

JOB SATISFACTION AND ITS INFLUENCE ON TEACHERS' PERFORMANCE IN OSUN STATE, NIGERIA

Abstract

This study examined the influence of job satisfaction on secondary school teachers' performance in Osun State, Nigeria. Specifically, the study determined the level of job satisfaction among the secondary school teachers, examined the kind of job satisfaction aspects which teachers are satisfied with in the state and examined the relationship between job satisfaction dimensions and teacher performance. Purposive sampling technique was used to select 50 Principals and 200 teachers according to their roles and ability to enable the researcher to obtain relevant data on teacher's wellbeing in Osogbo metropolis. Mean, standard deviation, frequency and correlation were used to analyze data. Result revealed that the level of job satisfaction among the secondary school teachers is below expectation, while working environment was ranked highest among the factors influencing job satisfaction among the secondary school teachers. Study also confirmed that job satisfaction dimensions have significant relationship with teacher performance. The study therefore recommended that Osun State government should stop epileptic payment of half salary and full salary should be paid promptly to enable them concentrate on their job for effective delivery. Also promotion of secondary school teachers should be fixed for 3 years interval as it is done in the tertiary institutions.

Keywords: Job Satisfaction, Performance, Secondary School, Promotion, Pay, Recognition, Osun State Government

Introduction

Education has been acknowledged globally by the scholars, practitioners, researchers and professionals has the bed-rock of any nation's defence. According to FRN [1], education assist to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself. Ogundele [2] also confirm that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. Therefore no nation can afford to pay lip service to the education of its people. This connotes that education is a weapon, an instrument that remains

silent but has the greatest impact on a nation. It is a force that makes a nation stand out and defend themselves among other nations of the world.

In Nigeria, the sector, (education) has been bedeviled for the frivolous implementation of the teachers' demands under the auspices of Nigerian Union of Teachers (NUT). For over two decades, the teachers of Nigeria under the aegis of the Nigerian Union of Teachers (NUT) have been consistent in their request for a separate conditions of service and salary structure for teachers in primary and post-primary Schools in the country. This scenario has made the profession unattractive; hence, the qualified teachers are leaving the profession for greener pasture in another sectors. This is evidenced by UNESCO [3] report that the total number of teachers available in Nigerian secondary schools is far below the needed for efficiency and effectiveness in the delivery of instructions. The total number of teachers available in Nigeria in 2009 was 466,800 while in 2015, 688,200 teachers will be needed. This shows that Nigeria need to increase its teaching workforce on yearly basis, if its sustainable development goals of education for all could be achieved by 2030.

In Osun State, government has put programmes and policies in place to restore the lost glory of public education by making it very attractive; such as building model elementary schools across the state, provision of facilities that far better than those in the private schools, introduction of school feeding and digital education, popularly known as "Opon Imo" (Tablet computer) to all schools across the state. In spite of these promising and commendable programmes, performance of students in public schools in the state has not been encouraging and the state has been the second to the last in the performance ranking of West Africa Examination Council (WAEC) and National Examination Council (NECO) for the past 8 years. This menace has been attributed to job dissatisfaction among the teachers in the state. This is evidenced by

Subair and Talabi [4] that poor conditions of service, breach of agreement by government, unlawful retirement and retrenchment of teachers and poor remuneration. Industrial conflicts had affected the performance of public secondary school's students in WAEC and NECO, negatively.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Gbadamosi [5] contended that the more favourable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization. According to Robbins and Judge [6], job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while an unsatisfied person holds negative feelings.

The pertinent questions agitating the minds of the researchers are: what is the level of job satisfaction among the teachers in Osun State? What kind of job satisfaction aspects are teachers satisfied with? And To what extent do job satisfaction dimensions have influence on teachers' performance in Osun State?

Research Objectives

The main objectives of this study are;

- i. To examine the level of job satisfaction among the teachers in Osun State.
- ii. To examine the kind of job satisfaction aspects which teachers are satisfied with in Osun State.

- iii. To examine the extent job satisfaction dimensions have influence on teachers' performance in Osun State.

Literature Review

Concept of Job Satisfaction

There are a plethora of definitions of job satisfaction, various scholars viewed it differently. For instance, Greenberg and Baron [7] viewed job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace. According to George and Jones [8], is the combination of feelings and beliefs, which include the mental, emotional, and physical domains. Arnett, Laverie and McLane [9] viewed job satisfaction as an employee's general affective assessment of himself/herself in the context of his or her job. Cranny, Smith and Stone [10] defined job satisfaction as employees' emotional state regarding the job, considering what they expected and what they actually got out of it. In fact, an employee with low expectations can be more satisfied with a certain job than someone who has high expectations. If one's expectations are met or exceeded by the job, then one is happy and satisfied with the job.

According to Robbins [11], there are four primary factors that determine job satisfaction. The first determinant is equitable rewards, which refers to the pay and promotion systems that employees perceive as fair and in line with their expectations (related to the equity theory). When employees perceive their promotion and pay systems to be fair and to be based upon pay standards and individual skill levels, they are most likely to experience a feeling of satisfaction. The second determinant is supportive working conditions. Employees do not prefer to work in

work environments that are dangerous but in work environments that are comfortable and safe. Moreover, many employees prefer to work as close to home as possible and with adequate tools to successfully complete their tasks. Next determinant is to have mentally challenging work. Jobs that are boring, dull, and have little challenge often create boredom with employees. Contrasting, jobs that are too challenging and demanding often create feelings of failure and frustration. Employees like jobs that can give them opportunities where they can use their capabilities, knowledge, and skills and jobs that offer a variety of tasks, freedom, and feedback. The last determinant is supportive colleagues. For many employees, social interactions at work are a critical factor in job satisfaction.

Concept of Employee Performance

Kreitner and Kinicki [12] viewed performance in terms of "effectiveness" in achieving their mission, purpose or goals. Most organizations, for example, would tend to link the larger notion of organizational performance to the results of their particular programs to improve the lives of a target group. According to Fred et al. [13], performance is a function of individual ability and skill and effort in a given situation. Mangkunegara [14] viewed performance as a record result in the production of a specific job function or activity during a specific time period, comprising of quantity of work, job knowledge, creativeness, cooperation, dependability, initiative and personal quality. Rao and Kumar [15] observed that performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and

management. Muh [16] also explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work.

Empirical Review

There is a plethora of studies on the relationship between job satisfaction and teacher' performance, but their findings are contradictory and conflicting. For instance, Arshad [17] investigated the difference between gender (male and female teachers) and types of school (government and private) about job satisfaction. The Job satisfaction scale for teachers was used to collect data. The data were collected from 120 teachers 60 males and 60 females each selected from government and private high schools in district baramulla. The findings of the study revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in government. and private sector in job satisfaction. The study also states that there is significant interaction effect of sex with type of institute/school on job satisfaction.

Basilius and Anak [18] also examined the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua, Indonesia. Three quantitative questionnaires were administered to 105 teachers who are samples, purposively drawn from amongst 117 remote state elementary schools' teachers of Merauke District, Papua. Results of the study revealed a positive and significant effect of teachers' job satisfaction on both their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua. Atiya and Palwasha [19] also examined the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. The collected data was

analyzed through SPSS software. The findings of the study revealed that there is a significant and positive relationship between teacher's motivation and their job performance.

Ogochi [20] determined the level of job satisfaction and teacher effectiveness in Transmara West District, Kenya. Cross-sectional design with stratified random sampling technique was adopted to select the target schools. Data was collected by the use of questionnaires and analyzed using both descriptive and inferential statistics. Results revealed that the level of job satisfaction among the respondents was very low. On teacher effectiveness, results have shown that the degree of teacher effectiveness is good. In the same vein, Waheed and Mohammad [21] also examined the level of job satisfaction of teachers in private sector of Bahawalpur (Pakistan) by discussing variables such as job satisfaction, Salary, Supervision, work load and School climate. survey method was adopted for data collection to find out the factors. A sample of 105 private school teachers of Bahawalpur was selected for the survey. Data was analyzed by using correlation and regression. The independent variable salary and workload was largely correlated with dependent variable job satisfaction of teachers and supervision also correlated with dependent variable. While School climate have less influence on job satisfaction of teachers

Chamundeswari [22] investigated the job satisfaction and performance of teachers in different categories of schools following different systems of education in Chennai, India. From the total population, a sample of 196 teachers from state board schools, 198 teachers from matriculation board schools and 194 teachers from central board schools were drawn. The results of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. Abraham, Ememe, and Egu [23] also examined teacher job satisfaction for secondary

school effectiveness in South East, Nigeria. A sample of 512 teachers emerged from a population of 1280 representing 40% of the entire population. Mean was used to answer the research question. The findings included among others that the classrooms are well ventilated and concluded that inadequate classroom environment and school facilities produced negative teacher job satisfaction.

Wangai [24] also determined the factors affecting job satisfaction of teachers in public secondary schools in Mwatate District, Taita Taveta County. Content analysis of the responses added more substance to statistical findings. The results obtained after collection and analysis of data indicated that there was a number of significance difference between the computed means of the overall levels of jobs satisfaction and variables of age, academic qualification and the teaching experience. There were however no significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and students performance.

Muhammad, Tanveer, Fouzia and Zafar [25] explored job satisfaction of secondary school teachers working in the secondary schools at district Sahiwal, the Punjab, Pakistan. The sample of 200 secondary school teachers were taken randomly from district Sahiwal for this research study. Minnesota Satisfaction Questionnaire (MSQ) was used as a tool. Mean score of twenty dimensions were calculated and t-test was also applied for the sake of comparison of job satisfaction of male-female and urban-rural teachers. The findings showed that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition.

Muhammad, Jegak and Balakrishnan [26] identified the work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the

aforementioned teachers' characteristics. A survey was conducted with the participation of 200 teachers. The teachers' job satisfaction were determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study reveals that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers.

Based on the above empirical studies, this study therefore hypothesized that;

Ho: there is significant relationship Job satisfaction dimensions and teacher performance in Osun State, Nigeria.

Methodology

Research Design: The survey research design and snowball technique were used based on the recommendation of Wyse [27] that survey is relatively easy to administer and can be developed in less time, while snowball technique is appropriate especially when total population is not known.

Sampling Technique and Sample Size: Purposive sampling technique was used to select 50 Principals and 200 teachers according to their roles and ability to enable the researcher to obtain relevant data on teacher's wellbeing in Osogbo metropolis. The choice of Osogbo is based on the fact that is the state capital and has highest number of teachers.

Validity of the Instrument: Face and content validity of the questionnaire was assumed through comments from experts in measurement and evaluation in the faculty of Education, University of

Ibadan, while their constructive criticisms, advice and suggestions were seriously considered to ensure the validity of the instrument.

Reliability of the Instruments: To test for reliability of the instrument used, pilot study was carried out on 20 Heads of school and 25 teachers randomly selected from the ten schools each in Ilesa and Ile-Ife respectively. The reliability of the instruments were computed using SPSS and Cronbach's Alpha of job satisfaction and employee performance were 0.81 and 0.89 respectively. This implies that the instruments employed in this study were reliable.

Method of Data Analysis: Mean, standard deviation, frequency and correlation were used to analyze data, while criterion mean of 3 was used for interpretation of mean. Criterion mean of 3 was generated by adding the total assigned values of the responses and dividing by the total number of responses ($5+4 + 3 + 2 + 1 = 15/5 = 3$). Thus any mean score up to 3 and above was interpreted as acceptable by respondents while 2.99 and below is adjudged rejected by the respondents.

Data Analysis, Results and Discussion

Level of Job Satisfaction among the Secondary Teachers in Osun State

Table 1. Level of Job Satisfaction

Level of Job Satisfaction	Frequency	Percentage
Out standing	5	2
Manageable	30	12
Below Expectation	215	86
Total	250	100
Mean	51.30	
Standard Deviation	6.12	

Source: Authors' Computation

It is observed from the Table 1, that two hundred and fifteen (86%) respondents agreed that the level of job satisfaction with their job is below expectation in their schools. Thirty (12%) respondents agreed that the level of job satisfaction is manageable while only five (2%) respondents agreed that the level of job satisfaction is outstanding. The mean job satisfaction score of the respondents was 51.30 and standard deviation was 6.12. From this it is clear that majority of the respondents confirmed that their level of job satisfaction is below expectation. This implies that Osun State government need to make appropriate administrative policies that will improve job satisfaction, such as prompt payment of salaries, and allowances, good working condition and regular promotion. Nadia [28] confirmed that job satisfaction depends on people's insight and behaviour at the work place which is driven by a set of intrinsic, extrinsic needs and by their view of numerous job related and organization related attitudes. Meggison, Mosley and Pietri [29] also stated that people experience job satisfaction when they feel good about their jobs, and that this feeling often relates to their doing well, or their becoming more proficient in their professions, or their being recognized for good performance.

Table 2: Response by Teachers on the job they satisfied with

Statement	Mean	Remark
The monthly salary is sufficient to meet all important expenses.	1.70	Rejected
I feel happy with my present fringe benefits	1.90	Rejected
I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract.	3.10	Accepted
Teaching is an interesting job to me.	3.27	Accepted
I feel satisfied with my professional ability for doing my job.	3.11	Accepted
I am happy with cooperation I receive from school management team.	3.16	Accepted
I feel satisfied with the recognition I have in the community	2.12	Rejected
Involvement of teachers in decision making in schools	2.05	Accepted
I am satisfied with in-service training opportunities available for me as a teacher	2.54	Rejected
I am comfortable with the geographical location of the school in which I teach.	3.15	Accepted
I am satisfied with the school's physical working environment.	3.89	Accepted
My colleagues value my contribution in the school	3.70	Accepted

I am comfortable with the promotion opportunities available to me as a teacher	1.76	Rejected
I enjoy collegial relationship with fellow teachers.	3.51	Accepted

Table 2 depicts that majority of respondents satisfied with their working environment, value attached to the contribution in school job by their colleagues, collegial relationship with their fellow teachers, professional ability for doing their job, cooperation they received from school management team, geographical location of their schools and, regulations and laws that protect them from being fired or dismissed from their job. However, majority of respondents confirmed that they did not satisfied with their monthly salary, promotion opportunities available to them, their present fringe benefits, decision making in schools and in-service training opportunities available for them. This menace scenario may be the reason why most of the qualified teachers are leaving the profession in Osun State for greener pasture in other sector.

This finding is in line with work of Subair and Talabi [4] who discovered that poor teacher's salary, high student enrolment and poor work conditions; all culminating into job dissatisfaction were responsible for teacher shortage in Osun State public secondary schools.

Table 3 Pearson Product Moment Correlation Showing the Relations of Job Satisfaction Dimensions and Employee Performance.

Variables	\bar{X}	SD	1	2	3	4	5
1. Employee performance	46.36	8.95	-				
2. Pay/Salary	17.17	3.27	0.44*	-			
3. Professional growth	12.53	2.56	0.41*	0.67	-		
4. Working condition	24.24	7.54	0.55**	0.76	0.61**	-	-
5. Recognition	32.02	10.67	0.65**	0.79*	0.80	0.97**	-

Source: Authors' Computation

Table 3 present the result of the relationship between job satisfaction dimensions and employee performance. Its analysis shows that the relationship between pay/salary and employee performance was positive and significant ($r = 0.44^{**}$, $P < .05$). This result implies that prompt payment and increase in pay / salary led to increase in teacher performance. The relationship between professional growth and employee performance was positive and significant ($r = 0.41^*$, $P < .05$). This result indicates that the higher commitment to teaching profession by the state government, the higher the teacher performance. The relationship between working condition and employee performance was also positive and significant ($r = 0.55^{**}$, $P < .01$). The relationship between recognition and employee performance was also positive and significant ($r = 0.65^{**}$, $P < .01$). This result means teacher performance emerged as a determinant of job satisfaction. Therefore null hypothesis which states that there is significant relationship Job satisfaction dimensions and teacher performance in Osun State is rejected, while alternative hypothesis is accepted.

Conclusion

This study examined the influence of job satisfaction on secondary school teachers' performance in Osun State, Nigeria. Specifically, the study determined the level of job satisfaction among the secondary school teachers, examined the kind of job satisfaction aspects which teachers are satisfied with in the state and examined the relationship between job satisfaction dimensions and teacher performance. Study established that the level of job satisfaction among the secondary school teachers is below expectation, while working environment was ranked highest among the factors influencing job satisfaction in Osun State. Study also confirmed that job satisfaction dimensions have significant relationship with teacher performance. The study therefore concluded that teacher performance emerged as a determinant of job satisfaction.

Recommendations

Based on the findings and conclusion, the following recommendations are made;

- i. Osun State government should stop epileptic payment of half salary, and full salary should be paid promptly to enable them concentrate on their job for effective delivery.
- ii. Promotion of secondary school teachers should be fixed for 3 years interval as it is done in the tertiary institutions.
- iii. The ministry of education should organize in-service training, workshop and seminar for the secondary school teachers on a regular basis on how to improve on their profession.
- iv. State government should motivate secondary teachers by given them fringe benefits such as car loans, housing loans, free medical care, free accommodation etc which will spur them to enhance their job performance.

References

1. Federal Republic of Nigeria (FRN) (2009) National National Policy on Education: Yaba NERC Press.
2. Ogundele, J. O. (2000) *Relationship between Motivation and Teachers' effectiveness. Unpublished M. ed Dissertation*, University of Ado-Ekiti.
3. UNESCO (2009). *Teacher Management: A selected Bibliography*; Paris: UNESCO.
4. Subair, S.T and Talabi, R.B (2015). Teacher Shortage in Nigerian Schools: Causes, Effects and Administrators Coping Strategies. *Asia Pacific Journal of Education, Arts and Sciences*, 2 (4), 31-38.
5. Gbadamosi, G. (2003). HRM and the Commitment Rhetoric: Challenges for Africa, *Management Decision*, 41(3), 274–280.
6. Robbins, S. P. & Judge, T. A. (2009). *Essentials of Organizational Behavior*. Florida: Pearson education.

7. Greenberg, R.U. and Baron, I.F. (2008), Pay enough or don't pay at all. *Q. J.Econ.*, 115: 791– 810.
8. George, A.S. and Jones, A.T. (2005), Job satisfaction among urban secondary- school teachers in Namibia. *South Afr. J. Educ.*, 28: 135-154.
9. Arnett, Z.A., Laverie, U.I. and McLanes, E.T. (2002), Pay satisfaction and organizational outcomes. *Personnel Psychol.*, 58: 613-640.
10. Cranny, E.R., Smith, I.I. and Stone, T.U. (2014), Determinants of job satisfaction among police officers. *Int. R. Modern Sociol.* 24(1): 109-16.
11. Robins, S.P. (2003). *Organizational Behaviour: Concept Controversy And Application*. Ninth Edition. Prentice Hall.
12. Kreitner, A & Kinicki, T. (2010). *Organizational behavior*, New York, N.Y. : McGraw-Hill/Irwin
13. Fred, C. Lunenburg and Allan C. Ornstein. (2008). *Educational Administration: Concept and Practices Fith Edition*. United State of America: Newgen-Austin.
14. Mangkunegara A. P.(2009). *Manajemen Sumber Daya Manusia*. Bandung: PT Remaja Rosdakarya
15. Rao, D.B and Kumar, D.N. (2004). *School Teacher Effectiveness*, New Delhi, Discovery Publishing House, pp. 89.
16. Muh, A. (2016). Influence Workload, Work Ethic and Job Satisfaction toward Teacher's Performance (Study of Islamic-based School in Makasar- Indonesia). *Global Advanced Research Journal of Management and Business Studies*. 5(7) pp. 172-177.
17. Arshad, A.B (2018). Job Satisfaction among High School Teachers. *The International Journal of Indian Psychology*. 6(1); 45-54.
18. Basilius, R.W and Anak, A.G. (2017). Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A Study from Merauke District, Papua. *International Journal of Development and Sustainability*. 6 (8): 700-711.
19. Atiya, I and Palwasha, J (nd). Teacher's Job Performance: The Role of Motivation. *basyn Journal of Social Sciences*.5(2); 78- 100.
20. Ogochi, G. (2014). Job Satisfaction and Teacher Effectiveness in Selected Secondary Schools in Trans Mara West District, Kenya . *ournal of Education and Practice* 5 (37); 125-132.
21. Waheed, U and Mohammad, H. (2014). Level of Job Satisfaction of School Teacher in private sector of Bahawalpur (Pakistan). *Developing Country Studies*. 4(9). 152-160.
22. Chamundeswari. S. (2013). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research in Business and Social Sciences*, 3(5), 420-428.
23. Abraham, N.M., Ememe, O.N., and Egu, R.H. (2012). Teacher Job Satisfaction for Secondary School Effectiveness in ABA Education Zone, South-East Nigeria. *Journal of Curriculum and Teaching*. 1(2); 1-7.
24. Wangai, M.M. (2012). Factors Affecting Job Satisfaction Among Secondary School Teachers Of Mwatate District, Kenya. Thesis of GTI EMBU.
25. Muhammad, A.A, Tanveer, Z, Fouzia, A., and Zafar, H. (2011). A Study of Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice* 2(1), 32-38.
26. Muhammad, M.A, Jegak, U and Balakrishnan, P. (2009). Job satisfaction among secondary school teachers. *Jurnal Kemanusiaan bil 1*, 11-20.

27. Wyse, S. E. (2012). Advantages and Disadvantages of Surveys. Retrived form <http://www.snapsurveys.com/blog/advantages-disadvantages-surveys> on March 2017.
28. Nadia, A (2010). The relationship between work motivation and Job satisfaction. Pakistan Business Review, 2011
29. Megginson, L.C., Mosley, D.C. & Pietri, P.H. (1982). *Management concepts and applications* (4th ed.) New York: Harper Collins.

UNDER PEER REVIEW