

JOB SATISFACTION AS CORRELATE OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OSUN STATE

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ABSTRACT

This study examined job satisfaction as correlate of teacher job's performance in Osun state Nigeria. The descriptive survey research design was employed for the study. The study was delimited to all 1292 teachers in 89 public secondary schools in Osun central senatorial district with a sample population of 180 teachers disproportionately selected from 15 schools in the areas. In the study, two research questions were raised and three hypotheses tested. The research instruments for the study were Teachers Job Satisfaction Questionnaire (TJSQ) and Teacher Job Performance Questionnaire (TJPQ) divided into two sections each. Section A covers demographic data while section B was a 5-point scale structure. The instrument was validated through expert judgement approach. The test-retest method used in testing the instrument reliability yielded correlation index of 0.87 after analysis with pearson 'r' statistics. Data generated for the study were analysed using statistical mean, and ANOVA of multiple regressions. The finding of the study revealed that the level of job satisfaction of teachers in Osun state public secondary schools were significantly low. Also, good monthly remuneration, good promotional prospect, regular payment of fringe benefit, education development, good working environment, cordial management staff relationship and high job security are critical factors promoting teachers' job satisfaction level. In addition, it was established that teacher job satisfaction has relative contribution to teacher job performance. It was thus recommended that government should ensure good salary structure, fringe benefit, training and retraining and good working environment are adequately provided for teachers for improved job performance. Also school management should ensure smooth and cordial relationship with school teachers.

Keywords: Job Satisfaction, Performance, Teaching

INTRODUCTION

Over the years, education has been recognized all over the world as a vital tool for development and the bed-rock of any nation's defence. Egunyomi, Ekom, Okoro & Ewa (2008) noted that education remains the only principal vehicle to achieve national development. To this end, federal and state governments, private individuals and organizations have established educational institutions at all levels in order to satisfy the educational needs and aspiration of the people. The Federal Republic of Nigeria in her National Policy on Education (NPE, 2013) revealed that education is the instrument for national development and social change, a vital instrument for the promotion of a progressive and united Nigeria. The NPE upheld the existence of three levels of formal education of primary, secondary and tertiary education. The secondary education which is the second level of formal education and a crucial preparatory level for tertiary education is designed to:

- i. Offer diversified curriculum to cater for the differences in talent, disposition, opportunities for future roles;

- ii. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development
- iii. Provide trained manpower in applied science, technology and commerce at sub-professional grades
- iv. Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage
- v. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- vi. Raise morally upright and well-adjusted individual who can think independently and rationally, respect the view and feelings of others and appreciate the dignity of labour

The above highlighted objectives are germane to achieving growth and development in the nation and to achieve those objectives, adequate provisions must be made in terms of human and materials resources. Ogundele, (2000) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. Nakpodia (2006) observed that in any educational arrangement, the success lies in the commitment of the teachers. Jekayinfa (2001) in Atanda, Adeyemi and Adebisi (2006) defined teaching as a vehicle for education. This means that teachers' shoulder the responsibility of delivering the goals and objectives of education in any society. Akinpelu (2003) described a teacher as someone who underwent a long period of socialized training and is regarded as moral instructor, educator and model for his students. Baike (2002) cited in Akande (2014) asserted that teachers' performance and productivity is determined by teachers' punctuality, technical skill, students-teacher rapport and more importantly effective teaching measured by students' academic performance in school through external examination such as WASSCE, NECO, UTME amongst others.

In Nigeria and Osun state in particular, the performance of teachers which is reflected in low teaching competence, teaching delivery, punctuality, technical skill, students-teacher rapport, classroom control, job commitment, poor student academic achievement amongst others have engage public attention. Research survey revealed that teachers in Osun state displays poor attitude towards work by coming late to work, engaging in business activities when ought to be on the job, low punctuality, giving student notes to copy without diligently explaining which all have detrimental effect on student academic performance. Supporting this view, the 2015 West African Senior Secondary Certificate Examination result revealed that out the 36 states and FCT, Osun state placed 29th which made it the least ranked state in the southern part of the country with only 21.68% of her candidates obtained basic entry requirement for university admission in the state. Below is revealed analysis of WASSCE 2007-2015 in Osun State:

Table 1. Osun State WASSCE Statistics 2007-2015

Year	Total number of candidates	Total candidates with five credits (including Maths and English)	Percentage
2007	36,171	2,483	6.86
2008	37,715	3,813	10.11
2009	39676	5,545	13.98
2010	43,216	6,777	15.68%
2011	53,293	11672	21.98%
2012	51,463	11,431	22.21%
2013	47,013	9,301	19.78%
2014	47,672	9,316	19.54%
2015	48,845	10,590	21.68%

Source: Osun State Bureau of Communication and Strategy, 2016

However, several factors have been adduced to the low job performance of teachers in Osun state to include laziness, poor attitude to teaching, principal communication style, principal management styles, poor working condition, interpersonal relationship amongst others. In relation to this study which focuses on Job satisfaction as predictor of teachers' job performance, Ladan (2015) noted that in the past, teachers were motivated and had no option than to perform. But today, teachers' condition of work including pay is so low that most of the teachers can barely put food on their tables yet teachers are expected to perform magic. He further noted that, it is quite absurd that under these unfavourable conditions, teachers are expected to produce those that will grow to become leaders of tomorrow, to perform wonders in bare classroom as they are derogatorily compared with teachers in other countries. In time past, teachers were revered in villages and next to village heads but today teachers are demotivated indicating less expectation from them. Labaika (2015) noted that the plight of Nigeria's teachers is pitiful as many teachers have died of hunger, diseases and out of frustration. The education system has turned a good number of teachers into beggars and destitute such that the younger generation dread the idea of becoming teachers in the future. Teachers that are in the centre of the educational configuration are demotivated, denied, deprived and depressed. 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 separate conditions of service and salary structure for teachers in primary and post-primary Schools in the country so as to boost the level of job satisfaction among teachers (Akande, 2014).

These unfavourable working conditions of teachers can affect to their level of job satisfaction which is significantly correlated to their job performance. Job satisfaction in this context is described it as an "effective orientations" on the part of the individuals towards work roles which they are presently occupying. It also portrays on how the employees feel about their jobs as influenced by many external factors including salary, work environment, promotion and other necessary benefits. Hoppock [2004] defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to 'truthfully' say that he is satisfied with his job. According to Meyer & Peng (2006) job performance refers to the output that a person has contributed to the organization concerning his behaviour to engage in, and which the organization may perceive it as productive or counterproductive. He noted that good performance can be achieved when the employers meet the expectation of the employees in terms of reasonable salary, good working environment and other necessary benefits. Thus for any organisation to get maximum performance from his employees, such employer must provide adequate and suitable conditions and environment and motivate the workers in order to achieve job satisfaction in the workplace. In view of this aforementioned, this study seeks to examine Job satisfaction as a correlate of teachers' performance among public secondary school teachers in Osun State, Nigeria.

STATEMENT OF PROBLEM

It is an established fact that human resources are the most critical factor in production. In education industry, when teachers are very effective at their jobs they will stimulate improved academic performance as well as enhance moral development of their students. Regrettably, secondary school teachers' job performance has been called to questions in recent years in the face of daunting academic and moral challenges facing school system in Osun state and in the nation at large. Available statistics showed that students' academic achievement is low in Osun state as over 70% of candidates fail to have the minimum entry requirement for university admission. Studies in the past such as Akande (2014), Ufuophu-Biri (2014), Ali, Dahie and Ali (2016) have all investigated causes of declined teachers' job performance which include principal communication style, inadequate teacher development, interpersonal

relationship amongst others. This study thus seeks to investigate job satisfaction as a correlate of teachers' job performance in secondary schools in Osun State, Nigeria

RESEARCH OBJECTIVES

The objectives of this study are as follows:

1. To examine the factors that contribute to teacher job satisfaction in Osun State public secondary schools.
2. To examine the level of teachers' job satisfaction in Osun State public secondary schools.
3. To examine the relative contribution of job satisfaction in factors on teachers' job performance in public secondary schools, Osun State.

RESEARCH QUESTIONS

The study has answered the following research questions:

1. What are the critical factors associated with public secondary schools' teachers' job satisfaction in Osun state public secondary schools?
2. To what extent are teachers satisfied with their job in Osun state public secondary schools.

RESEARCH HYPOTHESIS

The research will test the following will hypothesis:

1. There will be no significant relative contribution of job satisfaction to teachers' job performance in Osun state public secondary schools

METHODOLOGY

Research Design

The design used in this study was descriptive survey involving the use of questionnaires and document.

Table 1. Sample of study

SN	Name of schools	No of Principals	No. of Teachers
1	Community high school Iba	1	12
2	Community grammar school Ekusa	1	12
3	Odo-Otin Grammar school	1	12
4	Community High school Okua	1	12
5	Oba Moronfolu Grammar school, Ifon	1	12
6	Ogidan Grammar school, Oshogbo	1	12
7	Fakunle Comprehensive High school Oshogbo	1	12
8	Ansarudeen grammar school Oshogbo	1	12
9	African Grammar School Ikirun	1	12
10	Orimolade commercial grammar school, Ikirun	1	12
11	Onaolapo Memorial Grammar school Ikirun	1	12
12	St. Paul Grammar school Ilobu	1	12
13	Ilobu Muslim association high school, Ilobu	1	12
14	Ansar-Deen Society Grammar school Oke-Laaro, Ilobu	1	12
15	Aderonmu grammar school Oba-Ake	1	12
Total		15	180

Source: Field Survey, 2017

Population, Sample and sampling techniques

The study was delimited to Osun state central senatorial district. Hence the population consist of all 1292 teachers and 89 Principals in 89 public secondary of Osun state central senatorial district (Min. of Education, Oshogbo, 2017). A total number of 180 teachers and 15 principals selected from 15 public secondary schools were used as sample for the study. Both random and stratified sampling was used in selecting the sample for the study. Firstly, fifteen schools were randomly selected from the senatorial district. Thereafter 12 teachers were disproportionately selected from the schools to form the sample of the study. (See above table)

Instrumentation

The instruments for the study were two questionnaires designed by the researcher; Teachers Job Satisfaction Questionnaire (TJSQ); Teacher Job Performance Questionnaire (TJPQ). The Teachers Job Satisfaction Questionnaire was divided into two sections. Section A consist of four items of demographic information and section B consisted of 10 items designed on five points scale of Very High Extent (VHE), High Extent (HE), Moderate Extent, Low Extent (LE) and Very Low Extent (VLE) with 5 -1 point respectively. The Teacher Performance Questionnaire (TJPQ) has two sections A and B of 3 and 5 items respectively. The first section consists of demographic data while the second section designed on five points scale of Very High, High, Moderate, Low and Very Low raised items assessing teaching performance.

Validity and Reliability of Instrument

The expert judgment approach was used to determine the validity of the instrument. To test the reliability of the instrument, the test-retest method was used. The instrument was administered to 26 respondents (25 school teachers and 1 Principal) in outside the sample and was re-administered with two weeks interval. With Pearson ‘r’ statistics, the data were correlated and gave a coefficient of **0.87**.

Data Collection and Analysis

Data collection was through by the researchers. The Data were analysis using statistical mean, and ANOVA of multiple regressions

DATA ANALYSIS

What are the critical factors associated with teachers’ job satisfaction in Osun state public secondary schools?

Table 2. The critical factors associated with teacher job satisfaction

SN	Item	N	Mean	Remark
1.	My satisfaction level with my job will be higher if my monthly remuneration is good.	177	4.50	Critical
2.	Good promotion prospect can make me feel satisfied with my job.	179	4.33	Critical
3.	Regular payment of my fringe benefits can make me feel better satisfied with my job.	180	4.48	Critical
4.	Adequate provision for my educational feel satisfied with my job.	176	4.11	Critical
5.	Good working environment with relevant teaching	180	4.12	Critical

	aids contribute to satisfaction with my job			
6.	Cordial Management-staff relationship can enhance my satisfaction level on the job	180	3.97	Critical
7.	High job security can make me feel satisfied with my job	178	4.24	Critical

Field Survey, 2017

The above table revealed the critical factors associated with teacher job satisfaction in Osun state public secondary schools. The result revealed that good monthly remuneration was the most critical of the factors promoting job satisfaction amongst teachers as it has the highest mean value of 4.50. Other items raised such as good promotional prospect, regular payment of fringe benefit, education development, good working environment, cordial management staff relationship and high job security met the decision level of 3.0 and were therefore accepted for the study as critical factors promoting teachers’ job satisfaction level.

Research Question Two

To what extent are teachers satisfied with the Job in Osun state public secondary schools?

Table 3. Responses on extent of teachers’ satisfaction with their Job

SN	Item	N	Mean	Remark
1	I feel satisfied with my job conditions presently	178	1.97	LowExtent
2	With the present conditions of teaching Job, I am happy.	178	1.88	LowExtent

Field Survey, 2017

Table 3 above showed the responses on extent of teachers’ satisfaction with their Job in Osun state public secondary schools. The result revealed that the satisfaction level of teacher is low as the mean value of the two items are 1.97 and 1.88 which are far below criterion mean of 3.0.

Hypothesis One

There will be no significant relative contribution of teachers’ job satisfaction to teachers’ job performance in Osun state public secondary schools

Table 4. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.573	1	34.573	252.173	.000 ^b
	Residual	24.129	176	.137		
	Total	58.702	177			
Multiple R	.767 ^a					
R Square	.5890					
Adjusted R Square	.5870					
Std. Error of the Estimate	.3700					

a. Dependent Variable: Teachers’ Job Performance

b. Predictors: (Constant), Teachers’ Job Satisfaction

Table 4 revealed significant contribution of Independent variable Teachers' Job Satisfaction to the prediction of the dependent variable Teachers' Job Performance $F_{(176)} = 252.173$; $p < .05$). This means that Teachers' Job Satisfaction relatively predicted Teachers Job Performance. The analysis yielded a co-efficient of multiple regression of 0.767^a and Multiple R-square of 0.589 and adjusted R-square of 0.587 indicating that teachers' job satisfaction accounted for 58.7% of the variance in teachers' job performance.

DISCUSSION OF FINDINGS

The study examines teachers' job satisfaction as correlate of teacher job performance in Osun state public secondary schools. Finding of research question one revealed the critical factor associated to teacher job satisfaction. The result revealed that good monthly remuneration, good promotional prospect, regular payment of fringe benefit, education development, good working environment, cordial management staff relationship and high job security are critical factors promoting teachers' job satisfaction level. This finding agrees with Ibrahim (2001) in a study conducted on 'job satisfaction in tertiary institution; a case study of Atiku Abubakar College of Legal and Islamic Studies Nguru, Yobe State'' found that increased salary serves as the major and strongest motivational aspect which leads to workers putting in their best in their various unit of work. Similarly, Taiwo, (2000) stated that in addition to provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. Fringe benefits are compensation given to employees in addition to wages or salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, life insurance coverage, leave bonus, retirement benefits and pension plans.

Research question two of the study revealed that the satisfaction level of teachers in Osun state public secondary schools is low. This finding is supported by Fabiyi (2000) who posited that salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience. Obanya (1999) similarly remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, inadequate fringe benefits and irregular payment of teacher's salaries.

Hypothesis one of the study revealed that teachers' job satisfaction significantly predicts job performance. This finding underscore Ubom (2002) who observed that increased job satisfaction induces greater commitment to teaching and that poor salary package and other conditions of service which induce low job satisfaction affect employees' commitment to work and contributions to the effectiveness of organization. This finding is in line with that Fabiyi (2000) similarly agreed that the degrading job condition marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-strong public servants which invariably affect performance. This finding is in accordance with Ubom (2002) observed that increased job satisfaction induces greater commitment to teaching. He added that poor salary package and other conditions of service which induce low job satisfaction affect employees' commitment to work and contributions to the effectiveness of organization. He explained further that teachers place premium on variables such as salary, time and mode of payment of salaries, fringe benefits, promotional prospects of teaching and work environment as determinants of job satisfaction which in turn affect their productivity in a positive manner.

CONCLUSION

The correlation between teacher job satisfaction and teacher job performance is has no doubt been established in the study. The study has revealed that good monthly remuneration, good promotional prospect, regular payment of fringe benefit, education development, good working environment, cordial management staff relationship and high job security are critical factors promoting teachers' job satisfaction level. In addition, it was established that teacher job satisfaction has relative contribution to teacher job performance. It can therefore be concluded that for teachers' job performance in term of teaching competent, effective students' supervision, use of teaching materials, monitoring students' work, amongst others can be significantly improved if effort is made to improve on the critical factors associated with teachers' job satisfaction.

RECOMMENDATION

Based on the findings of this study, the following recommendations were put forward:

1. The salary structure of teachers in Osun state and in Nigeria entirely should be increased to meet the nations' economic reality
2. There should be regular payment of fringe benefit of teacher to boost level of job satisfaction and motivation
3. Regular training and retraining programmes should be provided for teachers in Osun state for improved education development and performance
4. Working environment of teachers' in terms of school facilities, teaching and learning tools should be adequately provided for.
5. School management should ensure smooth and cordial relationship with school teachers.

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