

IMPACT OF JOB SATISFACTION ON EMPLOYEES' PERFORMANCE: A CASE STUDY OF SECONDARY SCHOOL TEACHERS IN OGUN STATE, NIGERIA

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Abstract

This study investigated the effect of job satisfaction on employees' performance with specific focus on teachers in secondary schools in Yewa South Local Government Area, Ogun State, Nigeria. The survey research design was adopted while questionnaire was used as instrument of data collection. A total of 120 copies of questionnaire was administered to teachers selected across 5 secondary schools in the location of the study out of which only 108 were returned with useful and usable responses. The indicators of satisfaction investigated include classroom environment, work ethics, welfare package and training policy. Majority of the teachers were satisfied with classroom environment and work ethics in their schools but affirmed their dissatisfaction with welfare package and training policy being implemented in their schools. Also, classroom environment, work ethics and welfare package were found to be major factors that determine the level of job performance of teachers in schools in Yewa South Local Government Area of Ogun State, Nigeria. However, the four indicators of job satisfaction were found to jointly make significant contribution to teachers' job performance contributing 42.2%. The study recommended that school authorities to put the issue of welfare package and training policy at the front burner of the budgeting to ensure optimum performance from the teachers.

Keywords: Employees' job satisfaction, Employees' job performance, secondary school teachers, Ogun State, Nigeria

A prosperous organisation struggles to discover that there is a great degree of assurance, collaboration, employee satisfaction, communication and temptation levels among its staff so that they would be more incentivized towards their work responsibilities and attaining overall organisational objectives. Therefore, employee job satisfaction is associated with how people perceive, think, and feel their jobs (Spector, 1997). The investigators have defined job satisfaction as the general behaviour and employee's attitudes towards his job (Robbins, 2010). Keeping morale high among white collar workers can be of great value for every business, how happy employees are more likely to produce more with fewer days off and stay true to the company. However, there are many elements involved in enlightening and retaining the employee satisfaction high, which employers should focus on.

Most of the organisations' conduct surveys and interviews to know about the satisfaction level of employees but most times failed to implement the findings of their survey with

reasons best known to them. Job satisfaction is described as an enjoyable emotional state ensuing from appraisal of one's job and job experience (Locke, 1976). Employee satisfaction or job satisfaction is, quite simply, how content or satisfied employees are with their jobs. According to Lai (2007) satisfaction is an essential aim for any organisation to reach. When the satisfaction level of employees increases, then this will result in more returns to the organisation. The dissatisfaction of the employees has adverse effects on efficiency and effectiveness of the organization. So studying job satisfaction is one of the most significant areas of organisations setup. Job satisfaction is a concept that has often been discussed, studied and described.

There are several theories regarding the causal link between the yield behaviour and motivations. For example, it may well be considered a result of the behaviour of the cycle, it can be considered as a cause of behaviour, or it can be considered as part of the regulatory system, including the conclusion of the results leads to a decision whether the modifications (Thierry, 1997). The definitions of job satisfaction are influenced by fundamental theories influence. Some definitions are distinct approach, job satisfaction is considered as being composed of satisfaction with various features of the work and the workplace. In this approach, job satisfaction valued at the sum of satisfaction reported by many different characteristics of work and the workplace. Such an assessment provides a perfect picture of the overall employee satisfaction. Job satisfaction is one more vital work attitude (Heller & Watson, 2005; Ilies, Wilson, & Wagner, 2009; Van Dyne & Pierce, 2004) and has been usually defined as an attitudinal evaluative judgment of an individual job or job experiences (Ilies et al., 2009). The specific aim of this study is to examine the impact of employee satisfaction with work ethics and environment on job performance of teachers.

On the other hand, job performance generally refers to whether a person performs their job well or not. Job performance is the way employees execute their work. An employee's performance is determined during job performance reviews. A fruitful service firm has invested resources into programs in order to increase job satisfaction and their employees' performance. The turnover intention is the degree to which employees leave the organization. It also reflected being as leaving the company or department.

Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs.

One of the most respected professions in the world is the teaching profession (Rao and Kumar, 2004). Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticise in order to spur to further

achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs.

Furthermore, the teacher is the pivot of any education system. In fact, teachers are the strength of a nation and they develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. According to Adeoye (2007), a person is, likely to act in a way that maximises the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers one has to understand the factors associated with it. Job satisfaction is one of these important factors. Disgruntled teachers who are not satisfied with their job will not be committed and productive. In most secondary schools in Nigeria based on performance appraisal, poor performance surfaced as a problem while lack of satisfaction with the working conditions was observed as one of the underlying factors that may be responsible for this. It is in this context that this study is conducted to investigate the impact of job satisfaction with organisational factors on employees' performance with specific focus on teachers in secondary schools in Yewa South Local Government Area, Ogun State, Nigeria. The organisational factors investigated included classroom environment, work ethics, welfare package and training policy. In line with the objectives of the study, the research questions that guided the study are as follows:

1. What is the level of satisfaction of teachers with school factors for better job performance in secondary schools in Yewa South, LGA, Ogun State, Nigeria?
2. To what extent do teachers' satisfaction with school factors' provision determine the level of job performance of teachers with library service delivery in secondary school in Yewa South LGA, Ogun State.

Literature Review

Educational institutions, in today's global economy incorporate programs like total quality management, employee involvement, job enrichment, skill-based pay, gain sharing, welfare packages, training facilities to gain a competitive edge. The objective of such intervention is to increase the firm productivity by controlling employees' behaviour on the job and active contribution towards achieving educational objective of the school, and thus building strong stakeholders' commitment (Sumita, 2004). The management of people at work is an integral part of the management process that should focus on the critical importance of people in the organizations. Tella. Ayeni and Popoola (2007) emphasised that a well-managed organisation usually sees an average worker as the root source of quality and productivity gains and does not look to capital investment, but to employees, as the fundamental source of improvement.

An educational institution is considered effective to the degree to which it achieve its educational goals and objectives just as achievement of educational goals is through engendering the spirit of cooperation and sense of commitment and satisfaction among

teachers and non-teaching staff. In order to make teachers committed and productive in their jobs, there is need for a strong and effective motivation. Such motivation can be embedded in elements such as conducive work ethics, hospitable work environment, provision of welfare packages as well as provision of favourable training policy, among others. The provision of adequate motivating factors would go a long way in influencing teachers' behaviour and help in stimulating them to action to achieve the desired educational goals (Leigh and Mead, 2005).

One of the core objectives of management is to increase the efficiency by getting maximum productivity at the minimum cost. Productivity is a key and very important issue in organizational management and administration. It is one of the parameters used in measuring the growth of an organization. Organizational productivity is therefore, a function of staff productivity which in turn is a function of job motivation and job satisfaction among staff. Staff welfare as well as conducive and interesting work environment serve as motivation that enhances staff productivity. According to Pogoson (2002) provision of adequate welfare package and conducive work environment with conducive work ethics are major organizational factors that would enhance staff commitment to organization goals and productivity.

Furthermore performance in an educational institution can, in principle be influenced by a wide range of internal and external variables which may be categorised as; general factors; organizational and technical factors; and human factors. The human factors, according to Taiwo (2010) include labour management relations, social and psychological conditions of work, wage incentives, physical fatigue and trade union practices, among others. The human factors take into consideration the fact: that the work environment must be safe and healthy, with no hazards and undue risks; that the opportunity to use talents effectively to acquire new skills and knowledge for advancement must be present; that the employees at all levels have occasions to develop their capabilities through problem solving and planning; that the social climate of the organization is free from prejudice and rigid classifications, and that the job does not take excess time and energy from other aspects of human life.

Also, factors such as environment and climate as well as institutional organisation and management are key to engendering optimal performance. If educational institutions take care of these factors, the performance of teachers can be enhanced to the optimum level (Rao and Kumar, 2004). Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness.

Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution. This condition in the recent years for the teacher has led to very few growth opportunities and inadequate compensation structure. The condition is worse with disadvantaged students who require excellent teachers but have the least. Leigh and Mead in their suggestion for lifting performance of teachers have

emphasised the need for periodical performance appraisal just as it is in the corporate or business organisation. Thus, it is important that teachers will have to be periodically evaluated and the compensation structure will have to be based on performance. A stringent policy will have to be developed in order to modernise and enrich teacher quality for hiring, evaluating and compensating. Merit based rewards yielded the best performance. They have indicated how quality matters by comparing the performance of students of an average teacher with that of the performance of students of an excellent teacher.

Hakanen (2006) corroborated earlier assertions by emphasising that performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom environment suitability to deliver lessons prepared by the teachers. They further used the Job DemandsResources Model as the basis of the proposal that there are two parallel processes involved in work related well-being among teachers, namely an energetical process (like job demands, burnout, ill health) and a motivational process (like job resources, engagement, organizational commitment). The results confirmed the existence of both processes, although the energetical process seemed to be more prominent. More specifically, burnout mediated the effect of high job demands on ill health, work engagement mediated the effects of job resources on organizational commitment and burnout mediated the effects of lacking resources on poor engagement.

On the other hand, job satisfaction described either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most teachers work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993).

Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative effect on organisational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Studies conducted by Aronsson and Goeransson (1999), also concluded that contract workers have less job satisfaction due to less control over their employment status. According to McMurdo (1998) job satisfaction has been interconnected with how people think, feel and observe their jobs (Spector, 1997). It is widely used in the field of human resources, who thought that the internal and external features are elements work satisfaction reports.

Although, teachers job satisfaction is known as assemble that has often been described, discussed and researched. There are many presumptions regarding the causal relationship

between motives, behaviour and proceeds. Therefore, teacher's satisfaction is the measure that tells about teachers's general emotion about its workplace and job. It measures teacher's approach towards the job and the extent to which the job is gratifying the employee's needs. It is concluded by many researchers that, to measure the intentions of an employee towards their workplace the satisfaction level of employees is used (Sweeney et al, 2002; Cranny et al., 1992). Numerous factors have been resolved by researchers on teachers satisfaction like enthusiastic behaviour, hygiene factors, managerial responsibility and workplace environment by building on different theories, (Darrow, 1971; Igalens and Roussel, 1999; Brewer et al, 2008; Ahsan et al, 2009; Kuo et al, 2007;). In literature, a number of practices have been done for the satisfaction of teachers. The most important to which is the Maslow's hierarchy of need. In his theory, Maslow suggested that individual needs starts from the basic need (food, cloth and shelter) and ends at the level of self-actualisation. Researchers such as Kuhlen (1963) and Conrad et al. (1985), approached to find the factors affecting the satisfaction of teachers based on the theory of necessity.

Research Methodology

The target populations for this study include all the 300 teachers in five selected secondary schools in Yewa South Local Government Area of Ogun State. The convenience sampling techniques was used to select 40% of the total population of teachers in the selected five secondary schools which comprises 60 male and 60 female teachers. The major instrument used for this study is the questionnaire. The questionnaire consists of two sections. Section A contain information on respondents demographic data such as Age, Gender, Nature of Training, Reading Experience, Teacher Qualification while section B contains items relating to teachers' satisfaction and performance. The respondents were required to react to the items by indicating their level of agreement or disagreement with the items in a scale comprising Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Furthermore, the researcher ensured content validity and face validity of the instrument by giving the questionnaire to a number of experts in the area of study for their inputs and criticisms. The suggestions of the experts were used to improve the construction of the items.

Data Analysis and Discussion of Findings

A total of 120 copies of the questionnaire were administered to the secondary school teachers of Oronna High School, Yewa College, Itolu Community High School, Baptist High School and Emmanuel High School, all in Yewa South Local Government Area of Ogun State, Nigeria, out of which 108 copies were returned and found useful for analysis giving a response rate of 90.0% (Table 1).

Table 1: Distribution of Questionnaire Administration and Return Rate

Secondary School	Distribution	Return
Oronna High School	17	17
Yewa College	55	48
Itolu Community High School	19	18
Baptist High School	15	11
Emmanuel High School	14	14
Total	120	108

Demographic characteristics of respondents

Table 2 presented results on the demographic characteristics of respondents and findings revealed that there more males teachers responded to the questionnaire in the selected schools 61 (56.5%) than females 47 (43.5%). Findings also showed that majority of the teachers 63 (58.3%) were between the age 26-35, while the least 22 (20.4%) were 35 years and above. This reveals that most of the teachers were youthful and as such should be able to give in their best to teach the secondary school teachers effectively. On the qualifications possessed by these teachers, most of them 52 (48.1%) had B, Ed., while the minority 8 (7.4%) had M, Ed. Results also revealed that a significant number of the respondents 76 (69.4%) had spent between 5-10 years in the service, while only 10 (9.3%) had an experience of 16 years and above in the service.

Table 2 Demographic characteristics of respondents

Socio-Economic Characteristics	Frequency	Percentage
Gender		
Male	61	56.5
Female	47	43.5
Total	108	100.0
Age (in years)		
20-25	23	21.3
26-35	63	58.3
>35	22	20.4
Total	108	100.0
Teachers' Qualification		
NCE	47	43.5
HND/PGDE	1	0.9
B.Ed	52	48.1
M.Ed	8	7.4
Total	108	100.0
Teachers' Years of Experience		
5-10	75	69.4
11-15	23	21.3
>16	10	9.3
Total	108	100.0

Research question 1: What is the level of satisfaction of teachers with school factors for better job performance in secondary schools in Yewa South, LGA, Ogun State, Nigeria?

Table 3 presented results on the level of satisfaction of teachers with the organisational factors and findings showed that 67 (62.0%) and 58 (53.7%) stated that they were satisfied with classroom environment and work ethics within the schools while on the other hand, majority of the teachers were not really satisfied with the welfare package and training policy of their schools. It can therefore be inferred from the findings that the teachers were only satisfied with their work environment and ethics while they were not satisfied with the welfare package and training policy of the schools. The non-satisfaction responses with welfare package and training policy of the schools may be due to the inability of the schools to make provision for adequate welfare package to motivate the teachers to perform better as well the lack of opportunities for training and re-training. It should be noted that welfare

package and training are key factors that determines the performance of any employee because they are key motivating factors that drive employees to better performance.

Table 3: Satisfaction of teachers with the School factors

Organisation factors	Highly Satisfactory		Satisfactory		Fairly Satisfactory		Not Satisfied	
	Freq	%	Freq	%	Freq	%	Freq	%
Classroom environment	25	23.1	42	38.9	22	20.4	19	17.6
Work ethics	10	9.3	48	44.4	25	23.1	25	23.1
Welfare Package	9	8.3	39	36.1	31	28.7	29	26.9
Training policy	11	10.2	37	34.3	28	25.9	32	29.6

Research question 2: To what extent do teachers' satisfaction with school factors provision (classroom environment, work ethics, welfare package and training policy) determine the level of job performance in secondary schools in Yewa South LGA of Ogun State?

Based on information from Table 4 a significant relative contributions of classroom environment (Beta = -0.080, t = 0.615, p < 0.05), work ethics (Beta = 0.656, t = 4.294, p < 0.05), welfare package and (Beta = 0.170, t = 0.757, p > 0.05) on job performance of teachers were established while training policy was found to have made no significant contribution to job performance of teachers (Beta = 0.252, t = 1.540, p > 0.05). It can therefore be inferred that classroom environment, work ethics and welfare package do have great impact in determining the job performance of teachers in Yewa South LGA, Ogun State, Nigeria. It can, therefore be inferred that classroom environment, work ethics and welfare policy of educational institutions are major factors that determine the level of job performance of teachers.

Table 4: Summary of Relative Contribution of School Factors (Classroom environment, Work ethics, Welfare package and Training policy) on Job Performance of Teachers in Yewa South LGA, Ogun State, Nigeria

Variable	Unstandardised Coefficients		Standardised Coefficients	t	Sig
	B	Std Error	Beta		
Constant	30.147	.322		.456	.650
Classroom environment	3.802	1.608	-.080	-.615	.000
Work ethics	-.018	.029	.656	4.294	.013
Welfare package	.146	.034	.170	.757	.000
Training policy	.015	.027	.252	1.540	.289

Table 5: Summary of Joint Contribution of School Factors (Classroom environment, Work ethics, Welfare package and Training policy) on Job Performance of Teachers in Yewa South LGA, Ogun State, Nigeria

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.650	.422	.406	3.920		
ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1168.802	3	389.601	525.354	.000
Residual	1598.114	104	15.366		
Total	2766.917	107			

Table 5 showed the joint contribution of school factors (classroom environment, work ethics, welfare package and training policy) to the prediction of job performance of teachers in secondary schools in Yewa South LGA, Ogun State Nigeria. The table showed a coefficient of multiple correlation ($R=.650$ and R^2 of $.422$). This means that 42.2% of the variance of the dependent measure, that is, job performance, was accounted for by the level of satisfaction of teachers with the four predictor variables (classroom environment, work ethics, welfare package and training policy) when taken together. The significance of the joint contribution was tested at $p<0.05$. The table also showed that the analysis of variance for the regression yielded F-ratio of 25.354 ($p<0.05$). This implies that the joint contribution of the independent variables to the dependent variables was significant and the other variables not included in this model may have accounted for the remaining variance.

Summary and Conclusion

This study examined impact of teachers' satisfaction with organisational factors (classroom environment, work ethics, welfare package and training policy) on their job performance with specific focus on teachers in secondary schools in Yewa South LGA, Ogun State, Nigeria. The study established the fact that classroom environment, organisational work ethics and welfare package as key factors impacting the level of job performance among teachers in secondary schools in Nigeria. Teachers in the schools surveyed affirmed satisfaction with classroom environment and organisational work ethics just as they affirmed their dissatisfaction with welfare package and training policy being offered by their educational institutions. Effective teachers are those who and this can only be achieved through regular training and retraining, hence the dissatisfaction of teachers with the training policy of their schools may hinder the ability of teachers to perform optimally. It can be very difficult for teachers to be satisfied within their organisational setting when the resources that should form the basis for optimal performance are not available and inadequate.

Recommendations

Based on the conclusion, the following recommendations were made;

1. Schools' management should take the issue of training and retraining of teachers as very important and place this on the priority list of budgeting when preparing their budget such that ample amount of financial resources are made available for teachers

to go on regular training and re-training to update their knowledge in line with the current trends of instructional delivery.

2. Also, the school authorities should take the welfare of teachers very serious. Hence, adequate provision for welfare package should be made in terms of financial assistance and other forms of assistance that could improve the teachers' performance on their job.
3. The issue of conducive classroom environment should also be taken seriously by the school management by providing all necessary infrastructures that could aid effective instructional delivery and learning.
4. Teachers, on the other hand, should also avail themselves of opportunities that could impact their job performance positively/

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