

## **Impact of Job Satisfaction on Teachers Performance: A Case Study of Katagum Education Authority, Katagum Local Government Area of Bauchi State**

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**ABSTRACT:** *This study assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Zonal education in Katagum Local Government Area Bauchi State of Nigeria. The purpose of the study is to investigate if there is any significant relationship between the teacher's low salary and job satisfaction and performance of teachers in government schools at the secondary level. A convenient sample size of 680 participants was randomly selected but only 500 questionnaires were correctly filled and returned. A two null hypothesis questionnaire titled "Teachers' job Satisfaction and Performance Questionnaire" (TEJOSAPOQ) was formulated and tested at 0.05 level of significance using the chi-square statistics. The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. And it was recommended that it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum. The government should come up with efficient modern and systematic teachers' promotion system that will be based on professional standards and performance in order to create transparency, fairness teachers' promotion system. Any unethical practice by the educational officers regarding unfair promotion should be reported and immediately charged before the law.*

**KEYWORDS:** relationship, jobs satisfaction, motivation, teaching performance

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### **INTRODUCTION**

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills

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and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy and of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers, (Ananga, 2011). The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers' demands are beyond the government resources.

Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. They further argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions (Ukeje, Okorie, & Nwagbara, 1992). While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. The teachers' argument is in line with Adams' (1963) equity theory of motivation. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition).

According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be under emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004). The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil

relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in moulding a pupil towards education.

Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders and Horn, 1998). Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education. According to Ilham (2009), as cited by Hussin (2011), defines job satisfaction as a “Positive or negative aspects of employees’ attitude towards their job or some features of the job.” On the other hand, job satisfaction shows employees’ emotional state of mind that reflects effective reaction to the job and work conditions (Hussin, 2011). This means employee’s peace of mind and happiness is derived from his/ her job satisfaction as well as working conditions. Additionally, satisfaction can be defined as, when there is fulfillment of employee’s conditions as a result of his/her job (Thorndike & Barnhart, 1979 cited by Myers Giacometti, 2005).

From these definitions, two major characteristics can be derived. First, there is either a positive or negative attitude from employees toward their jobs. A positive attitude increases employees’ morale and motivation to higher job performance as a result of satisfaction. It is brought by what can be called “satisfiers”. In contrast, a negative attitude lowers employees’ morale, motivation, self-esteem and decreases job performance as a result of dissatisfaction. Negative attitude is brought by what can be called “dissatisfiers”. Secondly, the attitude can be on the “whole” work or just part of it. This means that for employees to be satisfied, employers must, as much as possible, consider the general working environment of employees. Ignoring a single element can make employees satisfied or dissatisfied, thus impacting job performance. The attitude of employees towards work has an impact not only on job performance, but also on organizational effectiveness and achievements. For teachers, this attitude may have an impact in teaching performances as well as students’ academic progress/achievements.

Job satisfaction plays a vital role for any organization to achieve its goals and missions. It is not a new subject since it captured the attention of many scholars for many decades (Zembylas & Papanastasiou, 2006 cited by Ngimbudzi, 2009). It refers to the degree or level of contentment or discontent of an employee regarding his/her work in general (Agho et al, 1993). It is a mental attitude and perception of the work that may eventually create the intention to join an organization, stay or leave the job (Hussin, 2011). Employees have their own needs, interests, preferences, choices, feelings and wishes which make them comfortable and feel that they are in a right place in accordance to their capabilities, and that the job will be the source of satisfying their needs and expectations.

Job performance refers to putting knowledge and skills in practice so that work can be done effectively and efficiently (Hussin, 2011). For an employee to deliver well and put efforts in a particular job, he/she must be satisfied with it.

### **Objectives**

The relevance and intrigue of this research may be seen in how far it supports or refutes prior claims about job satisfaction and motivation amongst Nigerian teachers and, if possible, teachers around the world. The objective of this research work is to:

- i. To find out if there is Significant Difference between Teacher`s Promotion and Job Satisfaction.
- ii. To find out if there is Significant Difference between Teacher`s Salaries and Job Satisfaction.

### **METHODOLOGY**

A survey research design was used in this study to investigate job satisfaction and motivation of secondary school teachers in Katagum Zonal Education Authority. The thematic foundation of this research study rests on the need-based approach or content theory of motivation. To this end, questions in the questionnaire followed in many ways and themes the classic works of Maslow (1970) and Herzberg et al. (1959) and other content theory scholars. This questionnaire consisted of three parts: the first part had questions on general information followed by questions on experience and the last part had questions on attitudes. The responses required in the questionnaire were straightforward and brief. The researcher also explained the instructions and some of the terminology used in the questionnaire and participants were encouraged to ask questions.

Most questions only required a tick or a number to respond. The participants were reminded about the purpose of the research and confidentiality in a paragraph at the beginning of the questionnaire. It was also made clear that participation was voluntary and their opinions were valued. The questions were designed to reflect the self-reported nature of the data. The questions were also designed to enable participants to report on their experiences on the impact of job satisfaction on teacher`s job performance.

### **RESULTS**

**H<sub>01</sub>:** There is no Significant Difference between Teacher`s Promotion and Job Satisfaction in Katagum L.G.A.

**Table 4.1:** Chi-square of Teachers not satisfied with how promotions are administered in Katagum Zonal of Education in Katagum L.G.A. respondents view

Responses	O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Strongly Agree	350	100	250	62,500	625
Agree	150	100	50	2500	250
Undecided	0	100	-100	10,000	100
Disagree	0	100	-100	10,000	100
Strongly Disagree	0	100	-100	10,000	100
<b>Total</b>	<b>500</b>				<b>1,175</b>

*Source: Field Survey, 2019*

**Where:**

O = Observed Frequency

E = Expected Frequency

$X^2_{cal}$  = Chi-square value calculated = 1175

Df = degree of freedom = 4

R = row number = 5

C = column number = 2

Df = (r-1)(c-) = 4

$X^2_{tab}$  = Chi-square value tabulated at 0.05 level of significant =

$X^2_{cal} > X^2_{tab}$  9.488

1,175 > 9.488

**Decision:** based on table 4.8, 4.11 above which answer question on Teachers are not satisfied with how promotions are administered in Directorate of Education in Katagum L.G.A. 350 respondents representing 70% indicated Strongly Agree, 150 respondents representing 30% indicated Agree. Majority of the 500 respondents representing 100% indicated which mean that the level of dissatisfaction is high on the issue of how promotions are administered in Directorate of Education in Katagum L.G.A. Teachers are not satisfied with how promotions are administered. There has been favoritism (Davidson, 2005 cited by Davidson, 2007) in selecting who to supervise regional, zonal and national exams, marking exams, attending in-service training as well as

promotion. On the other hand, there is a delay in upgrading teachers' salary scales as part of promotion (ibid). In my experience, I observed some teachers stay for long time in one scale, for example some graduate teachers in Directorate of Education in Katagum L.G.A. who were employed in mid 1999 to 2004 are still under salary scale of Grade Level 8 which is a scale for new employees. Sometimes when the promotion is done, changes in salary are delayed for a long period of time. This shows low satisfaction level of teachers towards promotion.(The chi-square analysis shows a significant difference in respondents views in favour of strongly agree, therefore rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_a$ ).

**H<sub>0</sub>:** There is no Significant Difference between Teacher's Salaries and Job Satisfaction in Katagum Zonal Education Authority.

**Table 4.2:** Chi-square of Teachers view in regards to the low salary and job performance.

Responses	O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Strongly Agree	341	100	241	58,081	58.081
Agree	151	100	51	2,601	26.01
Undecided	2	100	-98	9604	96.4
Disagree	6	100	-94	8836	88.36
Strongly Disagree	-	100	-100	10,000	100
<b>Total</b>	500				368.9

*Source: Field Survey, 2019*

**Where:**

O = Observed Frequency

E = Expected Frequency

$X^2_{cal}$  = Chi-square value calculated = 368.9

Df = degree of freedom = 4

R = row number = 5

C = column number = 2

Df = (r-1)(c-) = 4

$X^2_{tab}$  = Chi-square value tabulated at 0.05 level of significant =

$X^2_{cal} > X^2_{tab}$

368.9 > 9.488

**Decision:** Based on the table above 341 teachers representing 68.2% indicated strongly agree, 151 representing 30.2%, and only 8 teachers representing 1.6% indicated disagree. Referring to

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responses above, 98.4% of Teachers agree that their salary is inadequate while only 1.6% says that it is adequate. This means the level of dissatisfaction is high on the issue of pay.

Furthermore, it is not only adequate salary, but teachers' also complain on salary delay, that they are not receiving it on time (before/at the end of the month). Teachers' salary is the number one challenging factor to teachers work in government-owned schools in Generally, teachers argue that, salary is very low (Davidson, 2007) to enable them to sustain their lives Katagum L.G.A. Most teachers have to do other income generating activities in order to supplement their income (Bennell & Mukyanuzi, 2005). Some teachers engage in agriculture or small businesses while those in urban areas have opted to teach in private schools, opening their education centers for tuitions, etc. Teachers, especially in Katagum L.G.A. areas have to travel a very long distance to receive their monthly salaries.

## **DISCUSSION**

This study explored the conflicting approaches to the theories of motivation. The research strategy and design were much in line with the need-based or content theories of motivation. The study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (Ifinedo 2003). While we recognize that priorities accorded job and needs satisfaction perception may differ, the results of this study did not depart significantly from previous works and literature reviews on job satisfaction and motivation of employees in general. This study's results agreed with most of the findings regarding the differences between job satisfaction, need satisfaction, motivation and job performance (e.g. Adams, 1963; Herzberg et al., 1959; Ifinedo, 2003, 2004; Ladebo, 2005; Roe, 1970; Ulom & Joshua, 2004; Ulom, 2001).

Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers. The likely explanation for the findings of this study is that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, health-care, etc. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis et al., 2000; Ryan, 1995).

On the contrary, when teacher's environment or personality style does not afford these kinds of experiences, they fail to thrive. Also, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions was associated with the intention to leave the teaching profession (Ladebo, 2005). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers' dignity and self-esteem. Teachers

are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion (Adams, 1963; Ulom & Joshua, 2004).

In order for work to be done efficiently, there has to be a positive link between high morale of workers and job performance (Warr & Wall, 1975 cited by Nias, 1981). This means that the higher the morale, the higher the performance. In other words, the lower the satisfaction the lower the morale; which in turn results into underperformance. Low teachers' motivation affects their classroom performance and other duties and responsibilities outside the classroom thus becoming difficult for a teacher with low motivation to offer his free time to assist students with low academic performance, or engage himself in volunteer counseling sessions of behavioral and emotional disordered students. The performance of any job depends much on the environment in which the job is done (Herzberg, 1996 cited by Nias 1981.). Teachers' working environments are poor and have influence in motivation and satisfaction of employees that will result in underperformance.

This suggests that there is no fairness and equity in leadership. Under this situation, teachers' morale is lowered and negatively affects their performance. In explaining the effects of morale, Brayfield & Crockett, (1995) suggest that high job satisfaction has an influence on employee morale; labor turn-over becomes low and reduces absenteeism at work, thus resulting in increase of production efficiency. Therefore if the leadership style is democratic enough teachers will be motivated to offer their full efforts in teaching and perform other responsibilities. There is a critical question to be considered, "Why are employees working?"

According to Maslow (1943) through his Human Motivation Theory has identified different human needs that have to be satisfied. Such needs include physiological needs, love and belongingness, esteem needs and self actualization needs. Workers will be motivated to work in an environment that provides assurance that their needs will be fulfilled. Path-Goal Theory of Motivation explains that employees are motivated to do actions that they expect to have a valuable reward in return (Georgopoulous et al, 1957).

Therefore, satisfaction here means that workers' needs are met. Path- Goal Theory helps underscore the reason that workers are working because they expect something valuable in return as a result of their efforts they offer. This theory helps us to raise another question that, "Do teachers working environments allow them to earn the valuable return that they expect?" Here, we may draw a conclusion that it is this "valuable reward" in return that motivates them to work (high job performance) in order to satisfy their needs. These rewards can be external rewards like promotion and job security or internal rewards which have to do with employees' feelings as a result of accomplishment of their work. One of the "valuable rewards" as external reward is teachers' salary. Teachers' status in the eyes of the community has been lowered because of low salary that they receive. The teaching profession is considered a low paid profession. Through low salaries, teachers can't satisfy their basic needs to make them live a decent life like other people



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in other professions. They lose their respect; hence, their job can't satisfy them with other needs like self esteem needs. This low job satisfaction level suggests low job performance

## CONCLUSION

This research work has tried to show the determinants that impinge the teachers' satisfaction and performance in Katagum zonal Education office, which mainly are working, living conditions of employees and other external factors; so as to understand the current situation of teachers in government-owned schools in Katagum zonal Education office. It is my observation that any attempts to improve teachers' job performance in schools will not bear fruits if their satisfaction is not taken into account. Generally the living and working condition of teachers are poor and not promising for better employees' performance as well as students' academic achievements. Throughout the study, this research reveals that there is a positive consistent relationship between employees' satisfaction and their performance (Lawler & Porter, 1967, Robbins & Judge 2008, cited by Ngimbudzi, 2009). This means the higher the satisfaction, the higher the teacher's performance. It implies that, if other factors remain constant then satisfaction is directly proportional to performance. This relationship suggests that, if the working and living conditions of teachers will be improved, it is likely that their satisfaction level will also increase their performance level.

In this study one may realize the following. Motivation has a direct influence on job performance (Inayatullah & Jehangir, 2012). When employees are motivated positively it is a catalyst for higher performance. Moreover, there is a statistically strong relationship between the attitude of employees and the satisfaction with the reward they expect as a return of their performance. An employee's positive attitude increases his/her satisfaction level. There is also a direct relationship between leadership and performance (Adeyemi, 2010 cited by Inayatullah & Jehangir, 2012). Good leadership catalyzes high employees' performance.

Some literatures like Roethlisberger & Dickson, (1935) cited by Agho et al, (1993) shows that there is a positive relationship between job satisfaction and productivity, but also other scholars like Inayatullah & Jehangir (2012) assert that employees motivation increase productivity, scholars should not rely only on these assumptions and ignore other factors. Job satisfaction may be high but it is not necessarily a guarantee for high production, but also employees' motivation may be high but it's not a must that productivity will increase. In a school settings, other factors like students' ability, attendance, commitment and emotional behaviors, parents' economic status and social background have to be considered too because they have influence in students achievements. Furthermore, there is a positive link between satisfaction and labor turnover (Lawler & Porter, 1967). When teachers are satisfied, their intention to quit the job becomes low, in other words the higher the satisfaction the lower the labor turnover. Many graduate teachers are not staying long in the teaching profession because of bad working and living conditions (Sumra, 2005). They opt for other jobs because teaching doesn't pay. The theoretical question of this study supports the notion that what motivates an average Nigerian teacher to be dissatisfied with his or her job does

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not depend on educational policy and administration alone but on cultural, societal and economic underpinning.

In addition, this study suggests that Adams 1960s equity theory which matches the notions of “a fair day’s work for a fair day’s pay” be applied in all sectors of the economy as equity and fairness in workplaces has been found to be a major factor in determining employee motivation and job satisfaction (cf. Lewis et al., 1995). Therefore, the plight of the Nigerian teachers should not be overlooked.

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