



## JOB SATISFACTION AND TEACHERS' JOB PERFORMANCE IN OSUN STATE SECONDARY SCHOOLS, NIGERIA

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### Abstract:

This study investigated teachers' job satisfaction and teachers' job performance in secondary schools in Osun State. Specifically, the study investigated the relationship between each of the variables of job satisfaction such as salary payment, recognition, promotion and teachers' job performance in secondary schools in Osun State. The descriptive survey research design was adopted in this study. The population of this study consisted of all the teachers in the public secondary schools. The sample for the study consisted of 750 teachers from 30 public secondary schools in Osun State. The sample was selected using a multistage sampling procedure. Two research instruments tagged "Teachers' Job Satisfaction Questionnaire" (TJSQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to collect relevant data for the study. The face and content validity of the instruments was ensured. The reliability of instruments was ensured using the test-retest method. Reliability coefficients of 0.81 and 0.84 were got for TJSQ and TJPQ respectively. The data collected through the instruments were analyzed using descriptive and inferential statistics. The hypotheses were tested using inferential statistics of Pearson's Product Moment Correlation (PPMC). All hypotheses were tested at a 0.05 level of significance. The findings of the study revealed that teachers' job satisfaction and job performance were related while variables of job satisfaction such as recognition and promotion were related to teachers' job performance. It was recommended among others that government and the school management should give more priority to teacher job satisfaction through recognition and promotion as and when due towards improving the job performance of the teachers.

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**Keywords:** job satisfaction, job performance, teachers, secondary schools

## 1. Introduction

No education system can outperform its teachers in terms of quality, who hold the key to a country's development (Federal Government of Nigeria, 2013). In order to achieve the objectives of teaching students to a high standard and reducing the productivity gap, many institutions only hire outstanding teachers. Because they are the ones who make learning happen and control the quality of education given to students. Teachers are essential to the school system. Without them, learning would not be possible. Teachers have been referred to as the most important and crucial human resources in the education system.

In the setting of the school, teacher job performance is crucial in deciding how much students learn, and it is their responsibility to raise good students in character. According to Muraina (2014), teacher job performance may be summed up as the tasks carried out by the teacher during a specific time period in the school system to accomplish organisational goals. As a result, teachers' job performance is defined as their deliberate dedication to and engagement in the day-to-day management of the school with the aim of realising the goals and objectives of the school.

According to Achmad (2017), teacher job performance is the outcome of completing responsibilities delegated to them based on their abilities, experience, sincerity, and time limits. According to Uzochina and Oguegbu (2015), the level of teachers' job performance is determined by the following activities: regular and punctual reporting to school and classes; ability to work with the principal to achieve school the set objectives; readiness to accept extra responsibilities the principal endorses; a keen interest in supervising school classroom works; respects school guidelines and patterns of performing tasks; teaches in assigned classrooms; plans and prepares lessons; attends school meetings whenever they are convened; supervises students among others.

It has been observed that teachers in secondary schools in Osun state are not living up to expectations in their service delivery. This is evident in poor class control; poor student-teacher relationship and poor academic performance of students. Teacher job performance is determined by a variety of actions or duties carried out by the teacher. In this sense, a teacher's performance could be evaluated by an annual report detailing his or her actions in terms of teaching performance, lesson preparation, subject matter mastery, competence, teachers' dedication to the job, and extracurricular activities. Effective leadership, effective supervision, effective monitoring of students' work, motivation, class control, and teachers' abilities to discipline students are additional criteria for evaluation.

It can be argued that some teachers do not seem to be performing up to par based on the indices of successful teacher job performance mentioned above. This is evident in the negative attitudes displayed by some secondary school teachers who appear to be

uncommitted to their work. The quality of job performance of this set of teachers appears to have been questioned. Some public-school teachers miss classes, at will and hand off their notes to the class representative to write on the chalkboard. The decline in teacher job performance in secondary schools, however, seems to be a reflection of teachers' job satisfaction.

According to Aikaterini, Dimitrios, and Athanasios (2014), job satisfaction is an internal response to the idea of working conditions or an overall appraisal someone receives from their workplace. High levels of inspiration and output have been linked to this overall rating (Aikaterini et al., 2014). Understanding what influences job satisfaction is crucial to achieving corporate objectives. According to Levi (2017), worker productivity is affected by the extent to which employees participate in workplace decision-making. In other words, the more invested a person is in a given work, the more productive, independent, and contented they are with their job. This suggests that a person's persistence for high-performance working practises (professional motivation) to accomplish the goals of the group may boost job satisfaction.

Secondary school teachers in Nigeria are currently confronting numerous issues in both society and education, which may have an impact on their levels of job satisfaction (Adenike, 2011). The Nigerian Union of Teachers (NUT), which represents secondary school teachers in Nigeria, has been advocating for a separate condition of service and salary structure for them for more than two decades. The Federal and State Governments, on the other hand, contended that the country's current economic conditions cannot support the proposed increase in pay benefits, and working conditions.

Teachers, on the other hand, posited that the present salary structure and working conditions do not meet their basic demands. The Ministry of Education is always interested in the job performance of its teachers since they are required to provide a very high level of job performance. Also, the Ministry of Education expects a great deal of effort, hard work, loyalty, and patriotism from its teachers (Ubom, 2012).

Certain factors of teacher job satisfaction, such as salary, recognition, and promotion, are taken into account in this study because of the significance of job satisfaction to teacher job performance.

The salary structure of an organisation is the sum of money an employee receives each month for doing his or her job duties. When an employee is paid fairly, it is thought that money has a strong tendency to improve performance. Incentives in the form of financial compensation are often cited as means of encouraging employees to put forth extra effort on the job. Salary payment helps employees meet basic requirements like food and shelter, as well as higher-order demands like social recognition and the ability to purchase luxury products and services that contribute to a pleasant living. People labour for a variety of reasons, one of which is to make money.

The researcher noted that secondary school teachers in Osun State do not receive regular pay in addition to the state's substandard secondary school salary structure. Since many people in the industry are there out of need rather than choice, this seems to have

an effect on their performance. As a result, the majority of them exhibit low levels of dedication while on the job. Their salary does not seem commensurate with the job they do, which invariably impacts on their job performance.

Teachers are honoured for their hard work and excellent contributions, and awards are presented to reinforce and inspire such behaviour in the future. The likelihood of enhanced job performance can be increased by taking the time to recognise a job well done. A teacher's morale can be boosted and their efforts maintained with the help of both positive and constructive criticism. The reward and recognition system highlights a crucial aspect of the job relationship when it comes to managing employees. Yet, the researcher found that secondary school teachers' positive responsibilities and contributions to the fulfilment of school objectives do not appear to be recognised by the proper authorities or even society at large. This appears to have led to low job motivation, which in turn affected their job performance.

A promotion is an employee's upward mobility that moves him from his current position to one with more responsibilities. The promotion has been found to invigorate people, boosting their knowledge, skills, and level of dedication to the objectives of the business. On the other hand, if employees are not given opportunities for promotion, they might start to feel alienated from the company and may eventually leave (Muheeb, 2014).

The researcher noticed that secondary school teachers in Osun State stay at the same promotion level for an average of six years before getting promoted. In Osun State, teacher promotion has been erratic throughout the past decade, and when teachers are promoted, they are not compensated for the years they waited. Since most teachers are preoccupied with other companies, the delay in promotion appears to have an impact on their job performance.

Based on the foregoing, this study investigated teachers' job satisfaction and teachers' job performance in secondary schools in Osun State.

## **2. Purpose of the Study**

Specifically, the purpose of this study was to investigate the relationship between each of the variables of job satisfaction such as salary payment, recognition, promotion and teacher's job performance in secondary schools in Osun State.

### **2.1 Research Hypotheses**

The following null hypotheses were formulated to guide this study:

- 1) There is no significant relationship between teachers' job satisfaction and teachers' job performance in secondary schools.
- 2) There is no significant relationship between salary payment and teachers' job performance in secondary schools.
- 3) There is no significant relationship between recognition and teachers' job performance in secondary schools.

- 4) There is no significant relationship between promotion and teachers' job performance in secondary schools.

### 3. Research Methods

This study adopted a descriptive survey research design. All teachers in Osun State's secondary public schools made up the study's population. 750 teachers from 30 Osun State public secondary schools made up the study's sample. Using a multistage sampling procedure, the sample was chosen. In stage one, two Local Government Areas were chosen at random from each of the three senatorial districts in Osun State, for a total of six LGAs. Since not all LGAs have the same number of secondary schools, thirty public secondary schools were chosen in stage two using a proportionate stratified random sampling technique. Since there are not an equal number of teachers in each of the thirty public secondary schools, stage three included selecting 750 teachers from those schools using a proportionate random stratified sampling technique. To assess teachers' job performance, one principal from each of the thirty schools was chosen purposively.

Data for the study were gathered using two research instruments, the "Teachers' Job Satisfaction Questionnaire (TJSQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)". TJSQ had two sections, Sections A and B. Section A sought the demographic information of the respondents, whereas Section B had 15 questions on the three sub-variables of teachers' job satisfaction: salary, recognition, and promotion. The Likert-type rating scale was applied as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

The Teachers' Job Performance Questionnaire (TJPQ) also had three sections. Section A sought for the bio-data of the respondents, while the section contains information of the teacher to be assessed and section C contained 20 questions on teachers' job performance variables which ranges from lesson planning, lesson presentation, classroom management and content knowledge. A five-point rating scale was also used. Excellent (E); Very Good (VG); Good (G); Fair (F) and Poor (P).

The instruments' face and content validity were ensured by experts in educational management. The experts took the time to verify how accurately the items in the instrument reflected the content and suitability of the subjects being measured. The reliability of the instruments TJSQ and TJPQ was ascertained using the test-retest approach. 30 teachers completed the TJSQ, and 6 principals completed the TJPQ. The instruments were administered to the same respondents within an interval of two weeks. Pearson's Product Moment Correlation Statistics was used to determine the coefficient values of 0.81 and 0.84 for the TJSQ and TJPQ, respectively.

The researcher personally visited each of the sampled schools and obtained permission from the principal to administer the instruments with the assistance of two trained research assistants. As a result, the researcher was able to provide context and interpretation for certain items in the questionnaire. Using both descriptive and

inferential statistics, the data obtained from the instruments were analysed. All hypotheses were tested at a 0.05 level of significance.

#### 4. Results

**Ho1:** There is no significant relationship between teachers' job satisfaction and teachers' job performance in secondary schools.

**Table 1:** Relationship between job satisfaction and teachers' job performance in secondary schools

Variables	N	Mean	Stand Dev	r-cal	P-value
Job Satisfaction	750	38.74	4.96	0.488*	0.000
Teachers' Job Performance	750	66.29	2.62		

\*P<0.05

Table 1 showed that the r-cal value of 0.488 is significant at a 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is a significant relationship between teachers' job satisfaction and teachers' job performance in secondary schools.

**Ho2:** There is no significant relationship between salary payment and teachers' job performance in secondary schools.

**Table 2:** Relationship between salary payment and teachers' job performance in secondary schools

Variables	N	Mean	Stand Dev	r-cal	P-value
Salary Payment	750	12.12	2.13	0.013	0.707
Teachers' Job Performance	750	66.29	2.62		

P>0.05

Table 2 showed that the r-cal value of 0.013 is not significant at a 0.05 level of significance because the P-value (0.707) > 0.05. The null hypothesis is not rejected. This implies that there is no significant relationship between salary payment and teachers' job performance in secondary schools.

**Ho3:** There is no significant relationship between recognition and teachers' job performance in secondary schools.

**Table 3:** Relationship between recognition and teachers' job performance in secondary schools

Variables	N	Mean	Stand Dev	r-cal	P-value
Recognition	750	13.64	2.73	0.437*	0.000
Teachers' Job Performance	750	66.29	2.62		

\*P<0.05

Table 3 showed that the r-cal value of 0.437 is significant at a 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is a significant relationship between recognition and teachers' job performance in secondary schools.

**Ho4:** There is no significant relationship between promotion and teachers' job performance in secondary schools.

**Table 4:** Relationship between promotion and teachers' job performance in secondary schools

Variables	N	Mean	Stand Dev	r-cal	P-value
Promotion	750	12.98	2.85	0.519*	0.000
Teachers' Job Performance	750	66.29	2.62		

\*P<0.05

Table 4 showed that the r-cal value of 0.519 is significant at a 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is a significant relationship between promotion and teachers' job performance in secondary schools.

## 5. Discussion

The study found a significant relationship between teachers' job performance and teachers' job satisfaction in secondary schools. This finding is in line with the results of Ogundele (2014) who found out that teacher job satisfaction positively affects teacher performance in schools. According to Ubom (2016), teachers place a premium on job satisfaction factors such as salary, time and mode of salary payment, fringe benefits, recognition, promotion possibilities of teaching, and work environment, which have a favourable impact on their performance.

Besides, it was found that there was no significant relationship between salary payment and teachers' job performance. The findings of this study, find solace in Robbins (2015) who stated that salary increases are no longer a motivator for some employees because they must constantly adapt to changing lifestyles. They believe that the subsequent sum of money is sufficient to satisfy their requirements because of this perception. Rizal and Ali (2018) also submitted that the productivity of teachers and their job performance are unaffected by variations in remuneration and salary payment. However, this study contradicted the findings of Ojeleye (2017) who submitted that there was a strong and positive relationship between remuneration and employees' performance. Salary, wage, and bonus/incentives also function as a kind of motivation for the employees.

The results showed that there was a significant relationship between teacher recognition and job performance in secondary schools. This finding contradicts the work of Evangeline and Thavakumar (2015) who submitted no statistically significant link

between recognition practises and employee job performance. The finding supports Peter (2014) that there is a significant relationship between recognition and job performance, according to Peter (2014). The findings also demonstrated that recognition affects both individual and organisational performance because it fosters motivation, effective performance, and positive relationships.

The results showed that there was a significant relationship between teachers' promotion and teacher job performance in secondary schools. This finding is consistent with Akande (2014), who found a significant relationship between fast salary payment, promotion, fringe benefits, staff development, and staff job performance. According to Saharuddin (2016), promotion and pay have a significant and favourable effect on job satisfaction, morale, and job performance. Choi, Cheung, and Pang (2012) concluded that a teacher's career promotion is a factor that impacts instructors' performance. However, Kaufman (2021) found no significant relationship between promotion and teacher job performance. He came to the conclusion that the prospect of promotion is not a source of inspiration that would improve job performance. Rizal and Ali (2018) also submitted that staff promotion has no significant effect on job performance.

## 6. Conclusion

Sequel to the findings of this study, it is concluded that teachers' job satisfaction and job performance were related while variables of job satisfaction such as recognition and promotion, were potent factors that influence teachers' job performance.

### 6.1 Recommendations

Based on the findings of this study, the following recommendations were made.

- 1) Government and the school management should give more priority to teacher job satisfaction through recognition and promotion as and when due.
- 2) The government should from time-to-time conduct staff promotion for deserving teachers.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

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