

**THE EFFECT OF JOB SATISFACTION AMONG SECONDARY
SCHOOL TEACHERS IN OFFA LOCAL GOVERNMENT AREA OF
KWARA STATE.**

By

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Abstract

This study examined the effect of job satisfaction among teachers in some selected secondary schools in Offa Local Government Area of Kwara State. Satisfaction plays a key role in job efficiency and productivity of workers. The last two years Senior School Certificate Examination (SSCE) i.e. 2013 and 2014 students WACE results have called for concern due to a serious decline in the performance of students. This decline has attracted lots of unsavory comments from groups and individuals in the society on the abilities of the teachers and the sincerity of the government in improving the nation's educational sector. Since students' performance in external examination remains the major yard stick in measuring teachers and students' efficiency, this study has therefore delved into teacher's job satisfaction and its impact on students' academic performance. Five secondary schools were purposively selected for this study. Also, five factors that could guarantee performance among teachers were employed. These were: working environment, informal relationship, participatory leadership, better pay and recognition. Twenty (20) respondents were randomly selected through simple random sampling technique. This technique was used because of the availability of sampling frame. The total sampling size is one hundred ($n = 100$). Questionnaire was used to collect data while Multiple Regression Analysis was adopted to test the formulated hypotheses. The result showed negative relationship between teachers' job satisfaction and students' performance. It was recommended among others that student should improve their cognitive abilities by being more studious, parents should pay more attention to the education of their children and government should make enough money available to schools to provide modern teaching materials.

Keywords: Job satisfaction, performance and motivation.

Introduction

Employee's satisfaction plays a key role in job performance. Workers who are satisfied with their jobs tend to be more motivated and productive (Barrick, Mount & Judge, 2001). As agent of production, what is demanded of labour is performance for an organization to fully actualize her goals and objectives (Linder, 1998). Job satisfaction, according to Brief and Weiss (2002) comprises attitudes and feelings toward the job which when positive fortifies job satisfaction and performance but when negative reduces both job satisfaction and performance.

These scholars emphasized attitudes, feelings and interest of a worker in his job as major motivators. In their opinion, teachers in secondary school would perform and become efficient and satisfied when there is genuine interest of the job in their heart further with good attitudes and feelings that would enhance efficient academic performance of their students. This suggests that positive teacher's attitudes towards their job are signs of job satisfaction which would impact on their performance and that of their students. Cohen, Cohen, West & Aiken (2003) also corroborated Brief & Weiss position when they observed that job satisfaction and students performance are closely related. They posited that the relationship between the two depends on individual personality.

When attitude is positive, teachers develop positive interest towards their jobs, and their commitment level increases. As trained teachers, satisfaction will arouse from efficient performance of their students in both internal and external examinations. But when attitude is negative, satisfaction and performance will reduce. Cohen, Cohen, West & Aiken (2003) stated further that a combination of cognitive knowledge with display of positive interest in one's career stands to guarantee teacher's satisfaction and job effectiveness which later influence the outcome of their student's performance in any examination.

In his expectancy value theory, Ackerman (1996) posited that employees become more satisfied with their job when their primary and secondary needs are met. He stressed that apart from food, housing and clothing, workers become satisfied with their jobs and their performance level increased when opportunity is created for them to meet their social needs as well as get to the top of their careers.

In the view of Bandura & Locke (2003) job satisfaction is an outcome of performance which is aided by several motivational factors while performance is based on goal – directed behaviour. They put motivators as including employees recognition, opportunities for promotion, aid, training, increased responsibility, leadership style, remuneration, interpersonal relationship and the work itself. According to them, these factors must be made available to guarantee teacher’s efficiency and student’s performance. Ayo – Sobowale (2003) noted that workers needed to be highly motivated and to do this, stakeholders in educational sector need to understand those factors that will motivate them at a particular point in time.

Satisfaction in the work place as stressed by Bandura & Locke (2003) is important because it increases workers productivity, promotes employees humanitarian value, enhances sense of belonging, decreases level of absenteeism, lateness to work and promotes life satisfaction of workers. However, Jimoh (2000) attributed low academic performance of students to not only lack of teacher’s satisfaction but lack of fund, inadequate teaching materials, poor counseling, lack of parental care and inadequate concentration by the students and cognitive abilities of the students among others. Teachers as the tools for achieving high academic excellence demand effective managerial abilities and effective monitoring on the part of concerned authorities for them to put in their best and improve the performance of the students (Ebhomen, 2010).

It is in this regard that this study investigates the impact of job satisfaction on student’s performance in some selected secondary schools in Offa Local Government Area of Kwara State.

Statement of the Problem

Lack of job satisfaction among teachers in secondary schools has been linked with low performance and inefficiency, a phenomenon that has been attributed to low academic performance of students in the recently conducted examinations by West African Examination Council (WACE). The poor academic performance of students in Offa Local Government Area in recent times has generated serious condemnation and criticisms among members of the public and various organizations. These people attributed non – performance of students to low morale and apathy on the part of the teachers due to poor incentives.

Other people even blamed the teachers as been lazy and unproductive, while many blamed the failure on the irresponsibility of both students and their parents. Education as agent of national rebirth and transformation needed to be handled with all seriousness.

Quality education is required for national growth and development. Hence, this paper investigates the effects of job satisfaction among teachers and its influence on student academic performance with a view to improving teacher's job satisfaction and student's performance in their future external examinations.

Methodology

The study was carried out in Offa Local Government Area of Kwara State. The target populations for the study were the teaching staff of secondary schools in Offa Local Government Area of Kwara State. Five secondary schools were purposively selected for this study. These schools were: Ansar – Ur – Deen College, Olalomi Comprehensive High School, Anglican College of Commerce, Moremi High School and Government Day Secondary School Offa. From each of the selected secondary schools, twenty (20) respondents were randomly selected through simple random sampling technique. This technique was used because of the availability of sampling frame. The total sampling size is one hundred ($n = 100$). The research instrument that was used to collect data was questionnaire. On data analysis, frequency and percentage methods were used to perform descriptive analysis, while Multiple Regression Analysis was adopted to test the formulated hypotheses.

Research Hypotheses

The underneath hypotheses were generated and tested.

H_0 : There is significant relationship between teacher's job satisfaction and student's performance.

H_1 : There is no significant relationship between teacher's job satisfaction and student's performance.

Causes of Satisfaction at Work

The issue of job satisfaction is of great concern to both industrial psychologists and sociologists because of its link and importance to productivity and workers performance. Adenaike et al (2009) identified some factors as being crucial for job satisfaction. These are: need fulfillment, workers expectations, value attainment, genetic component and equity.

In his own account, Jimoh (2000) observed that one of the crucial factors that enhance job satisfaction is the possibility of the individual worker to fulfill his needs in his present job. According to him the extent to which the job and its characteristics allow an individual to meet his primary and secondary needs influences the degree of job satisfaction. Job satisfaction has equally been linked with meeting workers expectations. Ebhomen (2010) opined that job satisfaction could be achieved when avenues are provided for employees to achieve their expectations. These expectations include higher wages and promotion opportunities e.t.c.

Another factor that can influence job satisfaction is value attainment. Employees are much happier and satisfied when the job adds value and respect to their social status. With this, they gain more recognition and respect among members of the society (Linder, 1998). When opportunities are created for teachers to become vice – principals, principals, heads of department and reach the peak of their career without favouritism, their degree of job satisfaction will be deepened. Genetic components or employees personality has been seen as a potent factor when addressing causes of job satisfaction. Ackerman & Heggsted, (1997) noted that job satisfaction is dispositional in nature and as such depends on personal characteristics of the individual. This is because what motivate one employee and gives satisfaction may not for others. It therefore rests on the heads of organizations and school authorities to study what motivate their teachers to be able to carry them along towards achieving collective goals.

Equity is another factor that influences job satisfaction. Barrick, Mitchell & Stewart (2003) pointed out that this strategy is concerned with fair – play and equal justice in the work place. He maintained that to achieve employee's job satisfaction, leadership and the management must provide workers with equal opportunities in the period of triumphs and

crisis. When the aforementioned conditions are entrenched in the work place, workers satisfaction would be guaranteed in their places of work.

CONCEPTUAL FRAMEWORK

Concept of Reinforcement Theory

The approach that was adopted for this study is Reinforcement theory of motivation. This theory was propounded by B. F Skinner, a psychologist who took interest in the analysis of organizational behaviours. When describing his principles of behaviour modification under reinforcement theory, Skinner in Jimoh (2002) observed that all human behaviours are shaped by their consequences. He stated that a person's present behaviour is the result of a reinforcement or stimulus he or she received in the past for the same behaviour.

According to Skinner, the theory stated that individual's behaviour is a function of its consequences which is based on the 'law of effects'. This means that individual behaviour when it is meted with positive consequences tends to be repeated, while individual's behaviour with negative consequences tends not to be requested. Contributing to the theory, Banaji (2011) stated that reinforcement theory is premised on environmental factors which must be noticed by heads of organizations, industries, government and educational institutions for them to understand the need to adjust their motivational strategies. This statement is in tune with the fact that different factors motivate teachers at different time. Hence, school authorities must be capable of identifying the appropriate reinforcement mechanism to make teachers put in their best.

In addressing the theory of reinforcement, two critical approaches were analysed by its proponents. These are: Positive reinforcement and negative reinforcement. According to Hellriepel (2007) positive reinforcement relates to the offering of desirable effects or consequences for a behaviour with the intention of increasing the chances of that behaviour being repeated in the future. This suggests that when teachers are recognised for hard work and promotion of academic excellence, the step would further instill the interest and feelings of the job in their hearts with a positive effect on their performance and that of their students.

Burns (1995) explained that negative reinforcement implies inflicting undesirable consequences like delay in promotion, demotion, suspension and deduction from salary for

late coming to work and others on erring workers for the purpose of checking their mal - behaviours. These forms of punishment according to Burns is to check the propability of repeating undiserable behaviour in the future. For instance, suspending an employee for breaking organizational rules or dereliction of duty or laziness are punitive measures for undesirable behaviours. These measures can be employed to check laziness and non – performance among secondary school teachers and make them rise up to their responsibilities as there is need for a measure of negative reinforcement to put teachers on their toes

The implication of this theory is that for teachers in secondary schools and other work place to perform and be efficient in the discharge of their duties, principals, government and other organizational heads must see the need to motivate their workforce to make them effective and efficent. According to Griggs (2009) when workers are positively reinforced, job satisfaction is enhanced as they are driven for higher performance and actualization of organisational goals. To him, motivational mechanisms could be in term of praise, promotion, improved work environment, improved interpersonal relationship, given recognition for hardwork and monetary reward e.t.c. This process he continued, will undoubtedly instil job satisfaction and job interest that trigger performance in the workforce and the teachers for an improved students academic performance.

However, success in the application of this theory depends on the ability of the heads of school, government and organisations to determine what specifically motivate their employees as different things motivate individuals at different times coupled with their abilities to set clear and reasonable expectations and policies to meet the desired goals. These days, government of Nigeria in general and that of Kwara State in particular are faced with problem of policy summersalt leading to unclear and unstable educational policies and for this theory to be meaningful in the adminstration of the school system and achieve the desired goals through teacher’s job satisfaction and to record a high level of academic performance by the students, this problem of policy inconsistencies should be addressed by the concerned authorities. Also, ability of the heads to identify what can strongly motivate workers is important in the efforts to reinforce their teachers in order to instill their interest in their jobs and work towards achievement of goals and objectives of the school.

Reinforcement theory has therefore impacted positively on achievement of organizational goals and objective by improving productivity, quality of work; job satisfaction, job performance, reducing absenteeism and laziness by providing clues to motivation and organizational productivity (Redmond, 2010).

Data Analysis.

Table 1: Teachers response on factors that guarantee job satisfaction.

Factors that guarantee performance	Strongly agreed	Agreed	Disagreed	Total
Working Environment	10	65	25	100
Informal Relationship	30	60	10	100
Participatory leadership	30	57	13	100
Better pay	26	24	50	100
Recognition	40	44	16	100

source: Research Survey 2014.

Test Hypothesis

H₀: There is significant relationship between teacher's job satisfaction and student's performance.

H₁: There is no significant relationship between teacher's job satisfaction and student's performance.

Table 2: Multiple Regression Analysis of teachers response on factors that guarantee job satisfaction.

y ₁	x ₁	x ₂	x ₁ x ₂	x ₁ y	x ₂ y	x ₁ ²	x ₂ ²	y ₁ ²
10	65	25	1625	650	375	4225	625	100
30	60	10	600	1800	300	3600	100	900
30	57	13	741	1710	390	3249	169	900
26	24	50	1200	624	1300	576	2500	676
40	44	16	704	1760	640	1936	256	1600
Total 136	250	114	4870	6544	3005	13586	3650	4176

Source: Research Survey 2014.

The method adopted for analysis is Multiple Regression.

$$n\beta_0 + \sum x_1\beta_1 + \sum x_2\beta_2 = \sum y$$

$$\sum x_1\beta_0 + \sum x_1^2\beta_1 + \sum x_1x_2\beta_2 = \sum x_1y$$

$$\sum x_2\beta_0 + \sum x_1x_2\beta_1 + \sum x_2^2\beta_2 = \sum x_2y.$$

Let y = Represents the total number of strongly agreed

x_1 = Represents the total number of agreed

x_2 = Represents the total number of disagreed.

Test for Multiple Regression Analysis.

$$R^2_{y.5} = \frac{1 - SS_{Error}}{(n-1) (syy)}$$

$$R^2_{y.5} = \frac{1 - 415.36}{(5 - 1) 476.8}$$

$$R^2_{y.5} = \frac{- 414 .36}{4 \times 476.8}$$

$$R^2_{y.5} = \frac{- 414 .36}{1907.2}$$

$$R^2_{y.5} = - 0.2$$

$$R^2_{y.5} = - 0.2 \text{ and } F_{cal} = 0.44$$

Since $R^2_{y.5}$ is less than F_{cal} (i.e $R^2_{y.5} - 0.2 < F_{cal} 0.44$), the null hypothesis earlier stated is rejected, this implies that, there is no significant relationship between teachers job satisfaction and students performance. According to Jimoh (2000), he attributed low academic achievement of students to not only poor teaching and lack of job satisfaction on the part of the teachers but on inadequate funding of the schools, inadequate teaching materials, poor counselling, lack of parental care, poor socio – economic condition of parents, lack of concentration by the students and low cognitive ability of the students among others.

However, Brief & Weiss (2002), asserted that teachers job satisfaction and students performance can not be easily seperated. They maintained that apart from other motivational factors, employees attitudes and feelings, his interest toward the job play greater role in fortifying job satisfaction and performance of students. According to them, when these features are positive, teachers always feel satisfied and this will postively impact on the performance of their students and when negative, the reverse is going to occur.

Conclusion

From the study, it has been shown that factors like working environment, informal relationship, participatory leadership, recognition and better pay when they exist in a work place do not necessary contribute to teachers job satification and students performance. Despite the existence of several motivational strategies to encourage teachers to perform, students may still record low acedmic performance if they are faced with poor funding of the schools by the government, inadequate teaching materials, lack of parental care and low cognitive ability among others. To enhance students acedmic performance therefore, students themselves must be up and doing while government and parents must rise up to their responsibilites.

Recommendation

To stimulate teaching interest and enhance better student's performance, the following suggestions are necessary:

- Government should increase budgettary allocation for education to make more money available to the sector for general improvement in the areas of salary and infrastructural facilities .
- Parents should endeavour to live up to expectations by providing adequately for the needs of their children for maximum concentration and better performance.
- Students themselves should remain focussed and abstain themselves from all activities and behaviours that could hinder their concentration from studies.
- School board monitoring team should be resucitated and empowered for effective and efficient monitoring. As liaison officers they should work to instill efficiency among the teachers and create positive relationship between school authorities, teachers and the students for better outcome.

- On the job training of teachers through conferences and workshops should be given a priority while encouragement should also be attached to further studies to enhance the capacities of teachers to deliver.

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