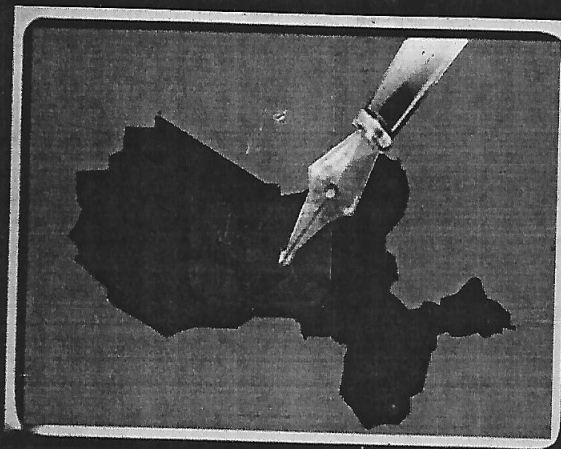


**JOURNAL OF THE
COLLABORATION OF EDUCATION FACULTIES
IN WEST AFRICA**
Vol.2, No.2, 2013



*An official Journal of the
Collaboration of Education Faculties in West Africa
(CEFWA)*

ISSN 2504 - 8791

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INFLUENCE OF JOB SATISFACTION ON PRODUCTIVITY OF SECONDARY SCHOOL TEACHERS IN ILORIN METROPOLIS KWARA STATE, NIGERIA

By

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Abstract

The study examined the influence of job satisfaction on the productivity of secondary school teachers in Ilorin metropolis, Kwara State Nigeria. The descriptive survey method was used and data were collected through the administration of an instrument titled influence of job satisfaction on productivity of teacher's questionnaire (IJSPTQ). Responses from the respondents were analyzed using percentages, means, frequency, Analysis of Variance (ANOVA) and t-test. All hypotheses were tested at 0.05 alpha level of significance. The researchers purposively selected one government-owned school with a large population of teachers in each of the four Local Governments Areas in Ilorin; Ilorin East, Ilorin South, Ilorin West and Asa. Simple random sampling technique was employed in selecting fifty teachers from each school, making a total sample of 200 respondents. The findings of the study revealed that there were no significant difference in the influence of job satisfaction on productivity of secondary school teachers on the basis of gender, age, salary scale and education. The implication of this study for counselling among others is that counsellors should intensify efforts at organizing enlightenment programmes on motivational skills that enhance job satisfaction and productivity. Government should also ensure that teachers' salaries and yearly entitlements are paid promptly.

Keywords: Job, Satisfaction, Teachers, Influence, Productivity

Background to the Study

Education is regarded as one of the most powerful tools of life for a change (Castle, 2005). Abiri and Jekayinfa (2010) defined education as the process of handling down the ideals, value and norms of the society across generation. It involves the transmission of knowledge, skills, attitudes and beliefs. Education

involves activities like teaching, persuading, motivating and learning. The success or failures of any educational system depend largely upon the quality and calibre of the teachers. Oyetade and Oladiran (2003) also stated that no nation can rise above the quality of its teachers. Many teachers are not satisfied with their profession because of public negative image, lack of recognition and poor condition of service. Up till now, the teaching profession has not been accorded a full legal professional status in Nigeria.

Locke and Durham (1997) defined job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job. Thompson and Phua (2012) defined job satisfaction as the satisfaction that an individual receive from his/her job which largely depend on the extent to which everything associated with the job meet their needs and wants. The society, government, school management and parents demand high measure of loyalty, patriotism, dedication, hard work and commitment from teachers (Ubom & Joshua, 2004).

According Sarwar and Abugre (2013) reward can be broadly categorized in to two major groups; intrinsic and extrinsic rewards. Intrinsic rewards are psychological rewards that are experienced directly by an individual. Extrinsic are rewards provided by others such as the salary, promotions and interpersonal relationships. Olu (2009) explained that the government and the Nigeria Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits, rewards and improvement in working conditions of teachers. The federal and the state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, rewards and benefits. Aheneku (2010) revealed that constant accusation of negligence, laziness, purposeful lethargy, and lack of dedication to work are result of job dissatisfaction. Teachers on their part argued that the existing salary structure, benefits and working conditions do not satisfy their basic needs and therefore impinge negatively on their productivity as required by their job description.

Adams equity theory of motivation stated that there should be fair balance between employee's inputs (hard work, skill levels, tolerance and enthusiasm) and employee's outputs. According to the theory, a fair balance serves to insure a strong and productive relationship. High motivation enhances job satisfaction and productivity (Ololube, 2004). Kinicki and Kreitner (2007) noted that job satisfaction of workers can be commonly grouped into five distinct model which includes; need fulfillment, discrepancies, value attainment, equity, and dispositional/genetic components models. Although, there is no universal yard stick for measuring job satisfaction, however, Pushpakumari (2008) revealed that there is a direct relationship between job satisfaction and performance. The attainment of educational goals is to a large extent, a function of teachers' productivity. The higher the job satisfaction, the more likely workers will hold a positive attitude toward their jobs and be committed to the profession (Wang & Feng 2003). Wright and Bonett (2007) revealed that job satisfaction influences workers positively in order to put in their best while employees who perceive their

needs as unrealized are generally dissatisfied and become increasingly attracted to competing places of employment.

Ajayi (1987) reported that teachers were dissatisfied with the teaching profession because of inadequate rewards, poor service condition, heavy work load and poor facilities available in their respective schools which has negatively reduced their productivity. In the same study, respondents agreed that until there is high extrinsic reward from the government, job satisfaction and productivity of teachers will remain abysmally low. Adekunle (2001) discovered that there is a nexus between job satisfaction and productivity of secondary school teachers.

Statement of the Problem

Job satisfaction and productivity of teachers are very important if educational goals must be achieved. It is a general conception that, the efficiency of any educational system depends to a large extent on the existence of a body of able, well qualified and devoted teachers. Idris (1996) described the work life of teachers as storms and stress resulting into conflict, anxieties and frustration. Therefore, job satisfaction depends on the extent to which the job that we hold meets our psychological and physical needs. Locke and Durham (1997) observed secondary school teachers battles with high rate of in-disciplinary problems among the students, constant change in the curriculum and threats of job insecurity as student population increases. Aboyade (2006) revealed that teachers struggle to find job satisfaction through the fulfilment of their personal and professional needs. Inability to meet these needs may predispose mental and physical stress. Liffadono and Muchusky (1995) pointed out that the relationship between job satisfaction and productivity is salient. In other words, job satisfaction is predictive of job performance.

Authors like Sarwar and Abugre (2013), Hong Lu, While and Barriball (2005) and Adekunle (2001) have worked on job satisfaction and productivity. None of these scholars to the best of the researcher's knowledge conducted a study that specifically focused on the influence of job satisfaction on the productivity of secondary school teachers in Ilorin metropolis. Owing to the gaps identified above, the researchers investigated the influence of job satisfaction on the productivity of secondary school teachers in Ilorin metropolis. The study intended to find out the influence of variables such as gender, age salary scale, and educational qualification on job satisfaction and productivity of secondary school teachers in Ilorin metropolis. This study will be of benefit to the school counsellors, school administrators and educational providers. The basic research question is: What is the influence of job satisfaction on productivity of secondary school teachers in Ilorin metropolis?

Research Hypotheses

1. There is no significant difference in the influence of job satisfaction on productivity of secondary schools teachers in Ilorin metropolis on the basis

of gender.

2. There is no significant difference in the influence of job satisfaction on productivity of secondary school teachers in Ilorin metropolis on the basis of age.
3. There is no significant difference in the influence of job satisfaction on productivity of secondary school teachers in Ilorin metropolis on the basis of salary scale.
4. There is no significant difference in the influence of job satisfaction on productivity of secondary school teachers in Ilorin metropolis on the basis of educational qualification.

Methodology

The research design adopted for this study was the descriptive survey method. The design allows the researcher to collect data and describe it in a systematic manner (Adana, 1996). The target population of the study consisted of all teachers in Ilorin metropolis. The researchers purposively selected a government-owned school with large population of teachers in each of the four Local Government Areas in Ilorin. This included Ilorin East, Ilorin South, Ilorin West and Asa. Simple random sampling technique was used to select fifty participants from each of these schools. A total number of 200 respondents participated in this study.

Instrumentation

The major instrument that was used to collect data for this study was titled "Influence of Job Satisfaction on Productivity of Teachers Questionnaire (IJSPTQ)". Items in the questionnaire were derived from information obtained from the review of related literature. The instrument has two sections, A and B. Section A contained demographic data while section B consisted of items on the influence of job satisfaction on productivity of teachers. The 4-point Likert Type Scale response format was adopted for use on Section B as thus: Strongly Agree: 4 points; Agree: 3 points; Disagree: 2 points; and Strongly Disagree: 1 point. The questionnaire contains 20 items which the teachers were expected to respond to.

According to Hassan (1995) an instrument is valid when it measures what it purports to measure truly and accurately. In view of this, the questionnaire was given to four experts in the related field they affirmed that the instrument covered the intended contents and therefore valid for use. To ensure the reliability of the instrument, the test re-test method was adopted. The researchers administered the same instrument on twenty (20) respondents at an interval of four weeks. The two scores were correlated using the Pearson's Product Moment Correlation Coefficient. The reliability index of 0.74 was found. Therefore, the questionnaire was statistically said to be reliable for the study.

Result

The result of the study was presented using frequency counts and simple percentage. The t-test and Analysis of Variance (ANOVA) were used to test the generated null-hypotheses. The respondents' personal demographic data were presented with the use of simple percentages as indicated in the tables that follows.

Table 1: Distribution of Respondents on the basis of gender, age, salary scale and educational qualification

Gender	Frequency	Percentage (%)
Male	84	42.0
Female	116	58.0
Total	200	100.0
Age		
Below 30 years	95	47.5
31 years and above	105	52.5
Total	200	100
Salary Scale		
Below 18,000	110	55.0
18,000 and above	90	45.0
Total	200	100.0
Educational Qualification		
Diploma	29	14.5
ND/NCE	60	30.0
HND/First Degree	75	37.5
Postgraduate	36	18.0
Total	200	100

The result on Table 1 reveals that 42% of the respondents were males while 58% were females, 47.5% of the teachers were below the age of 30 years and 52.5% are 31 years and above. Fifty five percent of the respondents indicated they earn below N18,000 as salary while 45% indicated they earn above N18,000 as salary. On educational qualification, Table 1 indicated that 14.5% of the respondents have Diploma result, 30% were ND/NCE holder, 37.5% were first degree holders while the remaining 18% respondents have postgraduate certificate.

Table 2: Mean, Ranking of Respondents Expression on the Influence of Job Satisfaction on Productivity of Teachers

Item	In my own view, job satisfaction influence teacher's productivity by encouraging them to	Mean	Rank
4	obtain more knowledge in their subject area	3.38	1 st
1	be dedicated to work until there is a positive result	3.34	2 nd

20	put in their best in the profession	3.34	2 nd
15	be proud of the teaching profession	3.33	4 th
12	contribute to the development of the school	3.27	5 th
3	cover the scheme of work	3.26	6 th
2	develop and share new teaching innovations	3.24	7 th
7	give detailed lesson note to students	3.24	7 th
8	use and develop good teaching methods	3.21	9 th
13	dutifully perform assigned duties	3.20	10 th
18	attend conferences for relevant exposure	3.19	11 th
11	use teaching aids in order to increase students' understanding	3.18	12 th
10	pay attention on the new innovations in their area of specialization	3.16	13 th
19	be happy at work	3.16	13 th
5	update themselves	3.08	15 th
6	plan well for their lessons	3.05	16 th
9	develop the cognitive, psychomotor and affective domain of the student	3.04	17 th
17	develop interest in students' personal problems	3.00	18 th
14	to be creative	2.99	19 th
16	invest in educational programmes	2.96	20 th

Table 2 shows the mean and ranking of items on the influence of job satisfaction on teachers' productivity. Item 4 (which states that in my own opinion job satisfaction influence teacher's productivity by 'encouraging them to obtain more knowledge on their subject area') was ranked first, with a mean score of 3.38. Items 1 and 20 were ranked 2nd with a mean score 3.34 and item 16 ranked last with a mean score of 2.96.

Hypotheses Testing

Hypothesis One: *There is no significant difference in the influence of job satisfaction on productivity of secondary schools teachers in Ilorin metropolis on the basis of gender*

Table 3: Mean, Standard Deviation and t-values of Respondents on the Influence of Job Satisfaction on the Productivity of Teachers on Basis of Gender

Gender	N	Mean	SD	df	Calculated t-value	Critical t-value
Male	84	62.82	7.076	198	-1.45	1.96
Female	116	64.21	6.342			

The calculated t-value of -1.452 is less than the critical t-value of 1.96, therefore, hypothesis one which states that there is no significant difference in the influence of job satisfaction on the productivity of the respondents on the basis of

gender was accepted.

Hypotheses Two: *There is no significant difference in the influence of job satisfaction on productivity of secondary schools teachers in Ilorin metropolis on the basis of age*

Table 4: Mean, Standard Deviation and t-values of Respondent in the Influence of Job Satisfaction on the Productivity of Teachers on the Basis of Age

C	N	Mean	SD	df	Calculated t-value	Critical t-value
>30 years	95	64.27	6.153	198	1.30	1.96
31 years +	105	63.04	7.098			

The result on Table 4 indicates that the calculated t-value of 1.30 is less than the critical t-value of 1.96. As such the hypothesis is accepted because no significant difference was found.

Hypotheses Three: *There is no significant difference in the influence of job satisfaction on productivity of secondary schools teachers in Ilorin metropolis on the basis of salary scale*

Table 5: Mean, Standard Deviation and t-values of Respondents on the Influence of Job Satisfaction on the Productivity of Teachers on the Basis of their Salary Scale

Salary scale	N	Mean	SD	df	Calculated t-value	Critical t-value
Below N18,000	110	62.81	6.420	198	-1.92	1.96
N18,000 and above	90	62.64	6.885			

The result in Table 5 reveals that the calculated t-value of -1.92 is less than the critical t-value of 1.96. Therefore, the hypothesis which states that there is no significant difference in the influence job satisfaction among secondary schools teachers in Ilorin metropolis on the basis of their salary scale is accepted because no significant difference was found.

Hypotheses Four: *There is no significant difference in the influence of job satisfaction on productivity of secondary schools teachers in Ilorin metropolis on the basis of their educational qualification*

Table 6: Analysis of Variance (ANOVA) on the Influence of Job Satisfaction on Productivity of Teachers on the Basis of Educational Qualification

Source	Sum of squares	Df	Mean squares	Calculated F-ratio	Critical F-ratio
Between groups	177.207	3	59.969		
Within groups	8697.668	196	44.376		
Total	8874.875	199		1.33	3.00

The result on Table 6 reveals that the calculated F-ratio of 1.33 is less than the critical F-ratio of 3.00. Therefore, hypothesis four is accepted.

Discussion

Job satisfaction can influence teacher's productivity by encouraging them to obtain more knowledge in their area of subject specialization and be dedicated to work until there is a positive result. This finding corroborates the views Duane and Ellen (2010) that job satisfaction drives interest, productivity and commitment to assigned duties. In the same vein, Taylor (2001) affirmed that there is a direct correlation between job satisfaction, self-actualization, productivity and fulfilment.

The age of a teacher does not determine job satisfaction but rather the work environment, incentives, remuneration and teaching facilities. Organ and Ryan (1995) revealed that there is a nexus between job satisfaction and productivity. In other words, job satisfaction is predictive of job productivity irrespective of the teacher's age.

Despite the differences in the salary scale of secondary school teachers agreed that other components of job satisfaction equally determine productivity. This observation disagreed with the report of Idris (1996) that teachers cannot be satisfied with their job when they are not well remunerated for their services. However, Spector (1997) noted that the level of a person's income can influence to a great extent the level of one's motivation and productivity at work.

Respondents did not differ in their views of job satisfaction and productivity on the basis of educational qualification. In the view Aheneku (2010) teacher's educational qualification and level of information has a way of influencing job satisfaction and productivity. When teachers with good educational qualification cannot afford to provide the basic necessity of life for their families, feelings of discontentment and frustration on the job is inevitable. Also, Duane and Ellen (2010) affirmed that job satisfaction depends largely on the extent to which individual's job meets their basic needs.

Conclusion, Counselling Implication and Recommendation

Job satisfaction of teachers determines their productivity. Other components of job satisfaction such as work space, welfare, etc, as well as remuneration are key determinants of teacher's productivity. Respondents did not differ in their views of positive influence of job satisfaction on productivity on the basis of gender, age, salary scale and educational qualification. The understanding

of this dynamics is essential for counsellors. This will assist the counsellor to acquire appropriate coping strategy skills. The knowledge so acquired would enable them to attend to the emotional and psychosocial problems of teachers in order to enhance productivity through the use of coping strategy skills.

Government should ensure that teachers' salaries and yearly entitlements are paid promptly. This will boost their morale and will in turn increase productivity of teachers at work. School administrators should also organize in service training and workshop for teachers so as to increase and update their knowledge. Functioning counselling centres, equipped with professional counsellors should be established in schools. Counsellors can help in organising enlightenment programme on motivational skills that enhances job satisfaction and productivity.

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