

## ***Moderating Variables as Predictors of Teachers' Job Satisfaction and Performance in Government Secondary Schools in North-Central Geopolitical Zone of Nigeria***

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### **Abstract**

*The study adopted survey research design to examine moderating variables as predictors of teachers' job satisfaction and performance in government secondary schools in North Central Nigeria. The population for the study comprised professional teachers in government secondary schools across six states and FCT in the North Central geo-political zone of Nigeria. Stratified random sampling procedure was used to draw a sample size of 384 teachers. Two instruments, Job Satisfaction Inventory for Teachers (JOSIT) and Teachers' Job Performance Inventory (TEJOPI), were used for data collection. The reliability of the instrument was determined through test retest method using Pearson Product Moment Correlation Coefficient which yielded reliability indices of 0.84 and 0.81 for JOSIT and TEJOPI respectively. Three hypotheses were formulated to guide the study. Data generated was analyzed using analysis of variance (ANOVA) and t-test statistics. Findings revealed, among others, that there was significant mean score difference in teachers' job satisfaction on the basis of age, but no significant mean score difference in teachers' job performance with respect to age. The study recommended, among others, that educational administrators should take due cognizance of age bracket in assigning responsibilities to enhance and sustain teachers' job satisfaction.*

**Keywords:** moderating, variables, teachers, job, satisfaction

### **Introduction**

The study of the relationship between job satisfaction and performance is one of the most venerable traditions in industrial and organizational psychology (Judge et al., 2001). Indeed, interest in the link between workplace attitudes and productivity goes back to as far as the Hawthorne studies (Roethlisberger & Dickson, 1939) and the topic continues to be the subject of research to this day. The potential linkage between employee's attitude and performance was considered in the 1930s. Although the Hawthorne studies are commonly credited with emphasizing a linkage between employee attitudes and performance, researchers were more circumspect in their conclusion than most assume (Roethlisberger, 1941). It is clear, however, that the human relations movement stimulated interest in the relationship.

Few studies have formally tested the hypothesis that the job satisfaction-job performance relationship is spurious (Cohen & Cohen, 1983). Several studies have suggested that self-esteem might explain the association between job satisfaction and job performance. Pierce et al. (1989) found that self-esteem was related to both job satisfaction and job performance. Further, Gardner and Pierce (1998) found that job satisfaction and performance were significantly related ( $r = .27$   $p < 0.1$ ) but once organizational-based self-esteem was allowed to influence both, there was no significant relationship between satisfaction and

performance. Keller (1997) found that a significant satisfaction-performance correlation became non-significant once job involvement and organizational commitment were controlled. A significant satisfaction-performance correlation has also been rendered non-significant when controlling for trust in management and participation in decision making (Abdel-Halim, 1983). Finally, a non-significant direct relationship between job satisfaction and performance does not mean that there is no meaningful relationship between the two variables; it might simply mean the relationship is moderated by other variables.

By far, the most common means of investigating the job satisfaction-job performance relationship has involved the use of moderator variables. Perhaps the most frequently investigated moderator is reward contingency. Numerous studies have hypothesized that job performance should affect job satisfaction only to the extent that people are compensated based on their performance. The logic of this argument is that assuming pay is valued by employers, high performance should be satisfying (or low performance dissatisfying) to the extent that pay is linked to performance. Locke (1970) hypothesized that value attainment would moderate the performance-satisfaction relationship such that performance is satisfying to the extent that it leads to important work values. Thus, a strong pay-performance contingency would make those who value pay satisfied because performance leads to valued rewards.

However, Locke's (1970) hypothesis exposes another limitation of the pay performance contingency. Pay is only one of the many job rewards and research indicates a weak correlation between pay and job satisfaction (Spector, 1997). Employees report that they value intrinsic rewards such as the nature of the work itself more than pay. Furthermore, tests of the reward contingency hypothesis have ignored the possibility that performance itself may be intrinsically satisfying to individuals. Despite these limitations, Podsakoff and Williams (1986) found that the general job satisfaction performance relationship was somewhat stronger in studies in which rewards were linked to performance.

Another potential moderator of the job satisfaction-job performance relationship is job complexity or intrinsic job characteristics. This moderator is similar to the pay-performance contingency moderator in that both deal with work rewards. The distinction is that job complexity is intrinsic whereas pay is extrinsic. However, the direction of the effect could be the same, namely performing well in an interesting or stimulating job should be intrinsically satisfying whereas performing well in a repetitive or boring job should be less rewarding.

Beyond the pay-performance contingency, the most commonly investigated moderator of the satisfaction-performance relationship is self-esteem. Korman's (1970) self-consistency theory predicts that individuals will be most satisfied, when engaging in those behaviours that are consistent with their self-image. Thus, the relationship between satisfaction and performance should depend on self-esteem, such that only for an individual with high self-esteem is performance satisfying; this implies that high performance would not necessarily be satisfying to individuals with low self-esteem because it is inconsistent with their self-perceived adequacy.

Myriad moderators of the satisfaction-performance relationship have been proposed and/or tested including attributions and organizational tenure, cognitive ability, need for

achievement, career stage, pressure for performance, time pressure, job fit, occupational group dyadic duration, similarity in problem-solving styles, perceived appropriateness of supervisory task allocation decisions, affective disposition and situational constraints (Judge et al., 2001). The problem is that very few of these moderators have been tested in more than one study. This makes it difficult to assess their validity.

The job-satisfaction performance relationship is a very crucial study against the backdrop of the crisis bedevilling the education system in Nigeria in which the teacher-factor is particularly indicted. This study is tailored towards demographic moderator variables, which influence teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria. The demographic variables to examine in the study are age, academic discipline and school type. The influence of gender, age, rank and school location as moderating variables on job satisfaction and performance has been empirically reported (Abdullah et al., 2014; Ojiah & Shamo, 2012; Jaiyeoba & Ado, 2014; Ojiah & Shamo, 2015).

The influence of gender on job satisfaction and performance has been found to be either way; some studies such as Ojiah and Shamo (2012), Abdullah et al. (2014), and Jaiyeoba and Ado (2014) reported females having higher levels of job satisfaction. However, the moderating role of academic discipline of teachers with regard to job satisfaction and performance has received very little or no attention by researchers. Other studies investigating independent variables with respect to the job satisfaction of teachers examined variables such as educational qualification and teaching experience (Inayatullah & Jehangir, 2012). Empirical literature on the moderating role of school type (Junior or senior secondary segment) on teachers' job-satisfaction and performance is scarce or hardly seen, at least to the knowledge of this researcher.

School type in the context of this study connotes the junior and senior secondary school segments of secondary education in Nigeria. The junior secondary segment forms part of the 9-year compulsory, qualitative and free universal basic education in Nigeria. The senior secondary segment is the fee paying segment. Teachers teaching in Junior Secondary Schools are controlled by the Universal Basic Education Board (UBEB) while those teaching at the senior secondary level are under the Secondary Education Board (SEB) (as in the Federal Capital Territory, Abuja) or state teaching service Boards (as in the states). Age in the context of this study was categorized based on 10-year interval scale age difference ranging from 20 – 60 years. Academic discipline here connotes arts or science subjects. The main thrust of this study is to investigate the moderating roles of age, academic discipline and school type on teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria.

### **Purpose of the study**

This study seeks to achieve the following objectives:

1. To examine mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria on the basis of age.
2. To examine mean score difference in teachers' job satisfaction and performance with regard to academic discipline.

3. To examine mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria with respect to school type.

**Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

**Ho1:** There is no significant mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria on the basis of age.

**Ho2:** There is no significant mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria with regard to academic discipline.

**Ho3:** There is no significant mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria with respect to school type.

**Methodology**

This is a survey study with population comprising 123,841 teachers in government secondary schools in North-Central Nigeria across six states and the Federal Capital Territory (FCT). The six states are Benue, Kogi, Kwara, Nasarawa, Niger and Plateau (Department of Planning, Research and Statistics, Federal Ministry of Education, 2016).

Stratified random sampling procedure was used to draw a sample size of 384 teachers across three states including Benue, Kwara, Plateau States, and FCT. This agrees with Krejcie and Morgan's (1970) recommendation on sample size. Respondents were drawn from each of the three senatorial districts in each state and the FCT. A school was randomly selected from each of the three senatorial districts in the states and FCT.

**Table 1:** Population Distribution of Respondents

S/N	State	Population
1.	Benue	25,563
2.	FCT	6,079
3.	Kogi	11,416
4.	Kwara	42,255
5.	Nasarawa	12,956
6.	Niger	7,455
7.	Plateau	17,841
	<b>Total</b>	<b>123,841</b>

**Source:** Planning, Research and Statistics, Federal Ministry of Education (FME, 2016)

**Table 2:** Sample Distribution of Respondents

S/N	State	Name of School	No. of Teachers	Percentage
1.	Benue	GSS Gboko	35	<b>29.95</b>
		GMSS Makurdi	48	
		Wesley High School, Otukpo	32	
		<b>Total</b>	<b>115</b>	
2.	FCT	GSS Gwagwalada	36	<b>23.43</b>
		GSS Kwali	34	
		GSTC Pyakassa	20	
		<b>Total</b>	<b>90</b>	
3.	Kwara	GGDSS Ilorin West	25	<b>19.28</b>
		Offa Grammar Sch, Offa	24	
		Govt. Technical College Lafiagi	25	
		<b>Total</b>	<b>74</b>	
4.	Plateau	GSS Barkin Ladi	37	<b>27.34</b>
		GSS Mangu	35	
		GSS Garkawa, Shendam	45	
		<b>Total</b>	<b>105</b>	
<b>Grand Total</b>			<b>384</b>	<b>100</b>

**Source:** Field Survey, 2021

Instruments used for this study were, Job Satisfaction Inventory for Teachers (JOSIT) and Teachers' Job Performance Inventory (TEJOPI). The demographic data of respondents featured items such as age, academic discipline and school type. These were the moderating variables for the study.

The first instrument was a 25-item Job Satisfaction Inventory for Teachers (JOSIT) that required respondents to elicit information on a 4-point likert scale of strongly Agree (SA:4), Agree (A:3), Disagree (D:2) and Strongly Disagree (SD:1). It was a modified version of JOSIT developed by Ojiah and Shamo (2012). The second instrument, Teachers Job Performance Inventory (TEJOPI), was a 15-item instrument requesting respondents to provide information on various aspects of teachers' job schedule (such as punctuality to classes, conduct of continuous assessment and participation in extracurricular activities with students) on a 4-response scale of very often (VO:4), Often (O:3), Once in a While (OW:2) and Not At all (NA:1). Respondents' objectivity was highly solicited while assuring them of confidentiality in the usage of every information supplied.

A pilot test was conducted at Government Secondary School, Hajj Camp in Gwagwalada, FCT using 20 teachers to determine the reliability of the two instruments. This was done through test-retest method. The data obtained was analysed using Pearson Product Moment Correlation Coefficient. JOSIT and TEJOPI yielded reliability indices of 0.84 and 0.81 respectively. Thus, the instruments were considered sufficiently reliable to serve the purpose of the study.

The researcher in collaboration with six field assistants who were staff members in their respective schools assisted in the administration of the questionnaire after due consent was granted by the respective school authorities. This helped to ensure better retrieval rate of

the questionnaire. Data collection lasted for a period of one month. Data collected was analysed using Analysis of Variance (ANOVA) and t-test.

### Presentation of results

**Ho1:** There is no significant mean score difference in teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria on the basis of age.

**Table 3:** One-way ANOVA for difference in job satisfaction and performance on the basis of age

Variable	Age Basis	Sum of Squares	df	Mean square	F	Sig	Decision
Job satisfaction	Between groups	3.527	3	1.176			
	Within Groups	74.147	380	.195	6.03	0.00	Rejected
	<b>Total</b>	<b>77.675</b>	<b>383</b>				
Job performance	Between groups	.597	3	.99			
	Within Groups	70.332	380	.185	1.08	0.36	Accepted
	<b>Total</b>	<b>70.929</b>	<b>383</b>				

The analysis in table 3 was carried out to determine whether teachers differed significantly in job satisfaction and performance on the basis of age in secondary schools in North-Central Nigeria. Significant value of 0.00 (less than the 0.05 level of significance) showed that there was significant difference in teachers' job satisfaction on the basis of age. However, the non-significant value of 0.36 showed that teachers did not differ in job performance on the basis of age.

**Ho2:** There is no significant difference in teachers' job satisfaction and performance with regard to academic discipline.

**Table 4:** t-test on difference in teachers' job satisfaction and performance with regard to academic discipline

Variable	Academic discipline	Number	Mean	SD	t-cal	Df	Sig (2 tailed)	Decision
Job Satisfaction	Arts	171	2.73	0.40	0.815	382	0.416	Accepted
	Sciences	213	2.70	0.49				
Job Performance	Arts	171	3.08	0.46	-.308	382	0.758	Accepted
	Sciences	213	3.10	0.41				

In table 4, non-significant values of 0.416 for job satisfaction and 0.758 for job performance ( $P > 0.05$ ) indicate that there is no significant difference in job satisfaction and performance in government secondary schools in North-Central Nigeria with regard to academic discipline of teachers who taught either arts or science subjects.

**Ho3:** There is no significant mean score difference in teachers’ job satisfaction and performance in government secondary schools in North Central Nigeria with respect to school type.

**Table 5:** t-test on difference in teachers’ job satisfaction and performance with respect to school type

Variable	School type	Number	Mean	Sd	t-cal	Df	Sig (2 tailed)	Decision
Job Satisfaction	JSS	119	2.78	0.35				
	SSS	265	2.68	0.48	2.101	382	0.036	Rejected
Job Performance	JSS	119	2.99	0.44				
	SSS	265	3.14	0.42	-.033	382	0.003	Rejected

The analysis on table 5 was carried out to determine whether teachers’ job satisfaction and performance in government secondary schools in North-Central Nigeria differed with respect to school type. Significant values of 0.036 for job satisfaction and 0.003 for job performance, which are both less than 0.05 level of significance, show that there is significant difference between junior secondary school teachers and senior secondary school teachers in their job satisfaction and performance in government secondary schools in North-Central Nigeria.

### Discussion of findings

Hypothesis one found a significant difference in job satisfaction on the basis of age but not with job performance. This implies that age has a significant influence on job satisfaction. This is similar to the findings of Jaiyeoba and Ado (2014), who found a significant difference between principal’s age and job satisfaction. This implies that the relationship between job satisfaction and age are reciprocal. Age, however, had no significant bearing on job performance. Perhaps most likely, older teachers in the senior cadre may enjoy some special privileges, in terms of special allowances and lesser workload in comparison with younger teachers in the intermediate and junior cadre.

Hypothesis two found no significant difference in teachers’ job satisfaction and performance with regard to academic discipline. This means that teachers’ academic discipline whether arts, science, vocational or technical has no bearing on the two variables. This finding is not in harmony with government educational policy which favours science and vocational oriented subjects for entrepreneurial efficiency. If teachers teaching such subjects are well motivated, their job satisfaction and performance may be appreciably enhanced.

Hypothesis three found that school type as a moderating variable significantly predicted teachers’ job satisfaction and performance. There is presently no other research work known to the researcher that corroborates or refutes these findings as it borders on the influence of school type on teachers’ job satisfaction and performance.

### Conclusion

Age as a moderating variable significantly predicted job satisfaction but not job performance. School type predicted both. However, academic discipline had no significant bearing on the two key variables.

### Recommendations

Based on the findings of this study, the researcher recommended that:

- i. Educational administrators should identify special peculiarities of the teaching force on the basis of age differences and design job schedules appropriate for younger and older teachers to promote their satisfaction and performance on the job. Special incentives, should also be considered.
- ii. Teachers who are preparing students for external examinations at the junior or senior secondary segment should be given adequate motivational incentives to boost their job performance and consequently students' academic output in such examinations.
- iii. Special incentives should be provided for teachers who are teaching core subjects such as English language, mathematics and science subjects to drive teachers' job satisfaction and performance.

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