

Teachers' Job Satisfaction, Job Involvement and Students' Academic Performance in Economics in Cross River State, Nigeria

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Abstract

This study was carried out to determine the relationship among Teachers' job satisfaction, job involvement and students' academic performance in Economics in Cross River State. Correlational survey research design was adopted for the study. Two research questions and two null hypotheses guided the study. The population consisted of 390 Economics teachers in Cross River State. The instruments used for data collection were "Teachers' Job Satisfaction and Job Involvement Rating Scale (TJSAJIRS)" and SSII students' promotion Examination results for 2016/2017 academic session. The questionnaire was subjected to both face and content validation by three experts. The reliability co-efficient of TJSAJIRS was found to be 0.82 using Cronbach Alpha Statistics. Pearson Product Moment Correlational analysis was employed to test the hypotheses. The results showed that there is a significant positive relationship between Teachers' Job Satisfaction, Teachers' Job Involvement and Students' academic performance in Economics. Based on the findings, it was recommended that government should provide materials and facilities needed for effective teaching in schools in order to promote teachers' job involvement and satisfaction.

Keywords: Teachers' Job Satisfaction, Teachers' Job Involvement, Academic Performance

Introduction

Education has always been acknowledged as a central mechanism for transmitting skills and values for societal continuity. At the hub of this knowledge transmission is

the teacher. A teacher is someone who teaches, guides, directs, counsels, manages and diagnoses the needs of students. Nnachi (2014) considered a teacher as a person trained and employed in schools to help learning in a classroom so that the set educational goals could be achieved. This means that teachers are professionals who work in schools providing education for learners in educational institutions. Alexander (2012) posited that teachers are the pivot on which educational programmes rotate. One key role of teachers in curriculum implementation is to teach the students. A student refers to a learner or someone who attends an educational institution. In this study, students are seen as learners within Economics classroom in secondary school education. Secondary school education is education students receive after primary education and before tertiary education (FRN, 2014). The goals of secondary education especially senior secondary is to provide trained manpower in applied science, technology and commercial education at sub-professional grade; provide technical knowledge and skills necessary for agricultural, industrial, commerce and economic development among others (FRN, 2014). To achieve these stated goals, teachers need to be involved and satisfied in their jobs. There are many teachers teaching different subjects in Nigerian schools. Economics teachers are expected to be happy in their job; be seriously engaged in both curricular and co-curricular activities of the school.

The dimensions which characterized teachers' effectiveness in school as synthesized by Strong (2015) include commitment to work, motivation of students and instructional expertise. Each of these dimensions focused on the fundamental aspect of teachers' responsibilities and the level of their job satisfaction and involvement. This is because teachers in secondary schools like their counterparts in other educational institutions teach for job satisfaction. Kumar (2011) perceived job satisfaction as the ability of a specific job to fulfill an individual's vocational needs. In this study, job satisfaction is seen as an individual's feeling or emotion towards work. Job satisfaction of workers appears to be the success of any organization. It is composed of complex factors which range from satisfaction with the material and non-material aspects of the job. Studies have shown that qualitative education depends on teachers' job satisfaction. For example, Oguntoye (2012) reported that motivation of teachers within the school system will make them put in their best in teaching which translate into quality education. The satisfaction of Economics teachers seems to be based on the material, social and economic provisions available in the work place. Aliyu (2011) opined that job satisfaction of teachers can be influenced by the facilities and materials that are available for teaching, level of funding, appraisal and promotion.

However, appraisal and promotion of teachers within the school system may herald job involvement. Job involvement as a variable in this study refers to psychological and emotional extent to which a teacher participates in his or her work. Salch and Hoeseck (2014) contended that showing up to work is a battle itself. The authors defined job involvement as the degree to which a teacher is enthusiastic about performing his/her work. Ololube (2007) affirmed that the major factor militating against secondary school teachers' profession is their job involvement or disinvolvement. The author argued that the feelings of job satisfaction formed the basis for teachers' decision about regularity to their work and whether they remain or quit from their job.

It could be speculated that poor academic performance of students in Cross River State seems to stem from poor job attitudes of teachers or loss of devotion to duty. This has to be empirically determined whether these trends are actually as a result of dissatisfaction or lack of their involvement. However, the Federal Government of Nigeria made it clear in her National Policy on Education that the purpose of teachers' education is to produce highly satisfied, conscientious and effective classroom teachers (FRN, 2014). Hitherto, teachers' job satisfaction and job involvement seem to suggest students' high academic performance in schools.

Academic performance is the mastery of major concepts and skills as measured by test or examination. Ruiz and Primo (2008) conceived academic performance as students' competence to the domain of knowledge observed as performance. Educationally, academic performance is the recorded performance level attained by an individual student in a specific domain of knowledge. Remod (2013) pointed out that several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement quotient.

However, to mark the end of secondary school education, students are subjected to an ordinary level examination set by West African Examination Council (WAEC) and National Examination Council (NECO). The grades obtained in these examinations determine to a very large extent the career and status of students in life. Despite the importance attached to teaching and learning in schools, the fact remains that, in recent time, students' academic performance in Economics is below expectation. Consequently, a cursory look at the results released by West African Examination Council from 2012-2017 revealed that academic performance of students in Cross River State is not encouraging. The percentage of credit passes in Economics ranged from 33.9% in 2012; 34.74% in 2013; 24.27% in 2014; 29.89% in 2015; 23.27.27% in 2016 and 13.74% in 2017 (WAEC Chief Examiner's Report, 2012, 2013, 2014, 2015, 2016 and 2017).

The results shown indicate a time series poor academic performance of students in Economics and this leaves stakeholders such as parents, school principals and educational administrators in dismay. The researchers therefore are with the quest to find out the relationship among teachers' job satisfaction, job involvement and academic achievement of students in Economics in Cross River State.

Statement of the problem

Over the years, there is growing concern by parents, school principals, and educational policy makers on Economics academic performance of secondary school graduates. In Cross River State, it appears that teaching activity is not encouraging. It seems some teachers are not discharging their duties as expected. The absence of commitment to work and general apathy towards teaching observed in schools these days seem to suggest that teachers are not satisfied in their job. The problem statement of this study is put in the question form thus: what is the relationship among teachers' job satisfaction, job involvement and students' academic performance in Economics?

Purpose of the study

The purpose of this study was to determine the relationship among teachers' job satisfaction, job involvement and students' academic performance in Economics. Specifically, the study sought to:

- (i) Determine the relationship between teachers' job satisfaction and students' academic performance in Economics.
- (ii) Determine the relationship between teachers' job involvement and students' academic performance in Economics.

Research questions

The following research questions guided the study:

- (i) How does teachers' job satisfaction relate with students' academic performance in Economics?
- (ii) How does teachers' job involvement relate with students' academic performance in Economics?

Statement of hypotheses

The following null hypotheses were formulated and tested at .05 level of significance:

- (i) There is no significant relationship between teachers' job satisfaction and students' academic performance in Economics.
- (ii) There is no significant relationship between teachers' job involvement and students' academic performance in Economics.

Methodology

Correlational survey research design was adopted for the study. Nworgu (2015) described correlational survey research design as that involving collection of data in order to determine whether and to what degree a relationship exist between two or more quantifiable variables. This design was considered appropriate for the study because the subjects of the study were drawn from twelve secondary schools selected through stratified simple random sampling technique from the three senatorial districts in Cross River State. The population of the study was 390 Economics teachers in Cross River State (Cross River State Ministry of Education, 2017). No sampling was done as the entire population was used. The instruments for data collection are a questionnaire titled “Teachers’ Job Satisfaction and Job Involvement Rating Scale” and SSII promotion examination results for 2016/17 academic session collected from State Ministry of Education. The questionnaire has two sections - A and B. Section A deals with the bio-data of respondents such as gender, age and teaching experience, etc while section B has two parts; part 1 deals with teachers’ job satisfaction items with the key: Highly satisfied, Satisfied, Not satisfied and Indifferent. Part 2 deals with teachers’ level of job involvement with the key: Very high extent, High extent, Low extent and Very low extent. The face and content validation of the questionnaire was done by three experts from Measurement and Evaluation unit of the University of Calabar. Reliability was established using Cronbach Alpha Statistics with reliability coefficient of 0.82. Pearson product moment correlation was used to analyze the generated data.

Presentation of Results

Ho₁: There is no significant relationship between teachers’ job satisfaction and students’ academic performance in Economics.

Table 1: Pearson’s product moment correlation coefficient showing relationship between teachers’ job satisfaction and students’ academic performance in Economics (N=390)

Variables	N	α	r-value	decision
Teachers’ job satisfaction (x)	390			
		.05	0.426*	Reject Ho
Students’ performance in Economics (y)	390			

*significant at .05; df = 388; critical r = 0.159

Table 1 presents data on the relationship between teachers’ job satisfaction and students’ academic performance in Economics. The table shows a calculated r-value of 0.426 and a critical value of 0.159 with 388 degree of freedom at .05 level of significance. Since the calculated r-value is greater than the critical r-value, the null

hypothesis 1 was rejected and the alternate hypothesis accepted. Thus, there is a significant positive relationship between teachers' job satisfaction and students' academic performance in Economics.

Ho 2: There is no significant relationship between teachers' job involvement and students' academic performance in Economics.

Table 2: Pearson's product moment correlation coefficient showing relationship between teachers' job involvement and students' academic performance in Economics (N=390)

Variables	N	α	r-value	decision
Teachers' job involvement (x)	390			
		.05	0.522*	Reject Ho
Students' performance in Economics (y)	390			

*significant at .05; df = 388; critical r = 0.159

Table 2 shows a calculated r-value of 0.522 and a critical r-value of .159 with 388 degree of freedom at .05 level of significance. Since the calculated r-value is greater than the critical r-value, the null hypothesis 2 was rejected and the alternate hypothesis accepted. Thus, there is a significant positive relationship between teachers' job involvement and students' academic performance in Economics.

Discussion of findings

The first finding of this study revealed that there is a significant positive relationship between teachers' job satisfaction and students' academic performance in Economics. This means that the more teachers are satisfied in their job, the more they would put in their best which result in students' high academic performance in a given school subject such as Economics. This finding agrees with the views of Aliyu (2011) who states that high academic performance of students can be influenced by the level of their teachers' job satisfaction as expressed by level of funding as well as appraisal and promotion of teachers.

The second finding of this study is that there is a significant positive relationship between teachers' job involvement and academic performance of students in Economics. This implies that the more teachers get committed and involved in their job, the more students would perform academically better in Economics. This finding is in consonance with the views of Ololube (2007) who affirms that the major factor militating against students' academic achievement is lack of teachers' job involvement.

Conclusion

Based on the results of this study, it was concluded that lack of teachers' job satisfaction and job involvement are constraints to high academic performance of students in Economics in Cross River State, Nigeria. This is adjudged from the fact that poor academic performance of students in Economics overtime is due to lack of job satisfaction among teachers and low job involvement.

Recommendations

1. Government should ensure that materials and facilities needed for effective teaching are made available for teachers.
2. Appraisal and promotion of teachers' within the school system should be timely and devoid of politics.

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