

INFLUENCE OF JOB SATISFACTION ON TEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN ABIA STATE, NIGERIA.

EKWE, GABRIEL MICHAEL (Ph.D); AGBO, PATIENCE; OZUZU, IFESIMACHI GRACE

DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,
ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY ENUGU, NIGERIA.

ABSTRACT

The study centered on the Influence of Job Satisfaction on Teachers Job Performance in Secondary Schools in Abia State. Three research questions and three hypotheses were formulated for the study. The population for the study consisted of 4037 female and 2893 male secondary school teachers in secondary schools in Abia State, given a total of 6930 respondent while the sample for the study included a total of 687 respondents. Questionnaire was designed to elicit appropriate information from the respondents. The reliability co-efficient of the instrument was calculated using cronbach Alpha reliability co-efficient. Alpha value was found to be 0.90 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicated that there is great extent to which promotion influence performance of teachers positive in secondary schools in Abia state. The findings also showed that there is great extent to which proper remuneration influence teachers performance in secondary schools in Abia State. It was recommended that post primary school management board should always make teachers promotion prompt, this will motivate teachers to be dedicated to their duties.

Keywords: Job performance, Secondary school, Job satisfaction, Abia state, Nigeria.

INTRODUCTION

Background to the Study

Education is widely recognized as one of the indicators of development. One of the basic purpose of educations is to produce trained human resource, which can overcome developmental impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). According to Armstrong (2006) job

satisfaction is the attitude and feelings people have about their jobs. For Armstrong, positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work indicate job dissatisfaction.

Job satisfaction according to Mullins (2005) is more of an attitude, an internal state that could be associated with a personal feeling of achievement, either quantitative or qualitative. It is the pleasurable and positive emotional state of a worker resulting from his assessment of his job experiences. Satisfaction is more or less synonymous with contentment. In the school system, it is concerned with teaching, retention and function of the difference between the teachers preference and actual experience.

In the school system, a teacher job performance could be described as the duties performed by a teacher at any given time in the school geared toward achieving both the daily school and classroom objectives and the entire set goal and objectives of education (Duze, 2012).

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Sharma, 1991). A high teacher morale, relevant subject knowledge, and the teachers specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

The quality of the teachers, their performance, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Sharma, 1991). They help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead. The availability of competent teachers with the required knowledge, skill and attitude is a key factor for providing of quality of education, yet poor job satisfaction may affect the productivity of even those that are well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity. Supporting this idea, Lussier (1990), indicated that, job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and turnover. Accordingly to Shamm (1998) noted that teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teachers performance, and in turn a contributor to school effectiveness.

The performance and effectiveness of teachers depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and their performance is an important

phenomenon for generally secondary school teachers, their employers and students at large. For the success of any organization, satisfied human resources are considered as the most important assets of an organization. Ekwe, (2014) noted that a lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits or attrition from the teaching profession, incessant strike action embarked upon by teachers and psychological withdrawal from the work.

This state of affairs, which is a source of worry to the researcher, invariably gave impetus to the present study which seeks to examine the influence of job satisfaction on teachers job performance in secondary school in Abia state, Nigeria.

Statement of the Problem

Teachers are indispensable in our educational growth and development, yet they are not accorded that social recognition that they deserve. Observation have showed that the fall in the quality of education in Nigeria and poor performances of some teachers could be attributed to lack of job satisfaction among practicing teachers. Also, the deplorable working condition of teachers is likened to their low morale which invariably affects teaching and learning. Ekwe (2014), noted that a lack of job satisfaction often resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exit from the teaching profession, poor performance and psychological withdrawal from the work.

Purpose of the Study

The main purpose of the study is to examine the influence of job satisfaction on teachers performance in secondary school in Abia state. Specifically the study seeks to:

1. Examine the extent teachers promotion has influence performance of teachers in secondary schools.
2. Determine the extent at which proper remuneration of teachers influence their performance in secondary schools.
3. Examine the extent to which compensation offered to teachers influence performance of teachers in secondary schools.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does teachers promotion influence teachers performance in secondary schools in Abia State?

2. To what extent does proper remuneration of teachers influence teachers performance in secondary schools in Abia State?
3. To what extent does compensation offered to teachers influence teachers performance in secondary schools in Abia State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female teachers on the influence of promotion on teachers' performance in secondary schools.
2. There is no significant difference in the mean ratings of male and female teachers on the influence of remuneration on teachers' performance in secondary schools.
3. There is no significant difference in the mean ratings of male and female teachers on the influence of compensation on teachers' performance in secondary schools.

Research Method

The design of this study was descriptive survey design. Descriptive survey design, according to Nworgu (2006) defined descriptive survey design as a type of study which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. The study was carried out in Abia State of Nigeria. It covers all the 17 Local Government Areas (LGAs) in the state. The population for this study comprised all the teachers in the 265 public secondary schools in Abia state. Available data showed that there are 6930 secondary school teachers made up of (2893 male and 4037 female teachers) in Abia state. The sample size of this study is 687 made up of 284 male teachers and 403 female teachers.. While the instrument used for data collection was a structured questionnaire titled "Influence of Job Satisfaction on Teachers Job Performance (IJSTJP)". The questionnaire was developed by the researcher and has two sections, A and B. section A deals with the bio-data of the respondents while section B deals with information on job satisfaction and teachers job performance. The instrument was validated using content validity while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.90, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance.

Results

The results are presented in tables according to research questions.

Research Question 1

To what extent does teachers’ promotion influence teachers performance in secondary schools in Abia state?

Table 1: Mean rating score of male and female teachers regarding extent promotion influence teachers’ performance in secondary schools in Abia state.

S/N	Teachers promotion influence their:	Male teachers			Female teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	Commitment to work.	2.93	0.76	G.E	3.04	0.76	GE
2.	Punctuality to school	3.01	0.69	GE	2.88	0.78	GE
3.	Writing of lesson notes.	2.53	0.85	GE	2.70	0.89	GE
4.	Attention to students.	2.68	0.74	GE	2.53	0.99	GE
5.	Positive relationship with the principals.	2.77	0.78	GE	3.00	0.69	GE
6.	Good working relationship with colleagues.	3.11	0.80	GE	2.94	0.92	GE
7.	Organizing extra-lessons for students	3.09	0.76	GE	3.14	0.69	GE
8.	Giving regular assignments to students	3.22	0.71	GE	3.09	0.70	GE
9.	Marking students assignments as and when due.	2.89	0.94	GE	3.06	0.65	GE
Cluster mean		2.91	0.78	GE	2.93	0.79	GE

The data on table 1 show that the two groups of respondents independently rated all the items in this cluster “Great extent”. In other words they greatly share the view that promotion influence performance of teachers positive in secondary schools in Abia state. The cluster means are 2.91 (for male teachers) and 2.93 (for female teachers) in a four point rating scale with corresponding standard deviation of 0.78 and 0.79 for male and female teachers respectively.

Research Question Two

To what extent does proper remuneration paid to teachers influence teachers performance in secondary schools in Abia State?

Table 2: Mean score of male and female teachers regarding extent proper remuneration paid to teachers influence teachers performance in secondary schools.

S/N	Teachers remuneration influence their job performance when they are:	Male teachers			Female teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
10.	Adequate to solve their financial needs	2.96	0.89	GE	2.80	0.84	GE
11.	Paid as and when due.	3.12	0.72	GE	3.04	0.76	GE
12.	Adequate to attract more teachers so as to reduce work load.	3.05	0.76	GE	2.98	0.89	GE
13.	High enough to enhance their status in the society.	2.83	0.84	GE	2.76	0.94	GE
14.	Teachers' monthly salary is adequate satisfied to all important expenses.	2.70	0.92	GE	3.02	0.65	GE
15.	Teachers' salary enhanced job commitment	3.15	0.66	GE	2.99	0.89	GE
16.	Teacher salaries enhances teachers performance	3.07	0.65	GE	2.87	0.85	GE
17.	Teachers entered the teaching profession because of its good pay.	2.52	0.94	GE	2.63	0.99	GE
18.	Teachers are being under paid when compared with their counterpart in other sectors	3.40	0.65	GE	3.06	0.67	GE
Cluster mean		2.98	0.78	GE	2.91	0.83	GE

The data on table 2 show that the two groups of respondents independently rated all the items in this cluster “Great Extent”. In other words they greatly share the view that proper remuneration influence teachers performance in secondary schools. The cluster means are 2.98 (for male teachers) and 2.91 (for female teachers) in a four point rating scale with corresponding standard deviation of 0.78 and 0.83 for male and female teachers respectively.

Research Question Three

To what extent does compensation offered to teachers influence teachers performance in secondary schools in Abia state?

Table 3: Mean score of male and female teachers regarding extent compensation offered to teachers influence teachers performance in secondary schools.

S/N	Items	Male teachers			Female teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
19.	Teachers are giving national awards for outstanding performance	3.01	0.65	G.E	2.97	0.92	GE
20.	Teachers involved in work hazard are been treated freely by government or the employer	2.41	1.02	LE	2.13	1.04	LE
21.	Teachers are sponsor on professional courses and training by the employers	2.97	0.92	GE	3.05	0.64	GE
22.	Teachers are cash rewarded for tasks accomplished	2.81	0.89	GE	2.99	0.86	GE
23.	Teachers family members are giving free health scheme by the employer	3.20	0.65	GE	3.09	0.65	GE
24.	Teachers are been paid for	3.11	0.67	GE	3.25	0.63	GE

every work shop attended.

Cluster mean	2.92	0.80	GE	2.91	0.79	GE
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Based on the data on table 3, the two groups of respondents independently rated all the items great extent except item 20 which are rated low extent with. The ratings of the items of this cluster implies that the two groups of respondents share the view that compensation offered to teachers influence their performance to a great extent positively. The cluster mean are 2.92 (for male teachers) and 2.91 (for female teachers) in a four point rating scale with corresponding standard deviation of 0.80 and 0.79 for male and female teachers respectively.

Test of Hypotheses:-

H0₁: There is no significance difference in the mean ratings of male and female teachers on the influence of promotion on teachers performance in secondary schools in Abia state.

Table 4: t-test of significant difference in the mean ratings of male and female teachers on the influence of promotion on teachers performance in secondary schools.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Male Teachers	241	2.91	0.78	690	0.07	1.96	Not significant
Female teachers	452	2.93	0.79				

Table 4 above present the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the influence of promotion on teachers performance in secondary schools. The result in table 4 show that the calculated t-value (0.07) was less than the critical value (1.96). The null hypothesis was not rejected. Therefore, no significance difference in the mean ratings of male and female teachers on the influence of promotion on teachers performance in secondary schools in Abia state.

H0₂: There is no significant difference in the mean ratings of male and female teachers on the influence of proper remuneration on teachers performance in secondary schools in Abia state.

Table 5: t-test of significant difference in the mean ratings of male and female teachers on the influence of proper remuneration on teachers.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Male Teachers	241	2.98	0.78	691	0.21	0.89	Not significant
Female teachers	452	2.91	0.83				

Table 5 above presents the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the influence of proper remuneration on teachers in secondary schools. The result in table 5 shows that the calculated t-value (0.21) was less than the critical value (0.89). The null hypothesis was not rejected. Therefore, no significant difference in the mean ratings of male and female teachers on the influence of proper remuneration on teachers performance in secondary schools in Abia state.

H0₃:- There is no significant difference in the mean ratings of male and female teachers on the influence of compensation on teachers performance in secondary schools in Abia state.

Table 6: t-test of significant difference in the mean ratings of male and female teachers on the influence of compensation on teachers performance in secondary schools in Abia state.

Group	N	X̄	SD	DF	t-cal	t-critical	Decision
Male Teachers	241	2.92	0.80	691	1.77	1.98	Not significant
Female teachers	452	2.91	0.79				

Table 6 above presents the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the influence of compensation on teachers performance in secondary schools in Abia state. The result in table 6 shows that the calculated t-value (1.77) was less than the critical value (1.98).

The null hypothesis was not rejected. Therefore, no significant difference in the mean ratings of male and female teachers on the influence of compensation on teachers performance in secondary schools in Abia state.

Discussion of Results

Evidence from the study revealed that the respondents share the view that promotion can influence performance of teachers positively. In other words, the finding shows that promotion influence performance of teachers to a great extent. The findings agree with Cohen, (2003) who maintains that regular promotion of teachers can motivate them to perform well.

With reference to table 4, hypothesis one, it shows that there was no significant different in the mean ratings of male and female teachers on the influence of promotion on teachers performance in secondary schools in Abia state.

From the study, the findings show that the respondents share the view that proper remuneration influence teachers performance to a great extent. In other word, the findings shows that proper remuneration paid to teachers increases their performance and makes them to perform well. The

findings agree with Linz (2003), who opines that good pay or proper remuneration motivate workers to performance well. He further stated that a teacher that is well paid will put all his effort to make sure that school goals and objectives are attained.

With reference to table 5, hypothesis two, the result also show that significant difference do not exist in the mean ratings of male and female teachers on the influence of proper remuneration on teachers performance in secondary schools in Abia state.

Evidence from the data analysis shows that compensation offered influence teachers performance to a great extent. In other word, the result revealed that compensation offered to teachers motivate them to perform well, there by increate productivity of the teachers. The findings agree with Celeb (2000) who opines that good compensation offered to workers will motivate them to put more effort in discharging of their duties, their by increases performance.

With reference to table 6, hypothesis three, there is no significant difference in the mean ratings of male and female teachers on the influence of compensation on teachers performance in secondary schools in Abia state.

Recommendations

Based on the finds, the following recommendations were proffered.

1. Post primary school management board should always make teachers promotion prompt, this will motivate teachers to be dedicated to their duties.
2. Ministry of education in collaboration with Post primary school management board should always make teachers remuneration regular and prompt.
3. School administrators should offered compensation to teachers that have standard performance.
4. Ministry of education should always encourage teachers by promoting those ones that are due for promotion.

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