THE EFFECT OF GENDER DIVERSITY AND ETHNIC DIVERSITY ON JOB SATISFACTION IN A SAMPLE OF 57 NIGERIAN SCHOOL TEACHERS.

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ABSTRACT

In today's increasing need for a better education system in Nigeria, this study is designed to investigate work diversity among the teaching workforce and its relationship with the overall job satisfaction. A quantitative research method was used for this study. To this end, 57 Nigerian public and private secondary school teachers were asked their views on gender diversity, ethnic diversity and their job satisfaction though a validated questionnaire.

The findings and observations resolve what appeared to be conflicting theories and findings from the research. The researcher analysed the findings in three main parts which includes descriptive statistics, inferential statistics and correlational analysis. The author concludes that there is a major impact of gender diversity and ethnicity diversity on the job satisfaction of teachers in Nigerian secondary schools. Also, when Age, Gender, ethnic diversity and gender diversity are included in the model, gender diversity uniquely predicts job satisfaction of teachers in the sample. However ethnic diversity does not predict job satisfaction of teachers in the same sample of 57 teachers.

Very few researchers have explored the effect of gender and ethnic diversity on job satisfaction in the education sectior in Nigeria. Although there are related studies in the banking industries, this study seeks to address this gap.

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CHAPTER ONE

1.0   INTRODUCTION:

The chapter introduces and describes the theoretical argument behind the study which seeks to investigate the effect of gender diversity and ethnic diversity on job satisfaction in a sample of 57 Nigerian secondary school teachers. As a result, the chapter includes the background of the study, statement of the problem, aim and scope of the study, significance of the study and an overview.

1.1 Background and context to study:

The topic of research is on teacher job satisfaction and due to its high influence on education; it stretches along a continuum (Ololube, 2006; Markow& Cooper, 2008; Strauss (2013); Ansah-Hughes, 2016). Several studies have shown different tendencies on teacher job satisfaction. Some researchers describe high tendencies while some are set out to establish low tendencies. Across this broad continuum of teacher job satisfaction research, Strauss (2013) conveyed that teacher job satisfaction fell from 2008 to 2013 by 23 percent and was at the lowest point in several years. Contrary to that, Baluyos (2019) stated that the degree of job satisfaction of the teachers was, in general, very high. Job satisfaction research is particularly essential for firms, as job satisfaction is a significant indicator of staff behavior and career stability.

Secondary school education can simply be looked upon as the education and training which people formally receive in their teenage years. According to Adesina (1977), this educational stage in Nigeria was founded by the Christian missionaries in 1843 to serve as an addition to primary education which was not enough for a child to attain permanent literacy, numeracy and conversational skills. It is divided into two phases; a three year junior secondary phase and a three year senior secondary phase. Clearly, the importance of this level of education cannot be overemphasized as secondary school education does not only serve as a vital link between what has been learned by children in earlier stages, it is also more likely to be recognized as vital to developing job skills and other attributes which eventually result in the ability to participate productively as a member of the general public. It can therefore be said that focusing on factors which enhance quality high school learning is key to institutions and the country as a whole.

It is also true that quality education can also be made certain by the availability of amenities, and the amount of resources invested, scholars are of the view that teachers matter most when it comes to getting quality training. Apart from being in charge of curriculum implementation, they are largely responsible for the ability of students to clarify their visions and prospects, guiding them to nurture the skills and capacity required to achieve their goals. As clearly described by (Mohammad et al, 2014), the quality of teachers and their approach towards the profession play a vital role on education but insufficiency and low quality are issues attributed to secondary schools in Nigeria (Omoregie, 2005).

Every Nigerian teacher faces different challenges. Oke et al (2017) identifies the major ones which includes poor teachers salary structure and other renumeration, deteriorating condition of resources allocation for enhance teaching-learning processes, discriminative political interference. In addition to these Akindutire and Ekundayo (2012) also added lack of commitment, poor society perception of teachers and lack of motivation.

Subsequently, dissatisfaction in the country's teaching workforce has been hugely detrimental to achieving quality in the educational development. As it is said that jobs that are too less thought-provoking can cause boredom, too much pressure causes dissatisfaction and feelings of unhappiness. This is a general case of the teaching profession as it is believed to be associated with a high level of occupational demand and work pressure.Nevertheless, (Ajayi and Abimbola, 2013) added that despite the stressful nature of the teaching environment, teachers will be more devoted and highly proficient in their role to the school when they are passionate and satisfied. However, an increase in the level of dissatisfaction, especially among male Nigerian teachers is a growing concern (Nazim and Mahmood, 2018). Unlike many developed countries, teachers in Nigeria are regarded as low in social status (Achimugu, 2005). This is particularly associated with inadequate pay and benefits and it seems to have a lot of negative influence on others who are passionate but refuse to be in the field due to these factors of dissatisfaction.

On the other hand, with the ever-increasing population of Nigeria, secondary schools have had a dramatic increase from a few hundreds in the 60s to well over six million now (Ukeje, 1991). As a result, the change in trend means diverse group of educators have been working together on daily basis. Teachers with different age, gender, ethnicity, work experience, and culture have been working together. Certainly, these diversities in the workforce have effects on different

employees. It has been argued that the performance of an organization can be improved through workforce diversity as it comes in valuable when addressing complex tasks within the organization. This means that the advantages of having a more diverse work environment are immense as it pushes through creativity and better results as a result of cross fertilizing ideas from different backgrounds to accomplish a common goal. Nonetheless, some believe that workforce diversity can also have a negative impact on employees. Dissimilarities such as tribal differences might lead to establishing unwanted caucuses among the staff and as noted by (Hood, 2019), some of these differences can lead to miscommunication and unproductive activities when workers have difficulty in relating with their fellow colleagues (Hood, 2019).

Given the advancement in the world's technology, the ever growing demand for quality education in Nigeria and the rising call for inclusiveness in the workplace, Factors impacting the rates of teacher satisfaction in Nigeria need to be examined urgently and have the fullest understanding. There are studies relating to workplace diversity and job satifaction. Olatomide and Akomolafe (2013) wrote on job satisfaction but explored the relationship between job satisfaction and emotional intelligence to secondary school teachers' organizational engagement. Khan et al (2019) also examines the impact of diversity in workplaces on employee performance in the higher education industry.

Despite the fact that there are different studies on work diversity and job satisfation, research in the field has been rather narrow in scope. Many of the acclaimed benefits of workforce diversity remain mostly theoretical and require further study and validation (Pitts and Wise 2010). This paper addresses recent calls to study the impact of workplace diversity on job satisfaction, as well as the factor commonly associated with workforce performance in secondary schools in Nigeria.

1.2 Organization of the study:

The research done in the thesis focusses on the impact of workforce diversity on secondary school teacher satisfaction. Primary information was randomly gathered from different secondary school teachers through structured questionnaires. The questions centered on finding out the views of the participants on the diversity of the workplace in certain characteristics as; age, gender, educational background and ethnicity and how they impact their satisfaction.

Several pieces of information about workplace diversity and job satisfaction were collected from books, articles, conference papers and the internet. Such secondary data were gathered through internet searching, reading books and other related academic materials in order to establish relevant research knowledge.

1.3 Aims and objectives:

The main aim of this study is to provide detailed understanding of work diversity in reference to its impact on the teachers' level of job satisfaction in both private and public secondary schools in Nigeria. Specifically, based on these schools, the study is aimed at the following objectives:

1) To explore the relationship between gender diversity and job satisfaction of teachers
2) To explore the relationship between ethnic diversity and teachers' job satisfaction
3) To explore the relationship between ethnic diversity and gender diversity in the schools
4) To test which of the independent variables (age, gender, gender diversity, ethnic diversity) has greater extrapolative impact on job satisfaction

1.4 Research questions:

The questions of the study are as follows:

1. What is the relationship between gender diversity and job satisfaction?
2. What is the relationship between ethnic diversity and job satisfaction?
3. What is the relationship between gender diversity and ethnic diversity?

1.5 Research Hypothesis:

In this study, job satisfaction is the dependent variable while age, gender, gender diversity and ethnic diversity are the independent variables. Consequently, having carefully formulated the aims and objectives of the study, the researcher's hypothesis is that there are significant associations between these dependent variables and independent variables. If not all, some of these independent variables do have positive effect in influencing the satisfaction of teachers at their workplaces.

H1. There is a significant relationship between gender diversity and job satisfaction

H2. There is a significant relationship between ethnic diversity and job satisfaction

H3. There is a significant relationship between gender diversity and ethnic diversity

H4.   There is effect of independent variables (Age, Gender, Ethnic diversity, and Gender diversity) on total job satisfaction.

1.6 The structure:

This work consists of seven chapters, organized as follows:

Chapter 1: The Introduction

This chapter sets the background and context to the particular point of concern for this research. This then addresses research aim, meaning, scope and research structure.

Chapter 2: Literature Review

This section focuses on synthesized analysis of the latest academic articles , journals , books and reports on diversity and job satisfaction in the workplaces. It will also discuss key factors affecting teacher satisfaction and the impact on employee satisfaction of various work diversity factors.

Chapter 3: Research Questions

This chapter presents the research gap resulting from literature review and theoretical framework, and further includes the aim and objectives.

Chapter 4: Research Methodology

This chapter comprises of the procedures used in conducting the research. It discusses research design, sample design, data collection tools, administering the questionnaire and methods of data analysis.

Chapter 5: Results

This chapter deals with data analysis and interpretation. It includes reliability analysis of the scales used in the instrument and several statistical methods and analyses of data collected.

Chapter 6: Discussion

This part includes the major findings on the results obtained with the help of data Analysis.

Chapter 7: Conclusion and Recommendation

This chapter focuses on final conclusion, major contribution, Limitations and scope of further work.

2.0 LITERATURE REVIEW:

The first step in conducting a research study is the empirical review of literature as this is carried out to develop profound understanding of the detailed field of study. In addition, it enables the researcher get in-depth comprehension of the tested approaches and interpretations similar studies as this may help to reduce limitations of the work as well as may help to extend the scope of the study. As a result, in assessing the impact of gender diversity and ethnic diversity on job satisfaction in a sample of 57 Nigerian secondary school teachers, this chapter begins with reviewing the important theories of secondary school education, job satisfaction and work diversity. Then, literatures of whether some workplace diversity factors such as ethnicity and gender can be linked with job satisfaction

2.1 Secondary education in Nigeria:

When the first secondary school came into existence in 1959 as stated by (Adesina, 1977 cited in Ige, 2013), it was assumed to be established in order to reacheducational goals which were to help develop a child better than the primary school which was then believed to be insufficient for children to acquire enough skills to help make economic impact. Since the country's independence in 1960, statistics show that that the number of secondary schools which was the 311 has increased dramatically to well above seven million today (Ige, 2013).

In most countries, secondary education is the stage in the continuous spectrum of education that is responsible for young people's development during their adolescence, the quickest levels of their physical, mental and emotional growth (UNESCO 2015). Even as far as 1984, Segun Adesina noted the strategic position of secondary education in the Nigerian education and economic system. This is the educational stage where beliefs and behaviors developed at primary school are more deeply embedded in the development of knowledge and skills (Iwamoto 2005), and the steady increase in Nigerian secondary schools has, therefore, made the education a definite target of major concern.

Admittedly, there are huge problems in the educational sector which are rooted in what Garba et al. (2012) described as a complicated combination of financial, governmental, and social issues. Under the sponsorships of Nigerian Union of Teachers (NUT), the Nigeria secondary

educational sector has consistently hungered after a change in governmental attitude towards the frivolous employment of the teachers' demands (Ijiwole et al. 2019), especially in their request for better salary structures for teachers in both primary and secondary level. Knowing fully well that the quality of teachers and their attitude towards the profession play a vital role on education, these unfair circumstances have made the teaching profession in the country so unappealing. Moller et al (2015) evidently clarified that job satisfaction among teachers has a substantial effect on whether teachers are enthusiastic enough to inspire others to join the teaching profession. Teachers were less willing to encourage members of their family , including their children and this means that the majority of those found in the job are either less qualified or only there till a better option in a different field occurs (Adamu and Sani, 2014).

Moreover, the quality of teachers is highly linked with how qualified they are for the teaching profession and according to Kola & Olanipekun (2015), personal quality and certification are two main angles to look from when regarding teachers as qualified. While personal quality is continuous and could be developed from work experience through series of teaching strategies, professional development and collegial interactions, certification is usually based on past academic performances and qualifications of the teacher. Although, it is believed that many Nigerian teachers lack the educational qualities in teaching and thereby lack adequate knowledge of subject matter as well as academic competence necessary to effectively deliver in the classroom (Abdullahi, 2007 cited in Aina, 2016), the constant development in personal quality while in the job could make up for the inadequacy. However, Dagogo, (2019) argued that the reason why most teachers are not continuously developing their professional qualities is due to the lack of overall satisfaction in their job.

Given the discrepancy in quality of teachers, UNESCO (2015) report indicates that the overall number of teachers employed in Nigerian secondary schools is well below those required for efficiency and effectiveness in the delivery of instruction. According to Boma&Dagogo (2019), most teachers were willing to completely change their profession and could only stay in the teaching job if they are better satisfied, especially with higher pay and extra benefits. Also, Korb and Akintunde (2013) showed that there is a relationship between teaching as a last resort and the satisfaction of teachers. This means that teaching, for most teachers in Nigeria, is a job done because they have no other options and this led to job dissatisfaction among the teachers.

However, recent studies have shown that teacher job satisfaction is broadly linked to the overall performance of teachers which is largely affected by several factors such as workforce diversity (Campbell, 2011; Chaudhry &Sharma, 2016; Zhuwao et al 2019; Baluyos et al, 2019). This implies that, the effect of improving workforce diversity such as gender diversity in secondary schools in Nigeria can be to increase the rate of satisfaction among teachers and this will probably lead to having more people joining the profession and thereby improving the general quality of education in Nigeria. As a result, this study will focus on the degree at which teacher job satisfaction is influenced by gender diversity and ethnic diversity

2.2 Job satisfaction:

The subject of job satisfaction has long been a major concern by scholars in several fields (Onyebuenyi 2016). Since as far as the 1930s, employee job satisfaction has drawn the attention of managers as its assessment through employee surveys has become conventional. While job satisfaction is broadly known to reduce the cost of employing new staff by improving retention of existing employees (Locke et al, 2016), Job dissatisfaction in any organisation has the tendency of leading to tardiness in daily operation due to employees lack of attention towards their responsibilities, sluggishness in showing up for work, obvious withdrawal from their jobs and weakened job performance (Kim and Yoon. 2018). In order to maintain staff stability, it should, therefore, be of huge importance to every employer to keep employees happy at their job (Kim and Yoon, 2018).

As defined by the Cambridge dictionary, "satisfaction is a pleasant feeling you get when you receive something you wanted or when you have done something you wanted to do''. According to Sunal and Yasin (2011), job satisfaction can be perceived as an individual's feelings and attitude (positive or negative) toward a profession. This evidently means that an employee who is satisfied in his job has the tendency of showing a positive attitude towards the job as well as in his personal life (Khaanna, 2010). In addition, job satisfaction does not only affect the organisation, as described Anser et al (2020), it also does affect economic development, disposal and social dissipation of the society. Consequently, the importance of job satisfaction in any organization is one which managers must not take lightly as it is hugely connected to its success

One of the earliest and prominent theories the area of job satisfaction is the Maslows needs hierarchy (1995). The theory examined essential contributors by suggesting that human needs of fulfilment form a five-level hierarchy which includes:

1. Psychological needs (meeting basic human needs such as food, clothing and shelter)
2. Safety (job security. Work environment security and being generally free from fear)
3. Belonging (such as feelings of being accepted, affiliated of general feelings of affection)
4. Esteem (feelings of being recognised, approved or being shown respect by colleague and organisation as a whole)
5. Self-Actualisation (an aspect of personal growth and development).

Although the Maslow's theory was designed as factors to determine human motivation (Mawere et.al 2016), it has been hugely reckoned with in determining job satisfaction or dissatisfaction in organisations. While it approaches job satisfaction from the perspective of the satisfaction of needs, In comparison, Herzberg (1966) suggested that job satisfaction and job dissatisfaction are not seen as two different ends of the same spectrum, but as two distinct and often unconnected concepts. (Fontova-Almato et al, 2020).

Herzberg suggests a motivator-hygiene philosophy in which variables such as wages and rewards, appreciation and success are motivators that need to be fulfilled in order to keep workers in their jobs. He, however views factors such as work conditions, company policies and structure, job security, interaction with colleagues and managerial quality as hygiene factors that eventually doesn't lead to job dissatisfaction.

•   There have since been several contradictions

•   Several empirical review of teacher satisfaction

As reviewed, there are four main factors of job satisfaction which are described as follows:

- Equitable rewards – in relation to equity theory which is measured by comaring the ratio of costs and rewards for each member of the staff focuses on determinining whether the distribution of resources such as salaries, fringe benefits, promotions, e.t.c. is fair among peers. The theory of equity was first developed in 1960 by J Stacy Adams with the belief that in order to avoid dissatisfaction among individuals in the workplace, a system which

share resources fairly among such group should be created (Neog, &Barua, 2014 cited in Kapur 2018).

- Supportive working conditions – this aspect of job satisfaction is looked upon from the angle of physical working conditions and the social working conditions (Skalli and Vasileiou 2018). In addition, a second dimension to this factor is described as work which includes all the various characteristics of the job is carried out and completed, including task activities, trainings, a sense of achievement and value for a task (Raziq and Maulabakhsh, 2015).

- Mentally challenging work – It is believed that people prefer jobs that give them opportunities to use their skills and abilities as this makes the job challenging and less boring (Radhika, 2019). On the contrary, when work becomes too tasking and demanding often result into feelings of unaccomplishment and hereby leading to frustrations. (Grover and Wahee, 2013).

- Supportive colleagues– It is essential for employees within the organizational structure to establish better terms and conditions with the coworkers. It is important to create an atmosphere within the workplace where colleagues can relate pleasantly and casually with each other (Radhika, 2019). These kinds of good relationships with the colleagues allow individuals to carry out their tasks, jobs and work duties in an acceptable way. Open terms and relationships with the employees thus, allow workers to improve productivity and performance, and to build work satisfaction.

As far as education is concerned, one of the verified ways of keeping the quality of education up to date is making the teaching profession more satisfying for its employees (Buluyos, 2019). Internationally speaking, teachers are highly trained employees who are required to make professional development and training a continuous phenomenon. This means they have devoted time and money into their jobs and it profits the profession if they are satisfied at their profession (Kessler, 2014).

As conveyed by (Shila, J.M. and Sevilla, A.V. 2015), The happy and fulfilled feeling of teachers towards the institute affects the overall process of carrying out their work, thus contributing to the school's overall success. In the Nigerian education market, however, teachers are assumed to be unhappy with their employment and a number of reasons such as poor pay, parental attitude,

unequal salaries, student attitude, school atmosphere, work load, etc. are responsible for the lack of dedication of teachers to the job (Moyosola and Onijuni, 2013).

2.3 Work diversity

With the high level of importance given to Human resources due to the fact that employees are regarded as the biggest assets in an organisation, standards are often set to help the employees improve their performance (Abu-Shanab et al, 2019). One of those mechanisms in gaining an upward trend in performance is having a diverse workforce which is founded upon the fact that people are naturally different and these human differences mean that human beings are, as one would expect, built with different talents and capacities (Scott, 2016).

The theory of workplace diversity has been a huge controversy in the collected works of management, as it has been viewed from different points by several scholars. While a number of these researchers are of the opinion that the meaning and concept of diversity in the workplace should be narrowed and restricted to specific factors such as age, gender, ethnicity, race and so on (Hubbard 2004), others have opined that it should be broader and based on a set of differences among employees in the form of personality traits, mental orientation and professional variables which are usually found at a number of levels within the organization (Thomas, 1991; Nkomo, 1995).

The benefits of having a diverse workforce have been hugely stated by many scholars. To mention a few, according to Henry, O., & Evans, A. J. (2007), the management should establish a suitable environment for work diversity as this is bound to increase the survival of an organisation in today's competitive world. Odhiambo et al.(2018) reference that a diverse workforce will lead to a variety of knowledge, talents, skills and thoughts. Having a variety of employees has positive effect on the performance of a number of Nigerian organisation (Ukpere and Kifordu, 2014) and moreover, as observed in the article written by Anam Amin et al (2013), a positive relationship between work diversity and the performance of students has been verifiably shown.

More empirical findings also yielded contradictory results. Many quantitative researches undertaken in recent years help link the potential influence on job satisfaction from gender and ethnic diversity. Focusing on education in secondary school in Osun state, Nigeria, Ijiwole et al

(2019) found that the factors of job satisfaction significantly related with employee performance. It further stated that, job satisfaction among teachers in that region were below expectation with conclusions that teacher performance emerged as a determinant factor of job satisfaction. On the other hand, Zhuwao et al (2019) indicated that gender diversity and ethnic diversity have been found to be positively correlated with employee performance. Zhuwao et al (2019) focused on South African higher institution and noted that the variable ethnic diversity contributed the most to employee performance. It thereby concluded that the higher institution has confident observations that gender diversity and ethnic diversity is advantageous to them as an organization.

As a result of the above stated studies, in order to expand abilities of employees and make the most of these hugely noted advantages, it is therefore important for schools to make every effort to include a diverse workforce. (Meena, 2015).

2.4 Ethnic Diversity and Gender Diversity

Few studies using Nigerian high school data has examined the effect of diversity in the workplace on job satisfaction for teachers. Referring to ethnicity as a cultural construct, the majority of study are taken from psychologists, sociologists and others involved in educational policy (Pitts and Jarry, 2005; Afshar&Doosti, 2016, Wachira et al, 2018).

Before addressing the effects of ethnic diversity in the teaching workforce, it is important to define ethnicity conceptually. According to Maestri (2017), the two main approaches to defining ethnicity are objective and subjective. While objective assumes the definition of ethnicity to be based on citizenship, nationality or country of origin of the parents, subjective views ethnicity a the concept of cultural identity which is used to capture feelings of belonging, commitment and overall attitude with regard to the original culture

In relation to ethnic diversity in education, previous empirical studies produced mixed results. Very few studies have been done on the relationship between ethnic diversity and education in Nigeria. However, Zhuwao (2019) found that, in a South Afican higher institution, there is a strong relationship between ethnic diversity and employee performance. Another study by Maestri (2016) in Spain shows that ethnic diversity has a positive impact on school achievement. In contrary to these findings, in a study which assesses the impact of ethnic diversity on

organizational Performance at the managerial levels, Pitts and Towne (2015)reported that ethnic diversity, does not seem to affect performance in either a positively or negatively.

As the importance of the female gender inclusion in Nigerian organisations grows, there have been different examinations of relationship between gender diversity and employee performance by various scholars. These scholars have conflicting views in terms of whether organisations benefit from including women in organisations or not. On the one hand, gender diversity has been examined as a major factor in measuring job satisfaction. Crossman and Harris (2006) reported, in a study of teachers in various types of schools, that males were slightly more satisfied than females.

On the other hand, some other studies show that females are more satisfied than a range of job dimensions (Okoli 2007). However, Koustelios (2001) reported that female teachers were more satisfied with working conditions in both the primary and secondary schools than males. Other studies indicated roughly similar research results (Scott, Cox & Dinham, 1998; Ma & MacMillan, 1999). The effect sizes in all of these studies were small. This study will show if there is a relationship between gender diversity and job satisfaction of teachers in Nigerian secondary schools.

3.0 RESEARCH QUESTIONS:

The questions of the study are as follows:

1. What is the relationship between gender diversity and overall job satisfaction of teachers?
2. What is the relationship between ethnic diversity and on job satisfaction of teachers?
3. What is the relationship between gender diversity and ethnic diversity?

Reflecting on these research questions form the foundation on which the entire research study is based on and thereby, serve as a connection with giving efforts to providing better learning in Nigerian secondary schools.

The primary aim of this research study is to examine the relationship between workforce diversity and job satisfaction in public and private secondary schools in Nigeria. In trying to achieve this goal, the researcher aims to identify some of the different factors of work diversity that show a connection with job satisfaction in regard to making recommendations to institutions in order to enhance the quality of teaching through the satisfaction of educators.

Hence, the aims of the study are

1. To explore the relationship between gender diversity and job satisfaction of teachers
2. To explore the relationship between ethnic diversity and teachers' job satisfaction
3. To explore the relationship between ethnic diversity and gender diversity in the schools
4. To test which of the independent variables (age, gender, gender diversity, ethnic diversity) has greater extrapolative impact on job satisfaction

In the section that follows, plans on achieving these goals and the requirements involved indeveloping answers to the research questions will be discussed.

CHAPTER FOUR

4.0 Methodology

This research is conducted in such a way that it is comprehended based on its philosophy, its approach and the instruments used. This chapter characterises the methodological foundations that address the research questions and hypothesis evolved from the research gap developed from literature review for understanding a relationship between workforce diversity and job satisfaction among teachers in Nigerian secondary schools. Therefore, in details, the chapter discusses the philosophy of the study in relation to other philosophies. It further explains the adopted strategy as well as introduces the instruments used in pursuit of the research goals.

4.1 Research philosophy:

A research philosophy is termed as a structure of beliefs and assumptions in which data about a phenomenonshould be gathered, analysed and developed (Burke and Onwuegbuzie2004).With the question of 'how to research' being one of the most common questions asked by researchers (Remenyi et al. 1998), this system of assumptions is bound to back the approach and method implemented in research. Ontology and epistemology are two mostsignificant stances which lead to the methodological choices that are incorporated into research.Ontology relates to the nature of reality in reference to the assumptions coming from ones perception (Burrell and Morgan 1979, cited in Gole and Hirschheim 2000). The two viewpoints related to ontology are objectivism and subjectivism. While subjectivists view reality of actions as being influenced by the society in which phenomena are created, objectivists visualise the phenomenon under investigative studies as tangible and measurable (Saunders et al. 2016). On the other hand, epistemology relates with the philosophy of how acceptable and valid knowledge is acquired, understood and used (Wahyuni 2012). Existing literature shows that, to acquire knowledge and understand phenomena, epistemology is used differently based on philosophies such as positivism, interpretivism and realism (Saunders et. al 2012). While positivism uses deductive explanations and testing by measuring reality, interpretivistm uses deep-level investigation and analysis and a realist on the contrary, ascertains that scientific theories give the world's account (Manus et al. 2017).

All in all, according to Holden and Lynch (2004), the researchers' assumption of what constitute the authenticity of the study determines how knowledge about such reality is to be garnered. This implies that while the method and approach to be used in a research is dependent on the requirements of the study in terms of its aims and objectives (Sale et al. 2002). These philosophical assumptions guide scholars to be able to choose the right research procedural adoptions (Onwuegbuzie et al. 2009).

4.2 Research approach:

The theory of work diversity in correlation with job satisfaction will be influenced by each individual's response to scaling questions on their feelings of satisfaction towards their job and experience on gender and ethnic diversity in their various workplaces. This means that the background knowledge that addresses the aims and objectives of the study is to be acquired and understood using predetermined and measurable results with a structured data collection technique (Saunders et al. 2016).As a result, the study adopted a quantitative research with an ontology of objectivism and a positivist epistemological approach. This was thoughtfully considered because it applies to a natural science approach as it was in response to philosophical assumptions of the research. Furthermore, since the social world exists externally, as suggested by Manus et al. (2017), the researcher, as an independent positivist used deductive hypothesis knowledge acquisition by viewing the social world objectively.

4.3 Participants:

The study was done in the middle of the pandemic resulting from coronavirus (COVID-19), an infectious disease caused by a newly discovered virus (Jebril, 2020). In response to the deadly effect of the virus, the federal ministry of education in Nigeria approved school closures which meant that teachers had to stop work until further notice. Therefore, the chance of reaching out to gather secondary school teachers which were the populace for the survey became weakened

However, in order to retain the goals of the research in the unprecedented midst of uncertainties, snowball sampling method of collecting participants was devised. Snowball sampling is not new; it is an unlikely survey sample selection method that is commonly used to locate hidden populations (Johnson, 2014). The method relies on chain referrals where existing study subject recruit future subject who represent the characteristics that are of research interest from among

their acquaintances. In the end, a total of 70 teachers (30 males and 40 females) from different secondary schools across the regions of Nigeria were recruited for the study. The participants ranged in age from 22 to 52 with an average (mean) age of 32 years. Meanwhile, only 7 of the participants have 16-20years experience in the field of teaching and while 27 of them appear to have 1-5 years, 16 of them have 6-10years, and 20 have 11-15years.

4.4 Data collection tools:

A questionnaire is required to collect information from a sample of individuals through their responses to questions, in accordance with the aims and objectives of this research study (Check & Schutt, 2012, p. 160). As a result, published questionnaires were used to measure the level of satisfaction of the participants towards their jobs and to gain access to their views on the diversity of the workforce.

A quality questionnaire requires a validation study to be done and with the little amount of time involved in perfoming this study, developing a questionnaire was not the best option for the researcher. Therefore, a 14-item job satisfaction questionnaire was borrowed from a research study done by Ijiwole et al. (2019), where it was used to measure "Job Satisfaction and its Influence on Teachers' Performance in Osun State, Nigeria". The study was peer reviewed and published through Asian Journal of Advanced Research and Reports. Ijiwole et al. (2019) added that, in order to ensure the validity of the instrument, the face and content of the questionnaire was assumed useable through clarifications from specialists in measurement and evaluation in the faculty of Education, University of Ibadan, Nigeria. Furthermore, the reliability was tested by Ijiwole et al. (2019) using a pilot study which was carried out on 20 Heads of school and 25 teachers and the cronbach's Alpha was 0.81, indicating that the questionnaire was reliable. As a result of the stated evidences, the reliability and the validity of the scale was considered acceptable for this study

Furthermore, the statements in the questionnaire were critically analysed and considered to match the aims of this research study. They collaboratively measure the teachers' level of satisfaction towards;

1) Pay and job security – as seen from the first three statements,

— *monthly salary is sufficient to meet all important expenses*

— *I feel happy with my present fringe benefits*

— *I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract*

— *I am comfortable with the promotion opportunities available to me as a teacher*

2) Supportive working conditions

— *I am happy with cooperation I receive from school management team*

— *I am satisfied with in-service training opportunities available for me as a teacher.*

— *I am comfortable with the geographical location of the school in which I teach.*

— *I am satisfied with the school's physical working environment.*

3) Mentally challenging work

— *I feel satisfied with the recognition I have in the community*

— *Involvement of teachers in decision making in schools*

— *Teaching is an interesting job to me*

— *I feel satisfied with my professional ability for doing my job*

4) Supportive colleagues

— *I enjoy collegial relationship with fellow teachers*

— *My colleagues value my contribution in the school*

In addition, due to the inadequacy of time for the study, the author borrowed an Elsaid (2012) workforce diversity questionnaire with a total of 10 variables from Zhuwao et al (2019). The questionnaire was used by Zhuwao et al (2019) to study "The Effect of Gender diversity and Ethnic diversity on employee performance in a South African higher education institution" and was published by South African journal Human Resource Management. According Elsaid, (2012) cited in Zhuwao et al (2019), the reliability of the scale was well-thought-out to be satisfactory as the study showed a cronbach Alpha coefficient of 0.70 in a population of 300 middle managers at the Egyptian pharmaceutical industry. Consequently upon the stated

evidences, the reliability and the validity of the scale was considered acceptable for this study. The questionnaire assesses what each participant perceives on two of really important areas of diversity in the workplace

1) Gender diversity – the questionnaire was designed to measure the perception of selected teachers on variations gender at workplace with the following statements

   — *Opposite gender can perform well and I enjoy working with them.*
   — *Employees have not been discriminated [against] by employer during promotional opportunities based on gender.*
   — *Dissimilarity in gender leads to poor employee performance*
   — *Workforce of the same gender can easily form working groups*
   — *There is equal opportunity for career growth and advancement for women in my organisation*

2) Ethnic diversity – in order to evaluate the view of these educators on the differences in ethnic groups at their schools, the 5-item questionnaire is administered with the following variables
   — *Working with colleagues from different ethnic backgrounds influences my decision-making ability.*
   — *Different languages used to communicate in the workplace do not create conflict among employees.*
   — *I co-operate well with my colleagues of different ethnicity.*
   — *The language differences among employees affect group formation and cohesion.*
   — *I develop low self-esteem in the workplace due to my ethnic background.*

4.5 Administering the questionnaire:

The questionnaire was self-administered. Before sending the questionnaires out to the teachers, they were grouped into a single questionnaire with different sections and entered into Google forms, an internet based application which helps create surveys. After that, the questionnaire was sent out to teachers of various public and private secondary schools in different regions of Nigeria. The technological effect of the Google form did not only make it easier to reach out to

the participants, it also aided in making sure that all questions were made mandatory and answered before submitting.

The knowledge of the level of measurement for each variable means identifying the right scale for each item of the questionnaire. A scale is a mechanism which distinguishes participants to their differences on the variables of interest to a study as asked in the questionnaire (Khader 2018). Scaling helps to quantitatively represent an item, a person or an event's place in a continuous spectrum or series of categories. There are different types of scales of measurement including nominal, ordinal, interval and ratio scale (Khader, 2018). For this study, the questionnaires used nominal scale and continuous scale.

Nominal scale is a simple type of scale and it is used for labelling variables into distinct classifications and does not involve a quantitative value (Zikmund et al, 2013). For the first question (Gender) and the fifth question (Ethnic group) of the questionnaire are designed according to nominal scale. However, for question 2 (Age) and 3 (Years of education), in order to ensure suitability in correlational analysis, the researcher asked for actual details which means the scales are continuous. The remaining part of the questionnaire was scored on a five-point Likert scale which respondents select their level of agreement or disagreement for a series of statements on the questionnaire in a symmetric agreement-disagreeable scale. Thus, for a given, item the range captures the strength of their feelings.

4.6 Ethical consideration:

Before the data collection process, the aims and objectives of the study had been stated and ensured it is passed on to every respondent to make sure they have knowledge of what their data is being used for. Additionally, it is generally believed that anonymity and the confidentiality of the participants must be ensured. This is bound to prevent negative effects of participation, not only by reducing the tendency of giving biased responsesbut also to give assurance of maintaining trust that the sensitive pieces of information to be obtained from the questionnaires by the respondents is handled with care. For that reason, the questionnaire neither included names nor personal contact details of the respondents nor the names of their schools.

4.7 Method of data analysis:

Data analysis is the method by which mathematical and/or logical methods are regularly used to define, explain, condense and analyze results. All data from the respondents were statistically analysed with the use of the IBM Statistical Package for Social Sciences (IBM-SPSS). However, before the information could be entered into the computerised statistical program, some steps needed to be taken to ensure that the analysis is correct.

After each questionnaire was submitted, the contents were individually checked whether there were any mistakes made by the respondent. Thereafter, an editing process was performed to ensure the material was reliable, complete, and clear. During this phase, errors during wording or content were also corrected. An example was in the second question of the questionnaire where some of the respondents wrote year of birth instead of age in numbers. This was edited appropriately.

After that, the process of data coding occurred where a 'codebook' was prepared before the information on from the questionnaire was entered in SPSS. Data coding is to assign a code with a specific numerical value in response to each specific question on the survey instrument. In the earliest section of the questionnaire, the first question was to identify the respondents' gender, 'Male' was coded as 1 and 'Female' was coded as 2. For the fourth question where work experience was required, the lowest range is '1-5years' and the highest '16-20years' and they were coded 1 and 4 respectively. Furthermore, in the other sections of the questionnaire, 'Strongly Disagree' is coded as 1, 'Disagree' is coded as 2, 'Neutral' is coded as 3, 'Agree' is coded as 4, and 'Strongly Agree' is coded as 5. Thecoded data were inserted into the SPSS software in preparation for the statistical examination.

4.7.1 Reliability of the Measurement Scale:

A reliability analysis was performed to check the internal consistency of the items in the questionnaire. The instrument's reliability is normally defined by Cronbach's alpha which shows how the items in the questionnaire interrelate (Pallant, 2007). Reliability is more crucial in a likert-type questionnaire, where the concept is tested by several variables. The Cronbach's alpha coefficient ranges from 0 to 1 and while the suggested value be over 0.7 (Pallant, 2007), a lower

value, depending on the number of items can be considered satisfactory as an indication of scale reliability.

The table below shows that job satisfaction questionnaire was measured using 14 items and a coefficient alpha of 0.743 which means the scale can be considered reliable with the sample. On the other hand, the gender and ethnic diversity instrument were negative at the first SPSS output, the value is negative due to a negative average covariance among items. According to Pallant(2007), this does not go in line with reliability model assumptions and after the items were checked, it was seen that some of the items had negative covariance.Items 3(*Dissimilarities in gender leads to poor employee performance*) and 4 (*Workforce of the same gender can easily form working groups*) in the gender diversity questionnaire as well as item 2 (*Different languages used to communicate in the workplace do not create conflict among employees*) and item 3 (I *co-operate well with my colleagues of different ethnicity*) in the ethnic diversity questionnaire were recoded into same variables to help make the statements positive. While the 0.561 value of the cronbach's alpha in the Ethnic diversity questionnaire is considered satisfactory, the 0.431 value in the gender diversity instrument appear unsatisfactorily lower. Although unchangeable due to the 'covid-19' circumstances, the effect of this is assumed to be low based on the reduced number of participants due to the effect of removing extreme outliers.

Reliability Statistics			
No.	Questionnaire	Cronbach Alpha	Number of items
1.	Job satisfaction	0.743	14
2.	Gender diversity	0.431	5
3.	Ethnic diversity	0.561	5

Table 1: Reliability Statistics

4.7.2 Descriptive analysis:

Descriptive analysis is where data collected are converted into a form that makes things simpler for researchers to understand, define, reorganize, and modify data to provide meaningful information. It helps to explain the features of a particular data set by providing short summaries of the data sample and measures. Some measures such as mean, mode , standard deviation and range are forms of descriptive analysis that are used to describe the sample data framework in

such a way however to show the typical respondent and reveal recurring concepts of responses (Burns and Bush, 2006).

This is where all of the information will be portrayed in tables and/or chart form to facilitate understanding of the content of the collected data.In this research study, the descriptive analysis on the forms of frequencies and percentages were computed to provide the about the personal particulars of the respondents such as gender, age, ethnicity, education level, and work experience

4.7.3 Pearson correlation coefficient analysis:

Pearson correlation coefficient is a measure of the strength of a linear association between two variables it is denoted by (*r)* (Hair et al. 2017). It ranges from -1.00 to +1.00, and while zero represents absolutely no linear relationship between two variables, $r = +1.00$ and $r = -1.00$ show there is a perfect positive linear relationship and a perfect negative linear relationship respectively.

Table 2: Pearson Correlation Coefficient

Coefficient Range	Strength of Association
0.10 to 0.29 or -0.10 to -0.29	Small
0.30 to0.49 or -0.30 to +0.49	Medium
0.50 to 1.0 or -0.50 to -1.0	High

Adapted from*:   Pallant (2005) SPSS Surviving manual*

The use of the Pearson's correlation coefficient analysis has to date been of huge assistance to researchers to examine the strength of relationships between variables and as a result, they have better understanding on whether there is a positive relationship, negative relationship, or no correlation between dependent and independent variables.

As far as this study is concerned, The Pearson's correlation coefficient analysis helped to give clarity in the examining the relationship between gender diversity in schools and job satisfaction of the teachers. In addition, the relationship between working with diverse ethnic groups and job satisfaction was measured.

4.7.4 Multiple regression analysis:

Multiple regression is used to evaluate the bivariate correlation framework, which involves concurrently investigating the effect of two or more independent variables on a single interval of scaled dependent variables (Zikmund et al, 2010). It allows the researcher to explore how much predictive effects a set of variables has on a given outcome, and it also addresses whether a specific predictor variable can still predict an outcome after the effects of another variable are controlled for. To comprehend the predictive effect of gender diversity and ethnic diversity on the work of Nigerian teachers' job satisfaction after the effect of age and gender are controlled for, multiple regression analysis was used

4.8 Limitations:

When using quantitative research, there are several methodological limitations. Quantitative research involves a scientific process where after a theory is projected, it is tested and then the results are examined. This means that the investigations of this type of research are based on numerical and statistical analysis. While it involves in-depth quantification of the study variables as well as uncovering patterns and associations, it does not provide reasoning behind participants' responses (Queiros et. al. 2017)

In this study the relationship between the work diversity factors and teacher job satisfaction were described. The study was limited to the number of participants who were available to respond to the questionnaire. Additionally, there were limits to the accuracy the representing the actual thoughts and feelings of the respondents.

5.0 RESEARCH FINDINGS AND RESULT:

In this chapter, collected data are typically analysed and summarised using statistical procedures so as to efficiently display patterns of results in relevance to the research questions posed in earlier chapters. Data were analysed through the use of the Statistical Package for Social Sciences (SPSS) program version 20. The data were defined in a summary form using descriptive statistics (frequencies and percentages). To test the connection between the independent variable (gender diversity and ethnic diversity) and the dependent variable (job satisfaction), Pearson correlation analysis was performed. In addition, the hierarchical regression model was done to check which independent variable has the greatest effect on job satisfaction.

Before the analysis, each datum and each variable were screened in order to maximise the quality and usability of the data. In the process of detailed screening, some extreme values of much difference when compared to the other values of the data were detected and in order to have clarity,box plot function in SPSS software was used to screen the outliers (the extreme values) on the whole cases. The overall result of the exploration showed that there were thirteen outliers (case numbers 1, 4, 8, 13, 15, 21, 32, 37, 43, 48, 50, 57 and 65) and so as to maintain the quality of the data, all of these outliers were removed from the data set and stored separately for further future reference.As a result, out of the total of seventy participants, the researcher is left with fifty seven responses to work with and while the numbers appear small in reference to the scope of the study, it seems fairly usable enough considering the uneasy effect of the covid-19 pandemic.

In addition to screening for outliers, the reliability of the measurements was tested and five out of twenty four overall statements were made positive due to the result of the calculated Cronbach's alpha.

5.1 Descriptive statistics:
Five questions were posed to each participant in regards to their gender, age, years of education, work experience and their ethnicity.

Table 3:   Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	27	47.4	47.4	47.4
Valid	Female	30	52.6	52.6	100.0
	Total	57	100.0	100.0	

Table 3 shows an almost balanced frequency of the research's respondents. As revealed, after the identified outliers have been removed from the participants, the valid total response from the questionnaire is from 57 teachers and while 27 of them are males, 30 are females to make it 47.4 percent and 52.6 percent respectively.

Table 4 Age of the respondents

	Minimum	Maximum	Mean	Std. Deviation
Age	18	52	33.21	6.675

Table 5: Work experience of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5years	23	40.4	40.4	40.4
6-10years	15	26.3	26.3	66.7
11-15years	16	28.1	28.1	94.7
16-20	3	5.3	5.3	100.0
Total	57	100.0	100.0	

Table 4 and table 5 express the age of the respondents and their teaching experience in years respectively. Clearly, out of the 57 participants, no participant have had more than twenty years

in teaching and only three of them have only been teaching for more than 15 years. Majority of the teachers have been in the profession only five years or less as the table shows that about forty percent of them gave taught between one and five years. While fifteen of the respondents have worked for six-to-ten years, the table clarifies that sixteen of these teachers have 11-15 years' work experience. As far as their age is concerned, the mean value 33.21 and while 18years is the minimum age, the oldest of them is 52 years old.

Table 6   Ethnic group of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Yoruba	42	73.7	73.7	73.7
Igbo	6	10.5	10.5	84.2
Hausa	3	5.3	5.3	89.5
Other	6	10.5	10.5	100.0
Total	57	100.0	100.0	

Table 6 illustrates the different ethnic groups of the respondents; the largest was the Yoruba group at 73.7 percent of the entire population, followed distantly with the Igbo group and the other tribes with both occupying 10.5 percent of the population. Meanwhile, the table shows that the Hausa accounts for only 3 percent of the teachers, making them the lowest participants in the group.

Table 7:   Job satisfaction measurement

No.	Questions	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
1.	The monthly salary is sufficient to meet all important expenses	26.3	43.9	15.8	12.3	1.8	2.19
2.	I feel happy with my present fringe benefits	15.8	52.6	22.8	8.8		2.25

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3.	I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract	22.8	12.3	29.8	28.1	7.0	2.84
4.	Teaching is an interesting job to me	1.8	7.0	45.6	45.6		4.33
5.	I feel satisfied with my professional ability for doing my job	1.8	1.8	3.5	61.4	31.6	4.19
6.	I am happy with cooperation I receive from school management team	5.3	17.5	28.1	40.4	8.8	3.30
7.	I feel satisfied with the recognition I have in the community	1.8	21.1	29.8	35.1	12.3	3.35
8.	Involvement of teachers in decision making in schools	3.5	15.8	22.8	38.6	19.3	3.54
9.	I am satisfied with in-service training opportunities available for me as a teacher	14.0	17.5	12.3	47.4	8.8	3.19
10.	I am comfortable with the geographical location of the school in which I teach.	7.0	10.5	26.3	47.4	8.8	3.40
11.	I am satisfied with the school's physical working environment.	5.3	21.1	22.8	40.4	10.5	3.30
12.	My colleagues value my contribution in the school	1.8	3.5	5.3	64.9	24.6	4.07

13.	I am comfortable with the promotion opportunities available to me as a teacher	22.8	26.3	22.8	24.6	3.5	2.60
14.	I enjoy collegial relationship with fellow teachers.	1.8	15.8	59.6	22.8		4.04

Table 7 shows the percentage distribution of the participants' responses to the statements on the Job satisfaction questionnaire.Clearly, majority of the participants disagree with being satisfied with pay from their work where more than 70% are in disagreement with the statement *'The monthly salary is sufficient to meet all important expenses'*. Although, about 30% of them were neutral with the statement that states*'I feel happy with my present fringe benefits'*, a large number of the group either 'strongly disagree' or 'disagree' to the statement with 15.8% and 52.6% respectively.

On the contrary, it is clear that most of the teachers enjoy the profession. As seen with the statements *'Teaching is an interesting job to me'* and '*I feel satisfied with my professional ability for doing my job'* Although, no one strongly agreed to the former, almost half of them agreed that teaching is interesting with another 49.6% giving showing neutral feelings towards it. Furthermore, more than 90% of the entire population shows that they are satisfied with their capabilities to do the job professionally.

The feelings of the teachers are mixed over whether they are comfortable with the promotion opportunities available to them. Although only 3.5% of them strongly disagreed, while 22.8% feel neutral, 26.3% and 22.8% of the teachers disagree or strongly disagree respectively. However, despite the fact that no one showed strong agreement for the statement *' I enjoy collegial relationship with fellow teachers'* about 30% of the participants strongly agree and 64.9% agree to their contribution being valued by their colleagues.

Table 8: Gender diversity measurement

No.	Questions	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
1.	**Opposite gender can perform well and I enjoy working with them**	1.8	22.8	56.1	19.3		3.91
2.	**Employees have not been discriminated [against] by employer during promotional opportunities based on gender**	1.8	15.8	21.1	54.4	7.0	3.49
3.	**Dissimilarities in gender leads to poor employee performance**	8.8	28.1	26.3	29.8	7.0	2.98
4.	**Workforce of the same gender can easily form working groups**	3.5	40.4	26.3	26.3	3.5	2.86
5.	**There is equal opportunity for career growth and advancement for women in my organization**	5.3	14.0	8.8	63.2	8.8	3.56

Table 8 shows the percentage distribution of the respondents on gender issues at their various places of work. As made known in the table, 15.8% of the respondents disagreed that employees have not been discriminated against by their employers during promotional opportunities based on gender while 54.4% agreed. For the statement, '*employees have not been discriminated [against] by employer during promotional opportunities based on gender'*, the percentage distribution shows that 6.2% of our respondents disagreed with the statement, 12.3% were neutral and 43.2% agreed. For the statement, 'dissimilarity in gender leads to poor performance', 6.2% disagreed with the statement, 12.3% were neutral and 43.2% agreed with the statement.

For the statement, '*opposite gender can perform well and enjoy working with them'*, more than half of the participant, at exactly 56.1% were neutral, 22.8% of the participants disagreed, and

19.3% agreed with the statement. Meanwhile, none of the respondents strongly agreed to the statement and only 1.8% strongly disagreed. Similarly, at 40.4%, majority of the teachers tend to disagree to the statement '*workforce of the same gender can easily form working groups'*. This is followed by the same number of teachers at a percentage of 26.3 each feeling neutral and agreeing to the statement. However, only 3.5% strongly disagree and strongly agree.

The frequency distribution of the responses to the statement '*Dissimilarities in gender leads to poor employee performance*' indicates that the feelings of the teachers are mixed where the highest percentage of the participants agree to the statement at 29.8% but with only a slight difference from those who disagree and those that were neutral at 28.1% and 26.3% respectively. However, most of the participants at 63.2% agree that there is equal opportunity for career growth and advancement for women in their organizations where only 14.2 disagree.

Table 9: **Ethnic diversity measurement**

No.	Questions	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
1.	Working with colleagues from different backgrounds influences my decision-making ability	1.8	5.3	21.1	63.2	8.8	3.72
2.	Different languages used to communicate in the workplace do not create conflict among employees	10.5	43.9	28.1	14.0	3.5	2.56
3.	I co-operate well with my colleagues of different ethnicity	22.8	71.9	5.3			1.82
4.	The language differences among employees affect group formation and cohesion	7.0	33.3	29.8	29.8		2.82

5.	I develop low self-esteem in the workplace due to my ethnic background	45.6	40.4	8.8	5.3		1.74

Table 9 reveals the percentage distribution of the respondents on ethnic issues at their schools. It is clear that most of the teachers do not agree to '*cooperate well with their colleagues of different ethnicity*' only 5.3% feel neutral and none of them either agreed or strongly agreed to the statement. Similarly, majority of the respondents agreed to the statement '*Working with colleagues from different backgrounds influences my decision-making ability'* as less than 10% were in any form of disagreement while more than 70% agreed and strongly agreed.

However, not one of the respondents strongly agrees to the statement which suggests they develop low self-esteem because of their ethnic background with only 5.3% accepting the statement to be fairly correct. While just 8.8% feel neutral, almost 90% of the questioned teachers are in disagreement with the statement

For the statement *'The language differences among employees affect group formation and cohesion*', although no one strongly agrees with the statement, only 7% strongly disagrees. Nevertheless, while 33.3% disagree, they are marginally more than those who feel neutral and agree at 29.8%.

Lastly, the frequency distribution of the respondents to the statement '*Different languages used to communicate in the workplace do not create conflict among employees'* shows that almost half of them disagrees and more teachers strongly disagree than they strongly agree. Although more than a quarter feels indifferent with the statement.

5.2 Inferential statistics

In order to draw deductions and conclusions on the relationships between the variables of work diversity and job satisfaction, the obtained data have been typically analysed by the means of inferential statistical procedures which, according to Burns and Bush (2000), helps to give a long range of assumption in reference to the characteristics of the population based on the sample data. This means what, while the given descriptive analysis have helped to describe the events of the research's data, this section, with the use of statistical techniques which includes correlation

and multiple regression, will report that inferences from the data to more general conditions. However, it is generally believed that an accurate analysis of inferential statistics requires that all necessary assumptions including; level of measurement, related pairs, normality, linearity, homoscedasticity, and independence of residuals must remain unviolated (Pallant 2007).

5.3 Correlational Analysis

According to Schober et al. (2018), correlation analysis is used to describe the strength and direction of a monotonic association between two variables. For this study, Having made sure of the linearity of the variables as well as correcting the effect of extreme recorded values (outliers), Pearson correlation coefficient (r), which can only take on values between -1 and 1 is shown. The monotonic nature of this procedure means that as the value of one variable rises, the value of the other variable increases or as the value of one variable increases, the other decreases.

Table 10:

Correlation of relationship between Gender Diversity and Job Satisfaction

		JOB SATISFACTION	GENDER DIVERSITY
JOB SATISFACTION	Pearson Correlation	1	.397[**]
	Sig. (2-tailed)		.002
	N	57	57
GENDER DIVERSITY	Pearson Correlation	.397[**]	1
	Sig. (2-tailed)	.002	
	N	57	57

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11:

Correlation of relationship between Ethnic Diversity and Job Satisfaction

		ETHNIC DIVERSITY	JOB SATISFACTION
ETHNIC DIVERSITY	Pearson Correlation	1	.304[*]
	Sig. (2-tailed)		.022
	N	57	57
JOB SATISFACTION	Pearson Correlation	.304[*]	1
	Sig. (2-tailed)	.022	
	N	57	57

*. Correlation is significant at the 0.05 level (2-tailed).

Having initially performed analyses to make certain that the assumptions of being normal, linear and homoscedastic were not violated, Table 11 above shows the results of the relationship between gender diversity and job satisfaction which was investigated using Pearson product-moment correlation coefficient. As shown, with the number (N) of cases which was the 57 participants, a Pearson correlation value of 0.397 shows that there was a medium, positive correlation between the two variables and the significance level (Sig. 2 tailed) lower than 0.05 indicates that significant levels of gender diversity is associated with job satisfaction.

Table 12: Correlations of relationship between Gender Diversity and Ethnic Diversity

		Gender Diversity	Ethnic Diversity
Gender Diversity	Pearson Correlation	1	.198
	Sig. (2-tailed)		.140
	N	57	57
TOTAL ETHNIC DIVERSITY	Pearson Correlation	.198	1
	Sig. (2-tailed)	.140	
	N	57	57

Table 11 shows the relationship between ethnic diversity and job satisfaction. Similarly, there was a medium positive correlation between the two variables [r = .304, N=57, p<0.05], showing a statistically significant correlation between ethnic diversity and job satisfaction. Nonetheless, table 12 which shows the relationship between ethnic diversity and gender diversity indicates that there was a weak correlation between both variables [r= 0.198, p > 0.05] and that increases in ethnic diversity does not significantly relate to increases in gender diversity.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.236[a]	.056	.021	6.402	.056	1.591	2	54	.213
2	.486[b]	.236	.177	5.869	.180	6.132	2	52	.004

a. Predictors: (Constant), Age, Gender

b. Predictors: (Constant), Age, Gender, Gender Diversity, Ethnic Diversity

c. Dependent Variable: Job Satisfaction

Table 13 above shows an evaluation of the model from the hierarchical multiple regression. The R value is the correlation coefficient between the dependent variable and the independent variables. According to the Model Summary, the value of correlation coefficient(R) of four independent variables (Age, Gender, Ethnic diversity and gender diversity) with the dependent variable (Job Diversity) is 0.486. Therefore, there is positive and moderate correlation between the four independent variables and dependent variable.

Furthermore, the model summary indicates the coefficient of determination (R square) which helps in explaining the variance. The results show that the R-square value is 0.236 which means that after the effect of age and gender have been controlled, gender and ethnic diversity can explain 23.6% of the dependent variable (job satisfaction). However, it still leaves out 76.4% (100%, -23.6%) unexplained in this research. This point toward the fact that there are other additional variables that is important in explaining job satisfaction among teachers which have not been considered in this study.

Table 14: ANOVA statistical significance on the model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	130.446	2	65.223	1.591	.213[b]
	Residual	2213.273	54	40.987		
	Total	2343.719	56			
2	Regression	552.850	4	138.212	4.013	.007[c]
	Residual	1790.870	52	34.440		
	Total	2343.719	56			

a. Dependent Variable: Total Job Satisfaction

b. Predictors: (Constant), Age, Gender

c. Predictors: (Constant), Age, Gender, Gender Diversity, Ethnic Diversity

Table 14 shows the result of the performed Analysis of variance (ANOVA) which examines the statistical significance of the regression model on whether it is a good descriptor for the relationship between the independent variables (age, gender, gender diversity and ethnic diversity) and the dependent variable (job satisfaction). Thus, the results in the table show that

the model is a good descriptor of the relationship between the independent variablesand the dependent variable (F = 4.013; p = 0.007). This means that the independent variables (gender diversity and ethnic diversity after age and gender have been controlled) are significant in explaining variance in the dependent variable (job satisfaction).

Table 15: Gender and ethnic diversity as predictors of job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.255	5.683	..	9.898	.000
	Gender	-1.327	1.745	-.103	-.760	.450
	Age	-.230	.132	-.237	-1.746	.087
2	(Constant)	21.953	11.441		1.919	.061
	Gender	-.702	1.643	-.055	-.427	.671
	Age	-.161	.122	-.166	-1.314	.195
	Gender Diversity	1.033	.391	.331	2.641	.011
	Ethnic Diversity	.841	.487	.219	1.726	.090

Table 15 shows gender and ethnic diversity as predictors of job satisfaction. In order to compare which independent variable between gender diversity and ethnic diversity contributes most to the variation of job satisfaction, beta standardised coefficients were used. Thus, the results, as shown in the table, indicate that gender diversity contributed most to the variation of job satisfaction (β = 0.331; p = 0.011)

In summary, the data collected was presented from the questionnaire survey and interpreted the SPSS outputs. The analysis was divided into three parts which included descriptive analysis, measurement of the scale and inferential analysis. The findings and explanations will be used to advance the overall research for further discussions, conclusions and implications.

CHAPTER SIX

6.0 DISCUSSION:

In this chapter, the procedure of the research is summarised and the main background of the research is presented. Furthermore, findings, which resulted from statistical analysis performed in the previous chapter, are discussed based on the context of the established research objectives. The primary aim of this study is to examine the effect of work gender diversity and ethnic diversity on job satisfaction in a sample of 57 public and private secondary school teachers in Nigeria. After all examinations have been done in regard to the research aim, major findings related to the study revealed that:

i. Gender Diversity positively correlates with and uniquely predicts Job Satisfaction in a sample of 57 secondary school teachers in Nigeria, when Age, Gender, and Gender Diversity are included in the model.

ii. Ethnic Diversity positively correlates with Job Satisfaction in a sample of 57 secondary school teachers in Nigeria.

iii. Ethnic Diversity does not uniquely predict Job Satisfaction in a sample of 57 secondary school teachers in Nigeria, when Age, Gender, and Gender Diversity are included in the model.

The result of this study shows that gender diversity is positively correlated with job satisfaction. In addition, the findings indicate that, when Age, Gender, and Gender Diversity are controlled for, gender diversity can be used to predict the satisfaction of teachers in Nigerian secondary schools. This does not support the findings of Sheth (2018) which showed that there was no impact of gender diversity on the performance of employees in some select IT industries. Also, this study is not consistent with prior study of Nielsen& Madsen (2017) which presented that there was no significant correlation between gender diversity and general job satisfaction in 13 different occupations in the Danish public sector. On the contrary, this study supports Zhuwao (2017) which revealed a significant relationship between gender diversity and employee performance at the University of Venda. Also, the findings support that gender diversity predicts employee performance in the same study

With arguments that ethnic diversity can decrease teaching performance, Maestri (2017) found that people 's degree of overall job satisfaction or degree of satisfaction with a particular aspect

of their work may be influenced by job activities they view or encounter differently as a result of gender, race , or ethnicity. There is evidence of this in this analysis as the researcher sees a connection between work satisfaction and the diversity of ethnicity and gender. Campbell, (2011), however, has shown that there is no statistically significant relationship between ethnicity and job satisfaction among managers and supervisors of some organizations in the United States. This study does not support that as it shows that Ethnic Diversity positively correlates with Job Satisfaction in a sample of 57 secondary school teachers in Nigeria.

Furthermore, it is shown from findings in this study that majority of the teachers agree strongly that their monthly salary is not sufficient to meet all important expenses. This is supported by the study of Ijiwole et al (2019) which implies that teachers in Osun state, Nigeria are not satisfied with the amount of money they receive as salaries or extra benefits. The claim of Henry & Evans, (2007) that a disadvantage of diversity in the workplace is an increase in conflicts is supported by this study which shows that majority of the sampled teachers agree that different languages used to communicate in the workplace may create conflict among their fellow teachers.

As the society search for ways to regenerate a more effective and productive educational system, the factors of job satisfaction among teachers need to be well considered. Apart from the difficulties in attracting new teachers of professional quality, existing teachers in this part of the world have been more dissatisfied with their jobs. Since quality education is an important area of societal development (Ojedokun&Aladejana, 2012), it means that if action is not taken as quickly as possible, the rate of decline will continue in an unbearable state.

The importance of teachers on the performance of their students is huge (Chen et al 2017) but when teachers are not satisfied with their job or perhaps when they are not focused on their job and looking for a different career, they certainly become less operational in their schools. According to Lucy (2018) a large number of teachers leave their job for a different job before the end of their first five years in the profession and this lack of longevity may result in inadequately experienced teachers.

Although previous studies have focused on the effects of work diversity in several different organisations (Akobo, 2016), there is little study in the area of how work diversity is associated with teacher job satisfaction. Therefore, the importance of this study is aligned with the

importance of enhancing better education system through understanding factors associated with diversity at schools and the relationship to total job satisfaction.

Limitations

In this study the relationship between work diversity and teacher job satisfaction was analysed. Despite the efforts made to guarantee that the study is planned and carried out to optimize the capabilities of reaching the research objectives, there were some limitations to that may reduce the authenticity.

The study was done amid the covid 19 pandemic and this was a major factor to many of the drawbacks. The main limitation of the study is the lack access to adequate number of participants. The study's focus is on teachers across Nigeria and the goal was to have as many groups from as many regions as possible. This would broaden the scope as the population of teachers is a lot more than the number of participants which the study was limited to. Additionally, in order to effectively test predictive effect of four variables, Pallant (2007) suggested a minimum of 84 participants but the study was restricted to lesser number of teachers which proves a huge drawback.

Furthermore, the study was limited to lack of reliable data. The accuracy of the representation of the respondents' thoughts and feelings could not be closely assessed as questionnaires were only sent out online. As a result, some respondents' information gave rise to inaccuracy and data with extreme values (outliers) had to be removed and thus reduced the sample size. Also, In the midst of the inconveniences, the study was limited to inadequate time frame and consequently limited to working with measurements with less than 0.7 Cronbach alpha values.

CHAPTER SEVEN

7.0 CONCLUSION AND RECOMMENDATION:

In conclusion, the aim of this study was to investigate the relationship between workforce diversity and job satisfaction of teachers in Nigerian secondary schools. The objectives derived as a result were;

1. To explore the relationship between gender diversity and teacher job satisfaction
2. To explore the relationship between ethnic diversity and teachers' job satisfaction
3. To explore the relationship between ethnic diversity and gender diversity in the schools
4. To test which of the independent variables (age, gender, gender diversity, ethnic diversity) has greater extrapolative impact on job satisfaction

These aims were achieved through the use of quantitative research methods. This research study was influenced by limited previous research into the connections between work diversity and the 8issues facing secondary school teachers in Nigeria.

Based on the results showed, the overall effects of workforce diversity towards secondary school teachers' job satisfaction is significant in most of the ways. The objectives of the research are fulfilled with the results granting acceptance except the relationship between the two studied factors of workforce diversity (Gender and Ethnic). Since workforce diversity appears to be a popular way to evaluate job satisfaction and there still remains very little study in reference to the teaching profession, this research study works at providing the evidence to support future research related to this field

Reviewed literature showed the importance of secondary school education in the country's development and as educational leadersfind ways to improve the quality and accomplishments of the education system, the findings of this study should be taken into consideration.

7.1 IMPLICATIONS OF FINDINGS

The results of this current study suggest that the factors of work diversity; gender diversity and ethnic diversity are important in relation to overall job satisfaction. The relationship between each of the factors and overall job satisfaction was statistically significant. Leadership from educational institutes should consider these factors and develop diversity policies when trying to improve overall job satisfaction of their teachers.

The state government as well as school proprietors can use this study to choose which factors are best used to attract and encourage their teaching staff. The data similarly suggests that they should place their finances and effort into managing gender and ethnic diversities as they have considerable association with the satisfaction of teachers. Furthermore, the findings propose that while salaries and extra financial benefits are necessary to motivate and keep teachers satisfied, they need not only focus on them. Institutions should increase the rate at which gender and ethnic groups are varied as they can be more cost-effective factors that can help increase the general satisfaction of their teachers.

Also the state governments or proprietors should develop a workforce diversity programmes for both essential and junior employees because there are factors that may cause conflicts in the schools. One example could be diverse languages used so they would have to outsource experts to sensitize the teachers on diversity. They would also have to consider how much it would cost to employ someone to manage the whole activity in the school. Training and paying teachers anually would cost them depending on the school fees paid by the students because they would not spend more than expected. The training programs can be sheduled once every month anually which would cost 5000Naira per head for training attended. The school should budget at least 1million Naira yearly to make this feasible because they would also have to pay the trainers.

Once the employers invest on the employees, they would benefit from it on a long run because the school would improve. To achieve this goal, Nigerian schools should be given between 2-3years because of the Nigerian economy.

7.2 RECOMMENDATIONS FOR FUTURE RESEARCH

This research is based on quantitative measures which depend mainly on responses to questionnaires and statistical procedures in analysing them. To establish a better understandingon the effects of workplace diversity on job satisfaction of Nigerian teachers, it would be worthy of investigation to do a future research using both quantitative and qualitative measures. This is because analyzing quantitatively helps to measure constructs based on the given data, while qualitative analysis may help to have better understanding of the teachers' perceptions and this in turn will produce a clearer insight to the topic.

Also, this study was only used to identify factors of work diversity that were related to the overall job satisfaction of teachers. The study did not examine the relationship between these factors of work diversity and retaining teachers. Reviewed literature made it clear that teachers do not stay long at their jobs (Strauss,2013) and as a result, future research could report the underlying factors of work diversity as they may correlate with teachers being retained for a long time in the teaching profession

Furthermore, it is recommended that future research should get better understanding on the effects of work diversity on the school management and non-teaching staff. While it is true that teachers have a high role to play in sustaining quality education (Baluyos, 2019), it is important to know that the school system isn't made up of just them. Education leaders have strong impact on teachers; therefore, it would be of high importance to investigate whether there are any relationships between the factors of work diversity and school managers.

PERSONAL LEARNING STATEMENT

Starting this dissertation was the most difficult part for me in the process. Despite the fact that this topic had lingered in my mind even before it was approved for me, it was initially difficult to gather thoughts and resources I needed. There seemed to be few written literature in this field of study in relation to Nigeria as a country so that made me look outwards and had to do a lot of study. My curiosity began after I submitted my research proposal and I knew that I would have a lot of work to do so I spent the early days to gather as much as I could. This became the only help I could fall back to as the only way to begin was to follow the path of some scholars who had been through the stage.

I got engrossed in gathering information and this affected my time management in this regard. If I had to write this type of research again, I would get on with it early enough, make a better outline and gather the literature appropriately for each outline.

The scope of the study and the questions that were formulated led me into using quantitative measures. It was required of me to do statistical analyses and at first, I thought I would not be able to get on with it. I was encouraged and helped with an SPSS manual my supervisor recommended for me and that changed the way things went. I did a lot of testing and retesting

with the data I had and now I seem to have learned quite a lot with SPSS in a short period of time. Certainly, I would be able to do even more with it in the future.

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