

The Relationship of Job Satisfaction to Teachers' Effectiveness in Secondary Schools in Osun State, Nigeria

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Abstract

This study examined the relationship between job satisfaction and teachers' effectiveness in secondary schools in Osun State, Nigeria. Two research questions were raised for the study, and one hypothesis was tested at 0.05 level of significance. The survey type of descriptive research design was adopted for the study. The population consisted of seven thousand one hundred and fifty secondary school teachers in Osun State, Nigeria. Multistage sampling technique was used to select four hundred and fifty secondary school teachers that constituted the study sample. The Teacher Job Satisfaction Questionnaire (TJSQ) and Teacher Effectiveness Questionnaire (TEQ) were used for data collection. The instruments were validated and reliability coefficients of TJSQ and TEQ were 0.76 and 0.75 respectively. Data collected were analysed using descriptive statistics and Pearson Product Moment Correlation (PPMC). Findings of this study revealed that job satisfaction and teachers' effectiveness were generally low among secondary school teachers in Osun State. In addition, there was a significant relationship between job satisfaction and teachers' effectiveness. Based on the findings, it was recommended that government and educational administrators should use appropriate strategies, such as prompt payment of salaries, promotion and in service training, to enhance job satisfaction of secondary school teachers.

Keywords: Job, satisfaction, teachers, effectiveness, secondary, schools.

Introduction

The importance of teachers in any nation cannot be over-emphasized. They contribute to the social, moral, political and academic development of the youths. Teachers' contributions to the stability of the Nigerian nation are immensurable. The national objectives of education, which include inculcation of national conscience, national unity, values and right type of attitudes necessary for the development of Nigerian society and providing opportunity for developing manipulative skills,

abilities and competencies, cannot be achieved without the involvement of highly committed and effective teachers. Teachers are the pillars upon which the national educational policy is based. It is only effective teachers that can help inculcate in youths ideas and culture that can promote a dynamic and egalitarian society.

Teachers' effectiveness is determined by effective teaching measured by students' academic performance in examinations, punctuality at school and class, giving extra lessons to students and contributing to the progress of the school through participation in extra-curricular activities such as sports, students' discipline and committee assignments as may be given by the school Principal (Adediwura & Tayo, 2007; Adu & Olatunde, 2007; Staiger & Rockoff, 2010).

Research works have shown that teachers' effectiveness is one of the keys to improving students' educational outcomes. Rivkin, Hanushek and Kain (2005) and Clotfelter, Ladd and Vigdor (2007) found that effective teachers had significant impact on students' ability to learn, and students consistently taught by effective teachers benefited exponentially from schooling. Wenglinsky (2000) asserted that teachers' effectiveness is the single biggest contributor of students' success. Teachers' effectiveness outweighs other factors that influence students' performance such as class size, gender and socio-economic background of the students (Wenglinsky, 2000).

Despite the significant influence of teachers' effectiveness on students' learning outcomes, studies have revealed that many secondary school teachers in Nigeria are not effective in discharging their duties and responsibilities (Onyekuru & Ibegbunam, 2013). Egwu (2015) reported that many teachers abandoned their official duties to engage in non-school activities in order to make ends meet, and most often embark on strike arising from non-payment of salaries, fringe benefits and other entitlements. Teachers' ineffectiveness in the school system has been associated with factors such as lack of instructional materials, inadequate funds, lack of teachers' motivation, inadequate qualified teachers and lack of job satisfaction (Ojo & Nkoyane, 2016). It is sad to note that many public secondary school teachers are dissatisfied with their profession (Mahmood, Nudrat & Asdaque, 2011; Aroge, 2016; Dabo & Augustine 2016). This study, therefore, examined the relationship between job satisfaction and teachers' effectiveness in secondary schools in Osun State, Nigeria.

Hulim and Judge (2003) described job satisfaction as multidimensional psychological responses to an individual's job which has cognitive, affective and behavioural components. Job satisfaction describes how contented an individual is within his or her job. According to Fisher (2000) and Weiss (2002), job satisfaction is an affective reaction to one's job. Stahl (2004) defined job satisfaction as feelings people have about their jobs. It is a pleasant or unpleasant emotional state resulting from the appraisal of one's job and an attitude toward one's job. When a person is satisfied with his or her job, it means he or she is happy with his current status and he/she is prepared to remain in the job and contribute his/her maximum quota

towards the success of the organization. Job satisfaction is a primary requisite for success in any successful teaching process (Srinivasan & Ambedkar, 2015).

The manifestation of job satisfaction has implications for the teacher as well as for the educational system in which he or she is employed. The different attitudes of the teacher, his/her physical well-being and life expectancy, absenteeism and turnover as well as success in the profession could be influenced by the degree of job satisfaction experienced by the teacher. If a teacher is satisfied with his job, he/she will work hard to ensure educational objectives and national goals are achieved (Kumari, 2008).

Studies have revealed that there is relationship between job satisfaction and teachers' effectiveness (Muraina, Nyorere & Muraina, 2012; George, 2014; Amalia & Pilarta, 2015). Amalia and Pilarta (2015) revealed that job satisfaction is related to teachers' job effectiveness. Mwamwenda (1995) observed that a lack of job satisfaction is responsible for frequent absenteeism from schools, aggressive behaviour towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from the work.

In educational research, studies have found that job satisfaction may account for teachers' effectiveness differences among secondary school teachers (Jamil, Downer & Pianta, 2012; Kim & MacCann, 2016). Cetin (2006) carried out a research to find out if there is a significant difference between job satisfaction, occupational and organizational commitment of 132 academics and found a significant relationship between satisfaction and performance. Indhumathi (2011) investigated the job satisfaction and performance of 444 teachers at the secondary level. It was found that there was a significant relationship between job satisfaction and performance.

Gupta (2015) conducted a correlational study and found that job satisfaction of teachers significantly correlated with teachers' effectiveness while salary and other benefits, supervision, family life, policies and practices and growth and practices were found to be non-significant. Kothawale (2014) undertook a correlational study of teaching effectiveness and job satisfaction of higher secondary school teachers and found that strong positive relationship existed between teaching effectiveness and job satisfaction of higher secondary teachers. Despite these established facts in the Western and African countries, limited studies have been done on teachers' effectiveness in secondary schools in Osun State, Nigeria. Thus, this study investigated the relationship between job satisfaction and teachers' effectiveness in secondary schools in Osun State, Nigeria.

Research Questions

The following research questions were raised for the study:

1. What is the level of teachers' job satisfaction in Osun State?
2. What is the level of teachers' effectiveness in secondary schools in Osun State?

Research Hypothesis

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

Methodology

This study adopted the descriptive research design of survey type. The purpose of using this research design was to establish the relationship between independent variables and dependent variables. The population of the study comprised seven thousand one hundred and fifty secondary school teachers in the public secondary schools in the three senatorial districts of Osun state, Nigeria. Both male and female teachers were part of the population of the study.

The study sample consisted of four hundred and fifty (450) public secondary school teachers in Osun State. Multi-stage sampling techniques was used for the study. The first stage involved stratified random sampling technique which was used in selecting two Local Government Areas from each of the three Senatorial Districts. The second stage involved the use of simple random sampling technique in selecting five secondary schools from each of the two Local Government Areas across the senatorial districts. Thirty schools in Osun State were selected for the study. The third stage involved the use of proportionate stratified random sampling techniques for the selection of respondents for the study. Two hundred and forty six (246) male and two hundred and four (204) female teachers were selected for the study from the three senatorial districts.

The Teacher Job Satisfaction Questionnaire (TJSQ) adapted from Job Satisfaction Scale developed by Lester (1982) was used to measure job satisfaction of secondary school teachers. The original scale has 36 items but 20 relevant items were selected for the Teacher Job Satisfaction Questionnaire (TJSQ). It is on a four point Likert scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4. All the items were positively cued. The criterion mean value was determined by summing up 1, 2, 3 and 4 = 10 and dividing by 4 to give 2.50.

Teachers' Effectiveness Questionnaire (TEQ) developed by McBean and Sujata (1982) was adapted to measure teachers' effectiveness. The scale was constructed and standardized by Mcbean and Sujata (1982). It is on a four point Likert type scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4. The scale has 47 items but 20 relevant items were selected for the study. All the items were positively cued. The criterion mean value was determined by summing up 1, 2, 3 and 4 = 10 and divided by 4 to give 2.50. Research questions 1 and 2 were answered using descriptive statistics such as mean and standard deviation, while the research hypothesis was tested using Person Product Moment Correlation analysis.

Presentation of results

Research Question 1: What is the level of teachers' job satisfaction in Osun State?

Table 1: Summary of Descriptive Statistics showing the Status of Teachers' Job Satisfaction in Osun State

	N	Mean	Std. Deviation
Male	246	49.28	10.79
Female	204	47.92	10.98
Total/Average	450	48.66	10.97

The result in Table 1 shows that job satisfaction was generally low (Mean = 48.66; SD = 10.97) among secondary school teachers in Osun State. The result revealed a difference between male (Mean = 49.28; SD = 10.76) and female (Mean = 47.92; SD = 10.98) teachers on their level of job satisfaction. Though the statistical significance of the difference was not established, the higher mean value of the male teachers indicates that male teachers were more satisfied with their job than their female teachers' counterpart.

Research Question 2: What is the level of teachers' effectiveness in secondary schools in Osun State?

Table 2: Summary of Descriptive Statistics Showing Teachers' Effectiveness in Secondary Schools in Osun State

	N	Mean	Std. Deviation
Male	246	48.34	4.95
Female	204	47.12	6.14
Total/Average	450	47.78	5.55

The result in Table 2 showed that teachers' effectiveness was generally low (Mean = 47.78; SD = 5.55) among secondary school teachers in Osun State. The result in Table 2 further showed that there was slight difference between male (Mean = 48.34; SD = 4.95) and female (Mean = 46.12; SD = 6.14) teachers on their level of effectiveness in schools. This difference in the mean values, in favour of the male teachers, could indicate that male teachers are more effective than their female counterparts.

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

Table 3: Summary of Pearson Product Moment Correlation showing relationship between Job Satisfaction and Teachers' effectiveness in Secondary Schools

Variables	N	df	r-cal.	r-cri.	Decision
Job Satisfaction	450	448	0.423**	0.095	Significant
Teachers' Effectiveness					

From Table 3, the calculated value of 0.423 is higher than the critical value of 0.095. Therefore, hypothesis one was rejected. Thus, there was a significant relationship between job satisfaction and teachers' effectiveness in secondary schools ($r = .423$; $p < 0.01$). This implies that as teachers' job satisfaction increases, their level of effectiveness also increases.

Discussion of findings

The findings of this study revealed low job satisfaction among secondary school teachers. The outcome of the findings agreed with Aroge (2016), Dabo and Augustine (2016) that reported low job satisfaction among public secondary school teachers. The result is also in line with the findings of Mahmood, Nudrat and Asdaque (2011) which revealed low level of job satisfaction among teachers. The low level of job satisfaction may not be unconnected with teachers' present poor salary scale, non-payment or half-payment of salaries, lack of incentives and low recognition in the society among others. This low level of job satisfaction could affect job commitment of teachers which could in turn affect their productivities in schools. Most of these teachers could prefer dedicating their quality time searching for other jobs rather than using such time in preparing for their students and professional development. The high mean score of the male teachers, compared to the female teachers, seems to indicate that they were more satisfied with their jobs than their female counterparts. The high workload of female teachers within and outside home could account for the difference between male and female on job satisfaction. Female teachers are usually more occupied with home activities as well as outside home activities which could easy wear them out and make them to become less satisfied with their jobs. The result is in line with the findings of Mahmood, Nudrat and Asdaque (2011) which revealed that female teachers were less satisfied with their jobs than their male counterparts.

The findings of this study revealed the teachers' effectiveness was low in secondary schools. However, male teachers scored higher on the level of effectiveness than their female counterparts, indicating that male teachers were more effective than the female teachers. The outcome of the study corroborated the findings of Onyekuru and Ibegbunam (2013) and Egwu (2015) that reported low teachers' effectiveness in secondary schools. The low level of teachers' effectiveness may be due to the low level of job satisfaction found among the teachers. Jamil, Downer and Pianta (2012) and Kim and MacCann (2016) asserted in their studies that job satisfaction may account for teachers' effectiveness differences among secondary school teachers. When an individual is not satisfied with his or her job, he or she may not be

enthusiastic to contribute his or her best to the success of the organization. In addition, the poor salary scale of teachers, irregular payments of salaries, poor working environment and low recognition in the society could account for the low teachers' effectiveness.

The result in Table 3 revealed that there was a significant relationship between job satisfaction and teachers' effectiveness in secondary schools. The implication of the findings is that as job satisfaction of teachers increases, their teaching effectiveness improves. In other words, as teachers' job satisfaction increases, their level of effectiveness also increases. The result is in line with the findings of Muraina, *et al.*, (2012). Muraina, *et al* (2012) reported a significant relationship between job satisfaction and teaching effectiveness. This outcome of the study is not surprising because job satisfaction would make a teacher to be happy and job dissatisfaction would make him/her to be unhappy and emotionally disturbed. When a teacher is psychologically disturbed, his/her efficiency in school would be negatively affected.

Conclusion

Based on the findings of the study, it was concluded that job satisfaction and teachers' effectiveness were generally low among secondary school teachers in Osun State. In addition, job satisfaction was a major factor influencing teachers' effectiveness in secondary schools.

Recommendations

The following recommendations were made based on the findings of the study:

1. Government and educational administrators should use appropriate strategies such as prompt payment of salaries, promotion and in service training to improve the job satisfaction of secondary school teachers.
2. Teachers' salaries and other fringe benefits should be improved in line with the economic trends and inflations in Nigeria.
3. Teachers' effective and excellent performance should be rewarded as appropriate.

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