

Impact of Job Satisfaction on the Performance of Teachers in Secondary Schools in FCT, Abuja

1 Olujinmi Adebayo Odeniyi, Ph.D; 2 Adeyanju Adekunle Samuel, M.Ed

¹Open University of Nigeria
NSCDC Study Centre,
Sauka, Abuja.
07055231174
olujinmiodeniyi@gmail.com

²Federal College of Education
Iwo, Osun State
07033449254
dinkladeyanju@gmail.com

Abstract

This study looked into the Impact of Job Satisfaction on the Performance of Teachers in Secondary Schools in FCT. The overarching aim of the study was to determine how teachers' performance is connected to the satisfaction derived on the job. Three research questions guided this study, the descriptive research design was adopted. The population of the study consisted of 1500 teachers, the simple random sampling technique was used to select a sample of 200 teachers, stratified along male and female. Instrument used for data collection was researcher-developed questionnaire titled "Impact of Job Satisfaction on the Performance of Teachers Questionnaire (IJSFQ)" Data collected was analysed using mean and standard deviation. Findings revealed that the satisfaction level of teachers is less than desired, it was concluded that happy teachers are always motivated to work. It was recommended that school management should pay attention to motivating teachers, through pay rise, promotions, and trainings.

Article History

Received: September 2023
Review processes
September - October 2023
Received in revised form:
November 2023
Accepted: December 2023
Published online: December
2023

KEYWORDS

- Job satisfaction
- Teachers' performance
- Secondary Schools
- FCT, Abuja

Introduction

Secondary school education in Nigeria is a level of education in which students, most of whom are in their teenage years are made to discover themselves, in the various fields in which they can function properly in the society which ultimately contributes to economic growth and development, this is consistent with the view of Semrad and Alexandra (2014). The importance of secondary education cannot be overemphasized, it enables students to improve on their self-confidence since they are given opportunity to interact with their peers and adults too. It also enhances independence and helps curb the tendency of highly aggressive children during group activities. Students' interactions with their

peers and adults help to widen their scope of understanding through cognitive and affective learning. Heri and Demetria (2022) affirmed that "education is the apparatus for national development and economic growth" this implies that through education, individuals gain mastery of the world around them.

A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level proves to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her- all these are crucial requirements for human capital. Son (2010) affirmed that "the accumulation of human

capital is an important contributor to economic growth”

Secondary education is provided for children after primary education, that is, before tertiary education. It is aimed at developing a child better than the primary level, because it is obvious that primary education. This is in tandem with the assertion of Amanchukwu (2014) and John (2021) who affirmed that “secondary education bridges the gap between the primary and tertiary institutions” In other words, secondary education builds on the foundation given to students in areas like literacy, numeracy etc. Such education is provided in secondary school, which can be owned by the government (state or federal), individuals or community.

Secondary education helps to broaden one’s mental capability, it helps in locating one’s intellectual compass in order to be able to provide a solution societal problems. Secondary education is designed to help individuals to be relevant in the society, it is at this level of education that one is prepared to face the task of the main career training in higher institutions of learning.

Meanwhile, teachers’ performance is key to the success of secondary school educational goals, this is primarily because they are relevant in the teaching and learning process- Fauth, Decristan, Decker, Büttner, Hardy, Klieme, Kunter (2019) averred that “teaching quality refers to teachers’ actual behavior and teacher-student interactions in the classroom”

Similarly, teachers must impart relevant knowledge and skills to their students. To guarantee that students have a strong educational foundation, their in-depth knowledge of the subject matter is crucial- this qualifies them to be pillars of educational edifices (Ukaigwe and Innocent, 2019). Teachers’ quality is equally brought to bare in the delivery of lessons- to engage

learners, promote learning, and accommodate a variety of learning styles, teachers employ a variety of instructional techniques and procedures. However getting the services of quality teachers requires training- this is corroborated in the stance of Ukaigwe and Adieme (2018) that “there is need to train teachers to improve their knowledge and professional effectiveness in order to replace dated pedagogical practices that still underpin the educational system in Nigeria secondary schools”

Meanwhile, job satisfaction is also seen as a set of favourable or unfavourable feelings and emotions with which employees view their work. A person with high level of job satisfaction holds positive feelings about the job, he or she would be willing to defend, guard or shield the interest of the organization at all times while a person who is dissatisfied with his or her job holds negative feelings about the job, he or she would not be willing to shield or protect the interest of the organization when the need arises. Job satisfaction is an important concern for both the employee and the employer as it impacts many organizational behaviours. With job satisfaction, individuals maintain high level of loyalty to their jobs (Amin, Mohktar, 2021). Roszi, Mohammad, Suhaimi, Nur, Mohd (2021) specifically suggest that teacher job satisfaction can only be achieved if these levels of need identified in Maslow’s hierarchy of needs are met.

To this end, the satisfaction level of teachers is key to their performance. A happy and encouraging work atmosphere is essential for teacher satisfaction. Teachers’ feelings about their professions can be significantly impacted by a variety of factors, including support from administrators, collaborative connections, and the atmosphere of the school. Also, the

degree to which school administrators assist teachers could have an impact on how satisfied they are with their jobs. In the same vein, the availability of possibilities for professional development is crucial to the satisfaction of educators. Teachers may have more job satisfaction if they have access to professional development activities such as workshops, training, and other events.

Finally, the specific aim of this paper is to shine a light on how teachers' performance is connected to the satisfaction derived from their jobs.

Government plays a vital role in motivating teachers, but it is not exactly the case in Nigeria because the teaching profession is not very recognized in the country.

Teachers are better encouraged when they have all the support and encouragement from the ownership of the school. Students and teachers are made ready when the environment in which they learn is devoid of hostility and negative pressure.

Teachers are made to reciprocate the government's gesture by doing more and working harder for the students' success. Encouragement and motivation cannot be too much, government should ascertain that staff and students learn in an environment devoid of hostility and negative pressure.

Again teacher job satisfaction has been identified as an important factor contributing to high quality education. Several factors could be responsible for teachers' motivation; particularly, if it comes directly from the government.

- a. **Sponsorship of teachers' professional programmes:** in this category, government ensures that teachers are given the opportunities to be trained either home or abroad, this would in turn motivate teachers to learn.

- b. **Leave bonus:** as that education is precisely putting people in the way of value. The to do and value for life. In as much as civil servants are given annual leave ranging from 28 to 31 days, teachers as well should be given the privilege to enjoy this, theirs may not be as lengthy as that of the civil servant, but it should however be made available. This will also motivate teachers to do their best to teach students and ensure the education sector grows.
- c. **Teachers' promotion:** teachers should also not be denied of their promotions when the time arises. They should be duly rewarded with greater responsibilities once they succeed in the previous tasks.
- d. **Inclusive treatment:** teachers should be carried along in activities and decision-making, they should be made to function in committees which will in turn help to strengthen their commitment. In the opinion of Ojo (2008), the importance of teachers in planning and compiling school curriculum cannot be side-lined; teachers are the implementers of the curriculum, therefore, they must be part of writing and compilation.

Statement of the problem.

Teachers are the backbone of any school because they are the most precious and important asset among all the assets of any school. Job satisfaction is a part of employee life satisfaction, in the light of this a lot of problems faced by Secondary School teachers have been pointed out.

Some of these problems include, insufficient income or remuneration, unfavourable treatments been meted out on teacher in different ways, inability of teachers to participate in decision-making process, insufficient instructional materials

or teaching aids, lack of data bank, poor working conditions, teachers being left at the mercy of parents and students and lack of government attention.

These problems have ripple effects on students' academic achievement resulting in poor performances in both internal and external examinations. By extension, the entire economy of the country may be negatively affected resulting in low productivity. Therefore, credence should be placed on teachers' motivation.

Objectives of the study.

The study aims to address the following objectives;

- to determine the satisfaction level of teachers in secondary schools in FCT.
- to determine the relationship between working environment and job satisfaction of teachers.
- to determine the relationship between teachers' commitment as a result of job satisfaction and students' academic achievement.

Research questions.

The study focuses on the following questions;

- a. What is the satisfaction level of teachers in secondary schools FCT?
- b. What relationship exists between working environment and job satisfaction of teachers?
- c. What relationship exists between teachers' commitment as a result of job

satisfaction and students' academic achievement.

Methodology

The descriptive research design was adopted in this study. It is the best method available to the researcher who is interested in collecting original data for describing a population too large to observe directly. This design is considered appropriate because the study variables will not be manipulated but explained as investigated and for its suitability in collection of samples from large population that can be used for generalisation.

Population of the study refers to the total number of people that are to be investigated in a study. Thus the population of this study were made up of teachers more tersely, Senior Secondary teachers. According to the data collected from the schools, the population of the study is 1500, while a sample of 200 was randomly selected for the study.

The researcher administered questionnaires titled "Impact of Job Satisfaction on the Performance of Teachers Questionnaire (IJSPFQ)" to 200 Secondary School teachers in FCT. To ensure its proper completion, the purpose of administration was explained to the respondents before it was administered to them. The information was kept confidential. Responses were obtained at the school premises in order to prevent loss of questionnaires. The data was analysed using mean and standard deviation.

Results and Findings

RQ 1: What is the satisfaction level of teachers in secondary schools FCT?

Table 1 Satisfaction level of teachers

	N	Mean	Std. Deviation	Reaction.
I am satisfied with my profession.	200	3.18	1.333	Moderate satisfaction.
I don't intend to take up a new career/ I have plans to retire as a teacher.	200	2.94	1.362	Low level of agreement.
I am enthusiastic about my job.	200	2.66	1.444	Moderate to low level of enthusiasm.
I wake up every morning with great expectations for the day.	200	2.82	1.366	Moderate level of anticipation.
I am proud to be a teacher.	200	3.27	1.173	Moderate to moderately high level of pride.
My subject area or specification is interesting/ I like teaching it.	200	2.69	1.416	Moderate to low level of interest.
I feel like I am being caged or forced to work.	200	2.77	1.334	Moderate level of agreement.
Valid N (listwise)	200			

It can be extrapolated from the table above that, considering the satisfaction level of teachers, the replies appear to be fairly distributed, and different respondents' levels of satisfaction are indicated by the standard deviation of 1.333. This means that some respondents expressed low satisfaction while some expressed high satisfaction. Also, the average response rate, 3.18, indicates that respondents are generally somewhat satisfied with their line of work.

The average degree of agreement or intention among respondents to retire as a teacher appears to be somewhat low, as indicated by the mean of 2.94. Individual opinions and intentions regarding retirement plans as a teacher are spread out from the average, hence, some are strongly against retirement while a few are in support of it.

The average response rate, 2.66, indicates that people are generally moderately to poorly enthusiastic about their jobs.

Similarly, with a mean of 2.82, it indicates that, generally speaking, participants had a moderate amount of positive expectations or anticipation for the day when they wake up. Meanwhile, from the standard deviation figures, not all respondents have similar levels of positive expectations when starting their day.

Based on average responses, it appears that teachers take moderate to moderately high pride in their work, with a mean of 3.27. A mean score of 3.27 suggests that the average reaction leans towards pride and agreement. The responses on the scale most likely vary from strongly disagree to strongly agree. In addition to this, the responses appear to be moderately dispersed, and not all respondents are equally proud to be teachers, according to the standard deviation of 1.173.

A mean score of 2.69 indicates that respondents generally show a moderate to somewhat low degree of interest in or

fondness for their topic or specification. With a standard deviation of 1.415, the replies show considerable diversity. This implies that individual preferences or levels of interest in the topic are not distributed around the mean.

The average response rate to the statement that they feel confined or compelled

to work is 2.77, indicating that respondents generally agree to a moderate extent. A substantial spread in the responses is indicated by the standard deviation of 1.334, indicating that not all respondents feel the same way about being cooped up or made to work.

RQ 2: What relationship exists between working environment and job satisfaction of teachers?

Table 2: Working environment and job satisfaction

Descriptive Statistics					
	N	Mean	Std. Deviation	Reaction.	
I have good relationship with my colleagues.	200	3.18	1.381	Moderate level of agreement.	
I have good relationship with non-teaching staff (cleaners, gardeners, gate-keepers etc).	200	2.81	1.406	Moderate level of agreement.	
I have good relationship with school authorities, management and other administrative heads.	200	2.88	1.345	Moderate level of agreement.	
The principals and other administrative heads are empathic and considerate.	200	2.65	1.306	Moderate to moderately low level of agreement.	
Teachers' opinion matter in decision making.	200	2.40	1.169	Moderate to moderately low level of agreement.	
Generally speaking, the atmosphere around the school is friendly, welcoming and accommodating.	200	2.95	1.393	Moderate level of agreement.	
Valid N (listwise)	200				

It can be deduced from the analysis that, with a mean of 3.18, on average, respondents express a moderate level of agreement with the statement that they have a good relationship with their colleagues. Meanwhile, the responses appear to be widely distributed, as indicated by the standard deviation of 1.38, and there is variation in the respondents' degrees of agreement about their relationships with co-workers.

With a mean of 2.81, it indicates that participants generally agree to a reasonable extent that they get along well with non-teaching personnel. The 1.406 standard

deviation suggests that there is a significant degree of variation in the responses.

At 2.88, the average response rate indicates that most respondents agree to a moderate extent that they get along well with management, other administrative heads, and school authorities. Also, concerning their interactions with administrative heads and school authorities, not all respondents appear to agree to the same extent, as indicated by the standard deviation of 1.345.

The average response rate to the claim that principals and other administrative

leaders are understanding and conscientious is 2.65, indicating that respondents generally have a moderate to fairly low degree of agreement. Also, the data indicates that there is a significant variation in the responses, as indicated by the standard deviation of 1.306, and that respondents' degrees of agreement about the thoughtfulness and empathy of principals and other administrative leaders differ.

The average response rate to the claim that teachers' opinions matter in decision-making is 2.40, indicating that respondents generally express a moderate to moderately low level of agreement with the statement.

Meanwhile, the standard deviation of 1.169 indicates that there is a moderate amount of variability in the responses.

The data indicates that, on average, respondents have a moderate level of agreement with the statement that the school has a pleasant, accepting, and accommodating attitude (mean of 2.95). In the same vein, the data indicates that there is a significant variation in the responses, as indicated by the standard deviation of 1.393. Specifically, not all respondents have the same degree of agreement about how kind, accepting, and accommodating the school is.

RQ 3: *What relationship exists between teachers' commitment as a result of job satisfaction and students' academic performance in economics?*

Table 3: Teacher's commitment and job satisfaction

Descriptive Statistics					
	N	Maximum	Mean	Std. Deviation	Remark.
There is adequate instructional material to teach.	200	5	2.68	1.182	Moderate to moderately low level of agreement.
I attend lessons promptly.	200	5	3.00	1.423	Moderate level of agreement.
I could willingly stay back after school hours to tidy up school duties.	200	5	2.26	1.272	Moderately low level of willingness.
I am willing to take up additional responsibilities.	200	5	2.94	1.298	Moderate to moderately high level of willingness.
My lesson notes are up-to-date.	200	5	3.35	1.337	Moderate to moderately high level of willingness.
Valid N (listwise)	200				

It can be inferred from the analysis that, with a mean of 2.68, it suggests that, on average, respondents express a moderate to moderately low level of agreement with the statement that there is adequate instructional material to teach. A considerable level of variability in the replies is indicated by the standard deviation of 1.182. This implies that opinions about adequate educational resources vary widely from the mean.

With a mean score of 3.00, it appears that respondents generally agree to a reasonable extent with the assertion that they arrive at class on time. Meanwhile, the responses appear to be widely distributed, as indicated by the standard deviation of 1.423, and there is variation in the respondents' degrees of agreement with regard to being on time for classes.

The average response rate, 2.26, indicates that participants are generally somewhat to moderately less likely to stay after school to do school-related tasks. A standard deviation of 1.27 suggests that there is a moderate spread in the responses, and not all respondents have identical levels of willingness regarding staying back after school hours for additional duties.

The average response rate, 2.94, indicates that participants are generally moderately to moderately highly willing to take on new duties and the standard deviation figures reveal that not all respondents have identical levels of willingness regarding taking up additional responsibilities.

It appears that, on average, respondents have a moderate to fairly high level of agreement with the assertion that their lecture notes are current, as indicated by the mean of

3.35. In the same vein, the standard deviation figures reveal that not all respondents have identical levels of agreement regarding the up-to-date lesson notes.

Discussion of findings

The findings from this study revealed that:

- a. Teachers' satisfaction level is low, as revealed in the assertion that they do not have the intention to retire as teachers, and they have a low level of enthusiasm for the job and a low level of interest in the job.
- b. Teachers' working environment is a major contributor to teachers' dissatisfaction. This is revealed in moderate level of relationship with their colleagues and authorities. Teachers' opinion do not also count in decision making.
- c. Finally, teachers' commitment is dampened, this negatively affects job satisfaction. As revealed from the analysis, there is inadequate instructional material to work with, hence they are not willing to take up additional responsibilities.

Conclusion

In the course of this study, it has been revealed that:

- a. the contribution of secondary schools cannot be over-emphasized or downplayed. These include provision of job opportunities for young educators, contributing to the development of education sector by providing quality teaching and learning.
- b. Just as the Nigerian National Policy on education stipulates that no educational system can rise above the level of its teachers, therefore for teachers to maximally put in their very best, they need to be properly motivated. As shown in this work, happy workers are productive workers, if teachers are not

properly motivated, it would hamper on their contribution towards the process of teaching and learning.

- c. Despite the fact that teachers are the major foot-soldiers in the secondary education sector, other stakeholders do not attach any form of respect to what they do.

Recommendations

There are so many things that can be done to motivate teachers in secondary schools in Federal Capital Territory. Everybody has a part to play, against this backdrop, school proprietors or management has a major part to play, parents, teachers, government as well as students have a lot to do.

In view of the findings from this study, the following recommendations were made to the school proprietors, parents, government and students.

- i. Efforts should be made by all stakeholders involved to increase teachers' satisfaction level. This would make them enthusiastic and proud about what they do.
- ii. The school working environment should be structured in a way that encourages teachers. Top level managers should put more efforts into encouraging their teachers, they should also have a sense of belonging.
- iii. Teaching materials should be made available for teachers, this encourages them to deliver and be committed.

References

- Amin, F. A. B. M., & Al, E. (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 5224–5228. <https://turcomat.org/index.php/turkbilmat/article/view/6737>
- Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and*

Teacher Education, 86(86), 102882. <https://doi.org/10.1016/j.tate.2019.102882>

- Heri, C., & Mkulu, D. G. (2022). Contribution of secondary education towards economic growth in Ngara District, Tanzania. *International Journal of Educational Policy Research and Review*, 9(1), 14–26. <https://doi.org/10.15739/ijeprr.22.002>
- P. C. Ukaigwe, & Innocent U. Igbozuruike. (2019). Planning: A Tool for Administration of Teachers' Competence Development Programmes for Improved Service Delivery in Secondary Schools in Rivers State, Nigeria. *Advances in Social Sciences Research Journal*, 6(1). <https://doi.org/10.14738/assrj.61.5966>
- Rose Ngozi Amanchukwu. (2014). Management of Secondary Education for Sustainable Living in a Period of Security Challenges in Nigeria. *Journal of Education and Practice*, 5(19), 162–170.
- Roszi, N. N. N. (2021). What is a Population in Online Shopping Research? A perspective from Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(4), 654–658. <https://doi.org/10.17762/turcomat.v12i4.549>
- Semrad, A. (2014). *Modern secondary education and economic performance: the introduction of the Gewerbeschule and Realschule in nineteenth-century Bavaria*. [Www.econstor.eu. http://hdl.handle.net/10419/104452](http://hdl.handle.net/10419/104452)
- Son, H. H. (2010). Human Capital Development. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.1695806>
- Ukaigwe, P., & Adienne, F. (2018). Teacher's training needs for sustainable functional secondary education in imo state, nigeria. *European Journal of Research and Reflection in Educational Services*, 6(4), 31–42.