

Teachers' Job Satisfaction and Job Performance of Secondary Schools in Kwara State

Ogundele & Michael Olarewaju

Department of Education Foundations University of Jos, Jos Nigeria.

michogun@yahoo.com

Abstract

This study investigated the influence of teachers' jobs satisfaction on the job performance of secondary schools in Kwara state. The study was a correlation survey type. Stratified random sampling technique was used to select 3000 respondents comprising of principals, vice principals, Heads of departments, and teachers. The respondents were drawn from each of the three senatorial districts in Kwara State. One thousand respondents were selected from each of the district. Four hypotheses were generated to guide the study. Teachers job satisfaction questionnaire and students academic performance format was used to collect relevant data. The questionnaire item was validated and reliability index of .62 was obtained using split-half reliability method. The data collected was analyzed using person product moment correlation statistics and tested at .05 significance level. The findings however revealed that teachers' job satisfaction have positive influence on the teachers' job performance in schools. It was recommended that the government should make it a deliberate task to improve the status of teachers in the state. Finally teachers of job satisfaction should be improved by ways of higher salaries, conclusive working environment provision of educational facilitates that will aid effective job performance in Kwara State.

Introduction

In Nigeria today, many young graduates find it difficult to lay hands on the type of job that suit their academic qualifications. Many graduates engage themselves on the job just to keep their soul and body together. They are not engaged on the jobs that are relevant to their qualifications. Those that get the choice, un-conducive situation, poor salaries and emoluments, as well as poor working conditions do affect their job satisfaction. The concept job satisfaction is a term in organizational behavior that attracts many literature because of the assumption which stated that a satisfied employee is invariably an efficient and effective workers. The word job satisfaction is an elusive word which is very difficult to define in a precise and meaningful term.

Ogundele (2008) defined teachers job satisfaction as the level at which the teachers are contented with the working conditions and the Salaries. Ogundele however suggested that the government need to

improve the working conditions and teachers salaries in the secondary schools so that educational objective and quality assurance could be achieved.

If an individual is satisfied with the job there we be reduction sin absenteeism and labor turn-over, good will of the profession with be Adequately spread and it will reduce personality and maladjustment problem caused by job dissatisfaction

Fagbamiye (2000) stated the factor that could enhance effective teachers' job satisfaction as follow. Improved teacher morale, prospect for training and qualification promotion interpersonal relationship, working environment. Fagbamiye further stressed that teachers can only put in their best, if their needs are satisfied and would perform their duties effectively and meaningfully and will have multiplies effects on students academic performance. Among the motivational strategies are financial and non-financial benefits such as promotion job security and health insurance scheme.

Durosaro(2000) outlined the factors of job satisfaction s follow constant achievement of educational goals, work recognition, responsibility and advancement interpersonal human relation participatory decision making, salaries and

wages. He stated that if the job satisfactions factors are present in any organization, threw will be positive behaviour and teaching learning process will be effective and there will be high success rate in students.

Muton(1999) discovered different factors that could affect workers job satisfaction such as salaries , wages, incentives, promotion, training opportunities working environment , supervision strategies and condition of service. He concluded that if workers needs are satisfied the will be committed to the job and effective student, academic performance will be enhanced. Muton however described teachers morale as a veritable tool for effective realization of educational programme any name if teachers morale are not enhanced such programme will defiantly fail. He therefore concluded that teachers morale should be enhanced to achieve the desired goals.

Ogundele (2005) noted that teachers are crucial factors in the achievement of educational goals and objectives. Ogundele described teachers job performance as the level at which the teachers in secondary schools do their duties based on the level at which they are satisfied with teaching job. Ogundele however noted that teachers job performance could be measured using the

following variables marking and returning students note book at the right time, involvement in extra-curriculum activities, punctuality to the classroom, adequate coverage of syllabus, use of instructional material communication in understandable language interpersonal human relation, regular and punctuality, impartiality to the students.

Ogundele also identified the factors that could influence teachers job performance in the schools such as high salaries and wages, challenging and non-boring works supervisor behaviours, condition of services, working environment, improved interpersonal human relations, job security and prospects , good leadership behaviours, participatory decision making and training and up-dating of knowledge prospect.

Ogunsaju(2000) observed that the teachers would perform their duties effectively if they are aware that they are going to be compensated adequately. It should be noted that if teachers are to be effective in their job, there is the need for adequate funds that will allow adequate payment of salaries which will help in the satisfaction of the teachers needs. It is when the needs are satisfied that the teachers will perform their duties towards enhancing quality assurance in the children education.

Fabiyi (2002) described the issue of teachers job satisfaction in secondary schools is an essential tool for teachers job performance and invariably for effective student academic performance. Fabiyi however identified four variables of teachers job satisfaction. Such as content of the job, organizational involvement, earns and status. He said that the teachers will be productive in performing his task effectively in such an organization. Fabiyi was of the opinion that any job opportunity offering high salaries is likely to attract more and better qualified candidate than those with low pay promotion is an incentive and propelling factors that enhance job satisfaction and quality assurance in student's academic performance.

Ibrahim (1999) state that an happy teacher is an happy worker. He said that if the teachers are adequately motivated they will perform their duties satisfactorily and it will encourage effective teachers job performance. Among the motivational factors identified by Ibrahim are effective leadership behaviours, supervision good condition of service, high salaries administrative involvement, he said that these factors will enhance effective teachers job satisfaction and teachers will be very happy to perform their duties effectively

mark and return students assignment, monitor the student's progress and participate in extracurricular activities. The teachers will be performing extra work assigned to him willingly. He concluded that happy teachers at work are productive work force.

Olawoyin(2004) studied motivation and teachers job effectiveness in their job performance in secondary schools. He noted that fringe benefits opportunity for professional growth teachers recognition and achievement of high success rate in student academic works especially in external examinations. The issues enhances effective teachers job performance in secondary schools.Olawoyin however mentioned the major determinant of teachers job satisfaction as granting of social welfare scheme like motor cycle , loan, computer set, housing and vehicle loans and health insurance to the teachers. He state that such gesture will go in a long way in promoting teachers job satisfaction and will aid effective teachers job performance and quality assurance in the students academic performance.The government should ensure that what is due for teachers are given to them so as to enhance their morale toward, effective teachers job performance.

Abdul (2002) identified the major

determinants of teachers job satisfaction which invariably lead to better student academic performance. The identified factors are supervisory strategies, leadership styles educational qualification, year of experience, teachers morale working environment constant achievement of educational goals, compensation, job security and training prospects. He noted that if the factors are present in the schools, the teachers will perform their duties effectively and high success rate will be enhanced in the students academic work.

Ogundele (2008) observed that if an individual is satisfied with job he is doing, there will be reduction in absenteeism and truancy, while labour turn over will also be reduced and good will of the organization will be adequately spread.If there is good job satisfaction, among the teachers there will be excellent students academic performance. He however suggested that the principal should find ways of improving teachers' morale and teachers job satisfaction in the interest of enhancing effective student, academic performance in the schools.Ogundele noted that teachers in secondary schools are not satisfied with their job, poor job satisfactions however lead to incessant teachers strike truncated school calendars and high rate of examination malpractices in the public

secondary schools. If teachers' job satisfaction enhanced, effective teachers job performance will also be enhanced and quality assurance in educational system would be achieved. The studies however recommended that the principals should find more opportunity of teachers' job satisfaction, job performance and student performance. The rationale for this study is to investigate the influence of teachers' job satisfaction on the teachers' job performance of secondary schools in Kwara State.

Statement of Problem

If the quality of education is to be enhanced and educational goals are to be achieved, teachers must be adequately catered for; their morale should be encouraged in order to put in their best. If the teachers' needs are met, they will satisfy with the job they are doing. The study however investigated the influence of teachers' job satisfaction variables like condition of services salaries, and motivation on job performance of the teachers and students academic performance especially in Kwara State.

Purpose of Study

The study aimed at investigating the influence of teachers' job satisfaction on the teachers' job performance in secondary schools of Kwara State.

Specifically, the study of seeks to

- ❖ Examine the levels of teachers job satisfaction variables as it affect effective job performance.
- ❖ Investigate the influence of teachers job satisfaction variables on the job performance.
- ❖ Find out the impacts of teachers' job satisfaction on the students academic performance secondary schools.
- ❖ Suggest measures that could enhance teachers job satisfaction and job performance in schools.

Research Methods

The research design for this study is a descriptive survey of a correlation type. It is concerned with investigating the relation between teachers' job satisfaction and teachers' job performance in secondary schools in Kwara State. Questionnaire designed tagged Teachers Job Satisfaction Questionnaire (TJSQ) was used to collect the relevant information used for data analysis. The questionnaire focused on the Teachers job satisfaction variables like teachers' salaries and wages, teachers' job performance condition of service and students academic performance.

Also a checklist was also designed to collect students' result in NECO Examination for 2005—2007

academic sessions.Face and content validity of the instrument was ascertained through comment from the colleagues’experts and experts. Test-retest reliability method was also used to ascertain the reliability index of .65 for the instrument. After subjected to Spearman Ranking order Statistics at 0.05 significance level.

The target populations for this study are the teachers of secondary schoolin Kwara State. There are 235 Secondary Schools with the teachers' stratified random sampling technique was used to select 95 schools. 3000 teachers were selected as respondent. NECO results for 2008-201 were used for the study.

Pearson product moment correlation statistic was used to analyse the data collected, all the hypotheses were test at .05 significance level.

Research Hypotheses

The following research hypotheses were formulated for the study.

HO₁: There is no significant relationship

between teachers job satisfaction and teachers job performance in Secondary Schools, Kwara State.

HO₂: There is no significant relationship between teachers job satisfaction and students academic performance in Secondary schools, Kwara State.

HO₃: There is no significant relationship between teachers motivatioion and teachers job performance in secondary schools, Kwara State.

HO₃: There is no significant relationship between motivation and teachers job performance in secondary schools in Kwara State.

HO₄: There is no significant relationship between teachers condition of service and teachers job performance in secondary schools in Kwara State.

Results

HO₁: There is no significant relationship between teachers job satisfaction and job performance in secondary School in Offa LGA.

Table 1: Teachers' job satisfaction and job performance in Secondary Schools of Kwara State.

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Teachers Job Performance	3000	12.04	10.72	2999	0.66	0.195	HO ₁ Rejected
Job Performance	3000	12.99	9.66				

Table 1 indicates that the calculated r-value of .66 is greater than the critical r-value of 0.195 at a degree of freedom of 2999 and at a significance level of 0.05 .The null hypothesis which state that these is no significant relationship between teachers job satisfaction and job performance is however rejected . It shows that the teachers job satisfaction have relationship with the teachers job performances in Kwara State. This finding is in line with Asa[2004] result in the study of teacher job satisfaction and students academicperformance in secondary schools. He concluded that the level of teachers job satisfaction dictates the level at which the teachers will perform their depth in

the Secondary Schools. Ogundele [2008] noted that a satisfiedteachers is an happy teacher in the educational system .The principal should there fore find way of promoting teachers job satisfaction in Secondary School towards effective job performance in the interest of effective student academics performance in Secondary School.

Ho2: There is no significant relationship between teachers job satisfaction and student academics performance in secondary school of Kwara State.

Table 2: Teachers job satisfaction and student academic performance in secondary school in Kwara State.

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Teachers Job Satisfaction	3000	12.04	10.72	2999	0.73	0.195	Rejected
Student academic Performance	3000	16.71	6.66				

Table 2: Indicates that the calculated r-value of 0.73 is greater than the critical-r-value of 0.195. The null hypothesis which states that there is no significant relationship between teachers' job satisfaction and student academic performance is however rejected. It indicates that the result is in line with the finding of Durosaro [2000] which revealed that satisfied teachers are happy teachers and when teachers are happy they will be able to perform their duties towards enhancing effective students' academic performance. This view is opposed to Ogundele [2008] who stated that students' academic performance

in Secondary School are not because the teachers are satisfied with the job but due to the condition of service and the supervisory strategies adopted encourage close monitoring of the teachers at work. The teachers are forced to perform their duties without considering their welfare or satisfaction at work. For effective students' academic performance in the Secondary

School teacher job satisfaction should be enhanced in the secondary school. H_{O3} : There is no significant relationship between teachers' motivation and teachers' job performance in Kwara State Secondary Schools.

Table 3: Teachers' motivation and job performance in Secondary Schools.

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Motivation	3000	18.6	6.79	2999	0.89	0.195	H_{O3} Rejected
Teacher Job Performance	3000	12.99	9.66				

Table 3 shows that the calculated r-value of 0.89 is greater than the critical r-value of 0.195 at a degree of freedom of 2999 and at a significance level of 0.05. The null hypothesis which states that there is no significant relationship between the teachers' motivation and teachers' job performance in Secondary school is rejected. It shows that there is a high positive relationship between

teachers' motivation and teachers' job performance. The result is in line with the opinion of Durosaro (2000) who opined that motivational factors such as salaries, participatory decision making, good working environment, welfare package, and other fringe benefits, job security and prospects have significant impacts on the teachers' job performance. According to Ogunaju (1995) which

stated that teachers will perform their duties effectively if they are aware that they are going to be compensated. He said that happy teachers are motivated teachers especially in

secondary schools.

H0₄: There is no significant relationship between teachers condition of service and job performance in Secondary Schools in Kwara State.

Table 4: Teachers condition of service and teachers job performance in Secondary Schools.

Table 3: Teachers motivation and job performance in Secondary Schools.

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Condition of service	3000	18.64	7.64	2999	0.72	0.195	HO ₄
Teachers Job Performance	3000	12.99	9.66				Rejected

Table 4 above shows that the calculate r-value of 0.72 is greater than the critical r-value of 0.195 at a significance level of 0.05 and at the degree of freedom of 2999 the null hypothesis which stated that there is no significant relationship between teachers condition of service and job performance in Secondary Schools. The result is in line with Fabiyi (2002), which stated that an improved teacher's condition of service enhances efficient teachers job performance in secondary Schools. If the condition of service is conclusive. Teachers will be happily staying in the schools and do their works as expected towards enhancing effective student academic performance in the school system. Various studies have also talked about the teachers' condition of service such as Ogundele

(2008), Ibrahim (1999) they stated that condition of service play a significant role in determining effective student academic performance in Secondary Schools.

Conclusion

Based on the data analyzed and the results, the study established positive relationship between teachers job satisfaction and teachers job performance in Secondary Schools in Kwara State. It revealed that the teachers job satisfaction in secondary Schools are influenced by motivation instructional facilities, condition of service, and students academic performance. The study however established that for effective teachers job performance and Students academic performance, the teachers have to be motivated and their needs should be adequately satisfied towards educational goal achievement.

Recommendations

The basis of findings of this study,

the following recommendations are made.

The government should ensure teachers welfare and job satisfaction by way of regular and prompt payment of Salaries, rapid promotion and provision of car loan.

The government must make it a deliberate task to improve the status of the teachers by having a critical look at the main problems facing teachers. Since teacher alone cannot adequately impart knowledge to children, parents should show positive attitudes to their children education to supplement teachers efforts.

Teachers' job satisfaction should be improved by higher salaries and conducive working environment to commit them for better student academic performance.

Teachers' condition of service should be improved through giving challenging responsibilities such as appointment to the management committee of the school, participatory decision making and fringe benefits.

Finally, teachers should be adequately motivated through improved condition of services involvement in decision making, environment and supply of working facilities effective teachers' job performance in secondary schools.

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