qualification level ('overschooling'), and the lower educated, due to the lack of jobs, have been pushed out of the labour market into unemployment and, specifically in the Netherlands, into disablement. This line of research was contested by labour market economists (Hartog, 2000) who claimed that, according to human capital theory, the overschooled years were still productive and that, therefore, the education was not wasted. Overschooled employees were not as

productive as perfectly schooled employees were. This implies that an employee is paid according to his (marginal) productivity. Also overschooled years, if present, are paid according to this mechanism. If an employer does not pay for these productive characteristics of an employee he or she will try to find a new job at another employer who will pay for these extra years of schooling because he/she needs satisfaction on the job (Rubb, 2005). On the other hand, Leuven and Oosterbeek (2010) discussed how overschooling and underschooling at the level of individual workers have been measured, and what the incidence of overschooling and underschooling is. The authors concluded that due to issues concerning endogeneity and measurement error, the estimated returns to (for) required/under/overschooling cannot be interpreted as causal.

In 2001, van der Meer and Glebbeck posed a question: Has the amount of overschooling in the Netherlands increased from 1982 to 1998 and did this affect the rate of return on schooling? Using data from the Labour Supply Panel survey and its predecessor, it was shown that the incidence and amount of overschooling did not increase from 1985 to 1998. However, some differences between men and women were found. van der Meer and Glebbeck found that men have become more frequently overschooled and women less frequently so. Despite an increase in the labour force's level of education, the rate of return on schooling had reached seven per cent as at then. An

increase in the rate of return on over- and underschooling were also found, implying an increasingly important role of education on the labour market.

In a similar vein, McGuinness (2007) sought to investigate the influence of gender on overeducation and found that the husbands' job seeking takes place in a global market, whereas the wives are largely restricted to a regional labour market, exposing her to a higher relative risk of overeducation. This hypothesized inverse relationship between gender-based overeducation probabilities and labour market size is termed 'differential overqualification'. In (1995), Athey and Hautaluoma studied on employment preferences of personnel representatives in electronics firms regarding job applicants with varying levels of education. The applicants had obtained a 4-year college degree, completed 2 years of college, or completed high school. The stimulus jobs required the equivalent of a high school education but varied in terms of status and gender stereotype. The personnel representatives tended to recommend college-educated applicants for higher status jobs and male stereotypic jobs and applicants who had high school degrees for lower status and female stereotypic jobs. Contrary to the results of most previous research on overschooling, the performance of the applicants who were college graduates was expected to be higher than that of the less educated applicants.

More so, Van der Meer (2001) investigated whether the amount and level of overschooling is higher in the private sector than in the public sector. Differences in the rate of return on (over)schooling too were also investigated. These differences should

result in different wage equations. Employees in the private sector were more often overschooled than those in the public sector, but the rate of return on overschooling is the same. This means that none of the investments in education is wasted; moreover, the increase in the rate of return on schooling since 1985 shows that investments in education have become even more rewarding.

Lenton, (2011) conducted a study on overeducation across British Regions. The paper analysed levels of over-education and wage returns to education for males across eleven regions of the UK using Labour Force Survey data. Significant differences were found in the probability of being over-educated across regions; also, differences were found in the return to the 'correct' level of education in each region, in each case associated with flexibility of movement between and into particular regions, which determined the ease of job matching. Furthermore, evidence was found that, after controlling for the level of education acquired, there existed a premium to the 'correct' level of education, which varied across UK regions.

To this end, therefore, though overschooling is regarded as the result of imperfect allocation in the labour market; despite several research reports about increasing incidence of overschooling as related to unemployment, wages, mismatch in the labour market among other factors in the Netherlands and other countries of the world (van der Meer, 2001), hardly any attention has been given to the influence of overschooling on job satisfaction. It can be argued that almost all that are overschooled, whether self or government employed, are not satisfied. Hence, the need for

this study on gender, over/required schooling and job satisfaction among secondary school employees (teachers) in Uyo Senatorial District of Akwa Ibom State, Nigeria.

Problem Statement

It is often observed that some employees are unhappy with the teaching work. Some have linked this state of unhappiness to inadequate compensation, unsafe or unhealthy conditions, and unrealistic expectations (Wikipedia 2011). Some male and female University graduates of different levels, specialisations, and qualifications employed in public and private secondary schools, have in one time or another gone in search for greener pastures (Field Experience, 2003-2005). Some have chosen absenteeism as a way of life, especially in the public schools where supervision and monitoring seem inadequate (Etudor & Ntukidem, 2006). The highest requirement for teachers in Nigerian secondary schools is a Postgraduate Diploma in Education (PGDE) (Federal Republic of Nigeria, FRN, 2004), yet many, though receiving wages according to Government's stipulated qualification, are teaching with master's degree and some with a Doctor of Philosophy (PhD). This, according to van der Meer & Glebbeck, (2001), is called overschooling. Therefore, this study sought to investigate whether the unhappy state of some employees in secondary schools is caused by overschooling.

Purpose of the Study

The purpose of the study was to investigate whether the unhappy state of some male and female employees

(teachers) in secondary schools in Uyo Senatorial District of Akwa Ibom State, Nigeria, is caused by overschooling.

Research Questions

1. What is the difference between male and female in over/required schooled employees?
2. What is the difference between public and private employers in over/required schooling?

Hypotheses

1. Employees in public and private schools do not differ significantly in their job satisfaction.
2. Male and female secondary school employees do not differ significantly in their job satisfaction.
3. Over/required schooled employees do not differ significantly in their job satisfaction
4. Male and female over/required schooled employees do not significantly differ in their job satisfaction.
5. Over/required schooled employees of public/private secondary schools do not differ significantly in their job satisfaction.
6. Male and female over/required schooled employees of public/private secondary schools do not differ significantly in their job satisfaction.

Method

This research was descriptive and inferential in nature. Survey data were obtained from 486 secondary school employees in Uyo Senatorial District. Two hundred and ninety one employees (291) (male=176, female=115) were obtained from public secondary schools, while 195 employees (male=104, female=91)

were obtained from private secondary schools. This sample constituted 10% of 2911 and 1943 population of teachers in Uyo Senatorial District's public and private secondary schools, respectively. The research instrument used was a questionnaire entitled 'Modified Minnesota Satisfaction Questionnaire (MMSQ)'. The MMSQ had two sections A and B. Section A elicited demographic data including school type, employee's gender and qualification. Section B contained 20 items to measure employees' job satisfaction.

The face validity of MMSQ was assessed by three research experts and the reliability was obtained through a field study on 20 employees from Eket Senatorial District who were not included in the

actual study. The data obtained were subjected to Cronbach-alpha analysis which yielded a coefficient of .78. The instrument was, therefore, administered by the researchers with the help of three trained research assistants, after obtaining due permission from the authority of each school selected for the study. The data obtained were analysed using, descriptive statistics, t-test, and univariate analysis. For an employee to be termed overschooled he/she must have earned a higher degree (e.g Master's, PhD) than required Postgraduate Diploma in Education for teaching in the secondary school. All the hypotheses were tested at .05 alpha levels.

Results

Table 1

Gender * Schooling Crosstabulation

		Schooling		Total	
		Required	Over		
Gender	Male	Count	244	36	280
		Expected Count	216.6	63.4	280.0
		% of Total	50.2%	7.4%	57.6%
	Female	Count	132	74	206
		Expected Count	159.4	46.6	206.0
		% of Total	27.2%	15.2%	42.4%
Total		Count	376	110	486
		Expected Count	376.0	110.0	486.0
		% of Total	77.4%	22.6%	100.0%

Entries in Table 1 reveal the crosstabulation between gender and over/required schooling. The Table reveals that more females (7.4%) than

male (15.2%) employees are overschooled.

Table 2

School Type * Schooling Crosstabulation

		Schooling		Total
		Required	Over	

School Type	Public	Count	212	79	291
		Expected Count	225.1	65.9	291.0
		% of Total	43.6%	16.3%	59.9%
	Private	Count	164	31	195
		Expected Count	150.9	44.1	195.0
		% of Total	33.7%	6.4%	40.1%
Total		Count	376	110	486
		Expected Count	376.0	110.0	486.0
		% of Total	77.4%	22.6%	100.0%

that public schools (16.3%) have more overschooled employees than private schools (6.4%).

In Table 2, the crosstabulation between public/private school type and over/required schooling reveals

Table 3

Result of Independent t-Test Analysis for the Difference Between Male and Female Secondary Schools Employees in their Job Satisfaction

Gender	N	Mean	Std. Deviation	t
Male	280	19.9571	2.20742	3.265*
Female	206	19.1748	3.07604	

*Significant at .05 alpha level; df=484; Critical t = 1.649

Entries in Table 3 reveal a greater group mean of 19.96 for male employees as against the group mean of 19.17 for female employees in their job satisfaction. This result implies that male employees are more satisfied in their job than their female counterparts. The Table reveals that the calculated t-value of 3.265 at .05 alpha level with 484 degree of

freedom is greater than the critical t-value of 1.649. The result is significant, therefore, the null

hypothesis that male and female secondary school employees do not differ in their job satisfaction is rejected. By implication, gender contributes to employees' level of satisfaction on the job.

Table 4

Result of Independent t-Test Analysis for the Difference Between Public and Private Secondary Schools Employees in their Job Satisfaction

School Type	N	Mean	Std. Deviation	t
Public	291	19.900	2.30600	2.287*
Private	195	19.2154	3.02477	

*Significant at .05 alpha level; df=484; Critical t = 1.649

The result in Table 4 shows that the calculated t-value of 2.287 is greater than the critical t-value of 1.649 at 05 alpha level with 484 degree of freedom. This result is significant, hence, the null hypothesis that employees in public and private schools do not differ significantly in their job satisfaction is rejected. The

Table further reveals that employees in private schools are less satisfied in their job (mean=19.22) than those in public secondary schools (mean=19.90). The testing of this hypothesis, therefore, implies that public/private school type can determine employees' jobs satisfaction.

Table 5

Result of Independent t-Test Analysis for the Difference Between Over/Required schooled Employees in Their Job Satisfaction

Schooling	N	Mean	Std. Deviation	t
Required	376	20.0160	2.11276	6.269*
Over	110	18.2909	3.64061	

*Significant at .05 alpha level; df=484; Critical t = 1.649

In Table 5, it is shown that the group of employees who are overschooled has the lower mean score of 18.2909 as compared with the greater mean score of 20.02 for the group of secondary school employees who are required-schooled, in their job satisfaction. The result implies that employees who experience overschooling are less satisfied with their job than those who experience required-schooling. It is also shown in

Table 5 that the calculated t-value of 6.269 is greater than the critical t-value of 1.649 at .05 alpha level, with 482 degree of freedom. Therefore, the null hypothesis that over/required-schooling employees do not differ significantly in their job satisfaction is rejected. This result means that job placement of employees has an impact on their job satisfaction level.

Table 6:

Results of Univariate Analysis for Over/Requireschooled Employees' Job Satisfaction by Gender

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	111467.484	1	111467.484	4310.612*	.010
	Error	25.859	1	25.859(a)		
Schooling	Hypothesis	176.694	1	176.694	25.361	.125
	Error	6.967	1	6.967(b)		
Gender	Hypothesis	25.859	1	25.859	3.712	.305
	Error	6.967	1	6.967(b)		
Schooling * Gender	Hypothesis	6.967	1	6.967	1.086	.298
	Error	3092.676	482	6.416(c)		

*Significant at .05 alpha level; df=484; Critical t =3.86

a MS(Gender)

b MS(Schooling * Gender)

c MS(Error)

Dependent Variable: Job Satisfaction

Table 6 reveals the calculated F-value of 1.086 for a joint influence of overschooling/ requireschooling and gender on employees' job satisfaction, which is smaller than the critical F-value of 3.86 at .05 alpha level with 1 and 482 degrees of freedom. The

result is significant; hence, the rejection of the null hypothesis that male and female over/requireschooled employees do not significantly differ in their job satisfaction.

Table 7

Results of Univariate Analysis for Overschooled and Requireschooled Employees' Job Satisfaction by Secondary School Type

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	99649.774	1	99649.774	245.164*	.041
	Error	406.462	1	406.462(a)		
Schooling	Hypothesis	553.436	1	553.436	1.309	.457
	Error	422.815	1	422.815(b)		
School Type	Hypothesis	406.462	1	406.462	.961	.506
	Error	422.815	1	422.815(b)		
Schooling * School Type	Hypothesis	422.815	1	422.815	78.264*	.000

Error	2603.966	482	5.402(c)
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*Significant at .05 alpha level; df=484; Critical t = 3.86

- a MS(School Type)
- b MS(Schooling * School Type)
- c MS(Error)

Dependent Variable: Job Satisfaction

Entries in Table 7 reveal the calculated F-value of 78.264, which is less than the critical F-value of 3.86 at .05 alpha level with 1 and 482 degrees of freedom. The result is significant,

hence, the rejection of the null hypothesis that over/requiredschooled employees of public/private secondary schools do not differ significantly in their job satisfaction.

Table 8

Results of Univariate Analysis for Male and Female Overschooled and Requiredschooled Employees' Job Satisfaction by Secondary School type

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	904.092(a)	7	129.156	25.017*	.000
Intercept	75995.560	1	75995.560	14720.232*	.000
Gender	4.353	1	4.353	.843	.359
Schooling	502.206	1	502.206	97.277*	.000
School Type	406.421	1	406.421	78.723*	.000
Gender * Schooling	14.714	1	14.714	2.850	.092
Gender * School Type	111.069	1	111.069	21.514*	.000
Schooling * School Type	508.120	1	508.120	98.422*	.000
Gender * Schooling * School Type	16.385	1	16.385	3.174	.075
Error	2467.752	478	5.163		
Total	190560.000	486			
Corrected Total	3371.844	485			

*Significant at .05 alpha level; df=484; Critical t = 3.86

a R Squared = .268 (Adjusted R Squared = .257)

Dependent Variable: Job Satisfaction

Entries in Table 8 reveal the test of between subjects effects of all the variables considered in the study. The calculated F-values of 2.850 for gender and schooling, 21.514* for gender and school type (public or private); 98.422* for schooling and school type; and

3.174 for gender, schooling and school type (as joint influence on employees job satisfaction) are all compared with the critical F-value of 3.86 at .05 level of significance with 1 and 485 degrees of freedom. Only factors with asterisk (*) are significant while others are not. This result is not significant; hence, the null hypothesis that male and female over/requiredschooled

employees of public/private secondary schools do not differ significantly in their job satisfaction is retained. The results mean that all the factors (gender, required or overschooling, and school type) taken together do not jointly determine job satisfaction of employees. The R^2 value of .268, means that gender (male/female), schooling (over/required), and school type (public or/and private) account for only 27% variability in job satisfaction scores.

Discussion

The study reveals that more males than female employees are overschooled. It further reveals that female and male secondary school employees differ in their job satisfaction. Besides, male employees are more satisfied in their job than their female counterparts. This result implies that, gender contributes to employees' level of job satisfaction. The impact of gender with over/required schooling on employees' job satisfaction further yielded a significant result. The finding is not consistent with the findings by van der Meer and Glebbeek (2001) that, some differences between men and women were found; men have become more frequently overschooled and women less frequently overschooled..

This study revealed that public/private schools have more overschooled employees than private schools. It reveals also that, public/private school type can determine employees' job satisfaction. Employees in private schools are less satisfied in their job than those in public secondary schools. School type with over/required schooling exerted a significant influence on employees' job satisfaction. The finding is at variance with the findings by van der Meer and

Glebbeek (2001) that level of overschooling is higher in the private sector than in the public sector. Differences in the findings could be explained by environmental factors or by employees' preferences.

In this study it is shown that over/required schooled employees differed significantly in their job satisfaction. This result means that job placement of employees has an impact on their job satisfaction level. Moreover, employees who experienced overschooling were less satisfied with their job than those who have the required credentials. The finding is in consonance with emi1777's (2011) assertion that individuals with more schooling than required by their occupation have that tendency to shirk (not to work or work less than they are obliged to work according to your contract). Little wonder the explanation that displacement is the consequence of a process of competition on the supply side of the labour market, which is thus independent from labour market demand. Individuals improve their own educational credentials to enhance their competitiveness in the labour market. Since each individual follows the same strategy, the result is a rapid increase in the educational credentials of the working population, though every individual occupy about the same position in the labour queue (Hirsch, Thurow, cited in van der Meer & Glebbeek, 2001). Employers choose, *ceteris paribus*, the better educated worker because of the presumed higher productivity or lower training costs, even if the job is better suited for lower educated workers. The result is an allocation in which many workers have a job below their qualification level ('overschooling'), and the lower educated, due to the lack of jobs, have

been pushed out of the labour market into unemployment. (van der Meer & Glebbeck, 2001).

When gender, overschooling/required schooling and school type influence were jointly tested on employees' job satisfaction, the result was not significant. Only 27% variability in job satisfaction scores were explained by gender (male or/and female), over/required schooling, and public/private school type. The finding is not consistent with the findings by van der Meer and Glebbeck (2001) that, some differences between men and women were found; men have become more frequently overschooled and women less frequently so. On the contrary, the finding is in consonance with the finding by McGuinness (2007) when influence of gender on overeducation was investigated. It was shown found that the males' job seeking takes place in a global market, whereas the females' are largely restricted to a regional labour market exposing her to a higher relative risk of overschooling. Therefore, authors in this study claim that more males than female employees are overschooled; that public schools have more overschooled employees than private schools; and that the overschooled are not satisfied on the job. For more generalisation of results, the researchers intend to conduct a study on underschooling unemployment, mismatch in the labour market, as identified by van der Meer & Glebbeck, (2001) and their impact on job satisfaction among employees. Interviews, observations and document analysis would be carried out to ensure the extent of overschooling in the area.

Conclusion

From the findings of the study, it was concluded that more males than female employees are overschooled; female and male secondary school employees differ in their job satisfaction; male employees are more satisfied in their job than the female counterparts.

Public schools have more overschooled employees than private schools. Public/private schools type can determine employees' job satisfaction. Employees (teachers) in private schools are less satisfied in their job than those in public secondary schools. School type with over/required schooling exerts a significant influence on employees' job satisfaction. Over/required schooled employees differ significantly in their job satisfaction. Gender, overg/required schooling and school type do not jointly influence employees' job satisfaction.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. the state government should provide a stimulating workplace environment, which fosters happy, motivated and empowered individuals;
2. the government should promote a work environment that fosters personal and professional growth;
3. continual training and reinforcement should be given to overschooled secondary school employees by the government in order to develop a work force that is competent, consistent, competitive, effective and efficient;

4. the Tertiary Institutions authority should curtail all overschooled secondary school employees (i.e. those with Master's Degree and PhD), conduct screening on them, and employ those that are employable.

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