

JOB SATISFACTION AS THE PREDICTOR OF TEACHERS' JOB PERFORMANCE IN KWARA STATE PUBLIC SECONDARY SCHOOLS

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Abstract

Teachers' job satisfaction is fundamental in the actualization of educational objectives. Thus, the study examined job satisfaction as the predictor of teachers' job performance in Kwara State Public Secondary Schools. The study adopted a quantitative research method. Simple random sampling technique was used to select 379 teachers. Four instruments were used to elicit information from respondents tagged salary questionnaire (SQ), promotion questionnaire (PQ), fringe benefits questionnaire (FBQ) and job performance questionnaire (JPQ). The instruments were subjected to reliability test using SPSS version 21 where reliability coefficient indicated at .840, .906, .856 and .785. Structural Equation Modeling (SEM) was used to analyze the hypotheses formulated. The findings revealed that salary has a significant relationship with job performance standardized regression weight of .803 and significant at $p < 0.05$. The finding further found that promotion had a significant relationship with job performance with standardized coefficient of .992 and significant at $p < 0.05$. The finding also reported that fringe benefits had a significant relationship with job performance with a standardized coefficient of 1.061 and significant at $p < 0.05$. The findings concluded that job satisfaction is the predictor of teacher job performance. In line with the findings of the study, it was recommended that the policy makers as well as the government should improve teachers' salary and promote them as and when due to perform their tasks excellently in the educational industry.

Keywords: Job Satisfaction, Salary, Promotion, Fringe Benefits, Job Performance

INTRODUCTION

Job satisfaction of teachers is essential for job performance in secondary schools. Job satisfaction has become a topical issue over decades. Scholars of organizational motivation have emphasized that for aims and objectives of organization to be achieved, the workers employed must be adequately motivated (Ogbonnaya, et al., 2017; Rodrigo, et al., 2022). As pointed out by scholars of motivation, job satisfaction focuses on the two certain areas which include feelings or happiness the employee derived from the work and the environment to which employees work. When employees discover that their expectations are not met in the job environment, job dissatisfaction emerges, resulting in a decrease in workforce productivity, organization commitment, and an increase in the optional discontinuation of the job (AbdulKareem, Ishola & Suleiman, 2020).

The provision of an environment conducive to employees in an organization played a monument role and discourage truancy (Daly, 2006; Maghanoy, 2021; Okeleke, 2023). The willingness and enthusiasm of employees to perform a job depend on the satisfaction they get from the employer (Ibrahim, 2009). A working condition that brings happiness and joy without stress together with incentives improves job performance of teachers and allows fulfilment of goals settings (Jone, 2008; Maghanoy, 2021). In fact, job satisfaction has a strong impact on the life of teachers. Job satisfaction has been divided into two segments which are intrinsic and extrinsic job satisfaction. The intrinsic job satisfaction is focusing on what type of job is being performed i.e., the duties and tasks that surround the job. The extrinsic job satisfaction is focusing on job conditions like colleagues, top management, supervisor, and environment.

High job satisfaction tends to promote both the employer and employees in the actualization of goal setting. In an organisation, where job satisfaction is high, it strengthens an organisation to increase profits, loyalty of employees and increase in productivity. Thus, it is necessary for top management in an organisation to create an avenue where employees would meet their satisfaction. Teachers of Kwara State secondary schools are expressing poor satisfaction in the job they perform which resulted in inefficiency. The salary of teachers is poor compared to what their colleagues are paying in other states (Maghanoy, 2021; Myeya & Rupia, 2022; Okeleke, 2023). Teachers have been complaining about the salary given to them which could not sustain them till the end of the month.

Also, it has been observed that promotion and bonus of teachers are often delayed several times. If proactive action is not taken by the government could affect the teacher's productivity in the classroom. The saying of people that teachers' reward is in heaven should be stopped. Teachers want to get their rewards when they are still in service. As a matter of that, no teacher can improve and deliver under that harsh condition. Given this scenario, researchers such as (Mahalawat & Sharma, 2019; Rodrigo, et al., 2022; Rodrigo, et al., 2022; Memon, et al., 2023) jointly expressed that teacher in the schools derive pleasure from the job they do when their job satisfaction improves and able to contribute their quota to the actualization setting goals. Based on these problems, this prompted the researcher to investigate job satisfaction as the predictor of teacher job performance in Kwara state public secondary schools. Therefore, it has served as a gap to be filled in this study. These following research objectives and hypotheses are offered below.

Research objectives

- i. To determine the relationship between salary and teacher job performance
- ii. To determine the relationship between promotion and teacher job performance

- iii. To determine the relationship between fringe benefits and teacher job performance

Research Hypotheses

- i. There is no significant relationship between salary and teacher job performance
- ii. There is no significant relationship between promotion and teacher job performance
- iii. There is no significant relationship between fringe benefits and teacher job performance

UNDERPINNING THEORY

Theory used for this study is Herzberg's Two-factor theory which is known as Herzberg's motivation-hygiene theory or dual-factor theory. The theory argued that in the working place, there are certain factors that led to job satisfaction as well as job dissatisfaction (Herzberg, 1966; Thant & Chang, 2021). These factors in the workplace have been part of the theoretical framework used by researchers to explain job satisfaction (Dion, 2006; Adamopoulos, 2022; Al-Abbadi & Agyekum-Mensah, 2022). According to the theory, it states that motivators bring job satisfaction while dearth of hygiene factors resulted in job dissatisfaction. Oluoh (2023) pointed that poor satisfaction experiences teachers often affect their job performance which in turn lead to poor academic performance of students. More so, Frederick Herzberg expressed that motivators (job security, working conditions) and hygiene factors like advancement and recognition play a monumental role in teachers' job performance. The theory found that job dissatisfaction is associated with some element of working conditions. Thus, satisfaction and performance are related in line with this theory. This is because, when teachers work in a conducive environment with good salary, good benefits there would be a boost in their performance towards the teaching tasks. On the other hand, if teachers are poorly paid and complain all the time, the dissatisfaction would set in. Okeleke (2023) opined that workers are more likely to perform their task if they are happy with the salary he is earning. Broadly speaking, the working condition of teachers is paramount in the educational industry if educational goals are to be accomplished. One of the reasons why teachers work is to earn good income in terms of money. Akuoko and Donkor (2012) asserted that for quality education and effective performance in the job to take place, teachers must enjoy a better working condition such as prompt and good salary, good benefits, respect, and promotion as at when due. Apart from this, the leadership style of the head of school is part of the working condition of teacher value. Teachers prefer working with leaders who possess transformational leadership style than autocratic leaders. Teachers always emphasised that working conditions are valuable and related to their satisfaction (Fehintola, 2015; Maghanoy, 2021; Okeleke, 2023; Aladetan, 2023). Based on the contribution, Herzberg's Two-factor theory has served as the underpinning theory of this study.

CONCEPTUAL FRAMEWORK

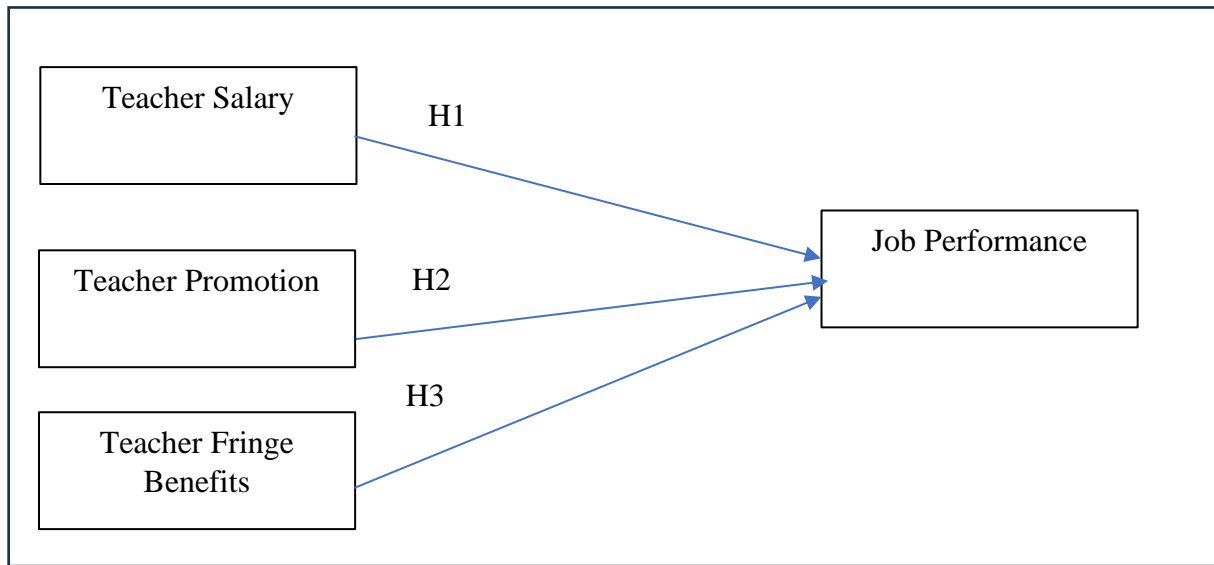


Figure 1. Conceptual Framework

LITERATURE REVIEW

Job Satisfaction

Job satisfaction has been defined variously by different scholars depending on how they perceive it (Ogbonnaya, et al., 2017; Chukwudumebi & Kifordu, 2018; Zirra, et al., 2019; Adjeikwame 2019; Rinny, et al., 2020; Kibria, 2021; Younis, et al. 2021; Rodrigo, et al., 2022; Setyawati, et al., 2022). Job satisfaction is the affective orientation of an employee on the work roles they occupy (Rodrigo, et al., 2022; Younis, et al. 2021; Rodrigo, et al., 2022). Job satisfaction is the feelings employees have on the job they are doing either positively or negatively (Armstrong, 2006). Job satisfaction can also be defined as the degree to which a worker is satisfied with the rewards he or she receives from his or her work, particularly in terms of intrinsic motivation (Memon et al. (2023). Employee satisfaction indicates how satisfied an employee is with his or her job and working conditions (Mahalawat & Sharma, 2019; Setyawati, et al., 2022). Teacher job satisfaction is an essential factor for teachers' loyalty, engagement, and discouragement of truancy in the teaching profession. Teacher satisfaction is a concept to explain and identify teachers who have expectations and needs related to whether they are content with their teaching job.

Furthermore, studies have pointed out that satisfaction of employees in an organisation serves as an engine room for the goal attainment. It is imperative for policymakers to understand teacher needs and overall commitment to teaching in the school. Mahalawat and Sharma (2019) noted that workers must be aware that employee satisfaction is the foundation for increasing productivity, responsiveness, quality, and customer service. This is to say that teachers' satisfaction cannot be underrated. Teachers' satisfaction connotes factors such as salary, promotion, fringe benefits, training, bonus, and compensation. These factors are the determinant for teachers either to stay or leave the teaching profession. To meet up with teacher productivity, some of these factors mentioned must be fulfilled for teachers. Bos et al. (2009) opined

management of any organisation should strive to provide independence, skills discretion, superior support, opportunities for further education, and relationships with co-workers for employee satisfaction.

Similarly, contributing to teachers' job satisfaction is a plus for policy makers in the country. Satisfaction of teachers has been regarded as the sole predictor of productivity in secondary schools. Clark (2022) was opinion that higher levels of teachers' job satisfaction is related to higher commendations, incentives, or bonus and reduction in turnover rate. A teacher that is satisfied with a teaching job tends to have commitment, dedication, and loyalty. Ullah, et al. (2021) asserted that a worker who has problems in his/her job is likely to disinterest with the job and may leave at any time. Motivation allows teachers to have a sense of belonging to school and they believe that any work they perform would have a significant impact on the academic performance of the students. Job satisfaction has a strong influence on teacher productivity which means that improving teacher satisfaction would improve teaching quality.

Indices of Measuring Job Satisfaction

a. **Salary:** salary is one the essential elements by which policy makers can use to encourage teachers to actualized achievement goals in the educational industry. Nugraha, et al., (2023) defined Salary is the amount of money received which is given at a particular and fixed time based on either beginning or ending of the month. Salary is a tool to foster an enthusiasm that inspires employees to act and work hard to attain best results which increase teacher job performance. Salary is one of the problems that can militate against the performance of teachers (Makena & Muguongo, 2015; Granger, et al., 2022). A well salary is one of the impetuses that enhance job productivity so as to meet up with their basic needs (Dulebohn & Werling, 2007; Khaliq, 2021; Granger, et al., 2022). The study done by Linh (2018) revealed that salary, benefits, and rewards often lead to job satisfaction which in turn increase productivity. Thus, a good salary must be provided for teachers to double their efforts toward actualizing stated goals of education.

b. **Promotion:** promotion is another encouragement strategy the policy makers can use to energise teachers to do more jobs. Yusriadi (2019) defined promotion as a change that occurs in the responsibility of employees to higher positions in the organisation so that their obligations, rights, status, and income increase. Promotion is about promoting employees from small level to higher level. Promotion is one that makes an employee know that he/she is worthwhile in an organisation. Promotion provides an important role in the place because promotion means trust and recognition of the ability and skill of employees to maintain a high position (Razak, et al., 2018; Khaliq, 2021; Granger, et al., 2022). According to the study conducted by Sitati, Were and Waititu (2016) on the effect of job promotion practices on retention of staff employed in hoteling industry in Kenya. The study revealed that job promotion determined the retention of employees working in the hotel industry.

c. **Fringe benefits:** employees regarded fringe benefits as important elements that can influence their performance (Oguejiofor & Umeano, 2018; Adjeikwame, 2019; Agbonna, et al., 2023). Bratton et al. (2009) see fringe benefit as that part of the total reward package provided to employees in addition to base or performance pay. Some of the fringe benefits for teachers are housing, retirement compensation, training allowance, sick leave, health benefits, subsidised housing and transportation as well as leave allowance. In an educational system where there are poor compensation packages can be a hindrance to teacher commitment to teaching. Fringe benefit is to increase the economic security of employees and to improve workers retention

(Oguejiofor & Umeano, 2018; Hee, et al., 2020). Further stressed that for an organisation to accomplish a set of objectives, the policy makers and top management must comprehend drives of employees to perform a good job. It is well clear that fringe benefits are a key motivator for teacher performance and productivity (Ifediniro, 2012; Zirra, et al., 2019; Adjeikwame, 2019; Hee, et al., 2020). A study done by Orakwe (2021) among the civil servants in Nigeria showed that a significant relationship exists between good compensation and employee performance.

MATERIALS AND METHODOLOGY

Research design

The study adopted quantitative research design to obtain relevant information from the respondents. Quantitative research is the testing, development of hypotheses and building of the model and theories that explicate the interaction (Hoy & Adam, 2015; Silverman, 2016; Bernard, 2017). Quantitative research is the type of design that allows researchers to design questionnaires and distribute to target respondents of the study (Creswell, 2017). Some of the qualities of quantitative research are, the data is collected using structured research instruments, and it is based on larger samples.

Population, Sampling Procedure and Instrumentation

The study population was 30,000 teachers teaching Kwara state secondary schools. Therefore, a simple sampling technique was utilised to select 379 teachers using Krejcie and Morgan (1970) Sample Size Table. The independent variable was job satisfaction while the dependent variable was job performance. There were three dimensions formulated in the study to measure job satisfaction which were salary, promotion, and fringe benefits while one dimension for teacher job performance. The instruments for job satisfaction were adapted from Aladetan, 2023; Okeleke, 2023; Oluoh, 2023). Also, the instrument for teacher job performance was adapted from Fehintola (2015). The first instrument was salary (independent variable) tagged (SQ) with six items. The second and third instruments were promotion tagged (PQ) and fringe benefits tagged (FBQ) with six items each. The last instrument was teacher job performance as dependent variable tagged (TJPQ). All the instruments were based on five Likert scales ranging from strongly agree to strongly disagree.

Procedure for Data Collection and Analysis

Before the beginning of data collection and analysis, permission letters were sent to all schools selected to seek their consent. The reply letters were sent back to the researcher to start the research. The researcher personally visited the schools with the help of two research assistants to distribute the questionnaire to meet up with the time frame prepared by the researcher. In fact, teachers that were not around on the day of distribution need to do a photocopy of the questionnaire from their colleagues. The researcher used one month to complete questionnaires. After the completion of data collection, Statistical Packages in Social Sciences (SPSS) was used for data screening and data coding. After that structural equation modelling (SEM) was used to test the direct effect of three independent variables on teacher job performance.

RESULTS AND DISCUSSIONS

Testing for Reliability

Table 1. Determinant of Internal Consistency

Cronbach's alpha	Internal Consistency
$\alpha > 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

In order to get the reliability of an instrument based on the Cronbach's alpha reliability technique, the alpha value of .65 to .95 is acceptable because a low alpha coefficient (alpha < .65) showed that the ability of the items in the researcher instrument to measure the concept is low (Chua, 2012; McDonald, Schoenebeck & Forte, 2019). Table 1 above showed the threshold of reliability test whether the Cronbach alpha results would be acceptable or rejected.

Table 2. Reliability Results

Variables	Corrected item-Total Correlation	Cronbach's Alpha if item deleted	Cronbach's Alpha	No of items
Salary				
S1	.500	.587		
S2	.435	.593		
S3	.507	.650	.840	5
S4	.465	.683		
S5	.191	.603		
Promotion				
P1	.400	.654		
P2	.535	.534		
P3	.317	.644	.906	5
P4	.475	.612		
P5	.291	.659		
Fringe Benefits				
FB1	.215	.507		
FB2	.334	.563		
FB3	.143	.657	.856	5
FB4	.308	.678		
FB5	.450	.676		
Job Performance				

TJP1	.285	.607		
TJP2	.434	.543		
TJP3	.243	.654	785	5
TJP4	.398	.578		
TJP5	.400	.606		

The study subjected four variables to a reliability test to know if they were suitability for further analysis. When these four variables were subjected to reliability using SPSS version 21. Reliability is referred to as research's capability to obtain the same value when the measure is repeated (Chua, 2012; McDonald, Schoenebeck & Forte, 2019). The results revealed that salary has Cronbach alpha of .840, promotion .906, fringe benefits .856 and job performance .785. These results showed that the variables as well as the items measured what they were supposed to measure and therefore, further analysis can proceed on the instrument.

Testing Hypotheses using Testing of Structural Equation Modelling

Testing of Hypothesis One: The Relationship Between Salary and Teacher Job Performance

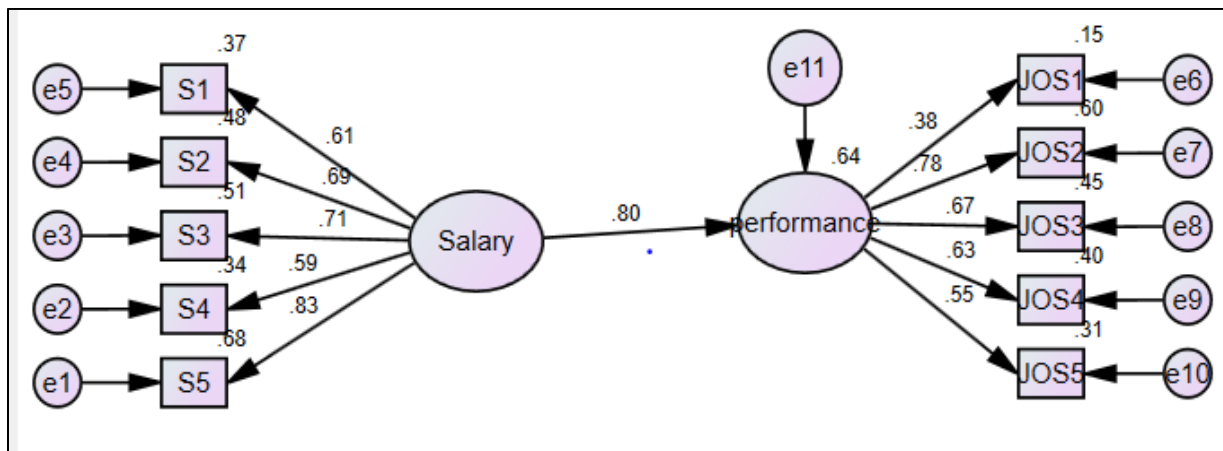


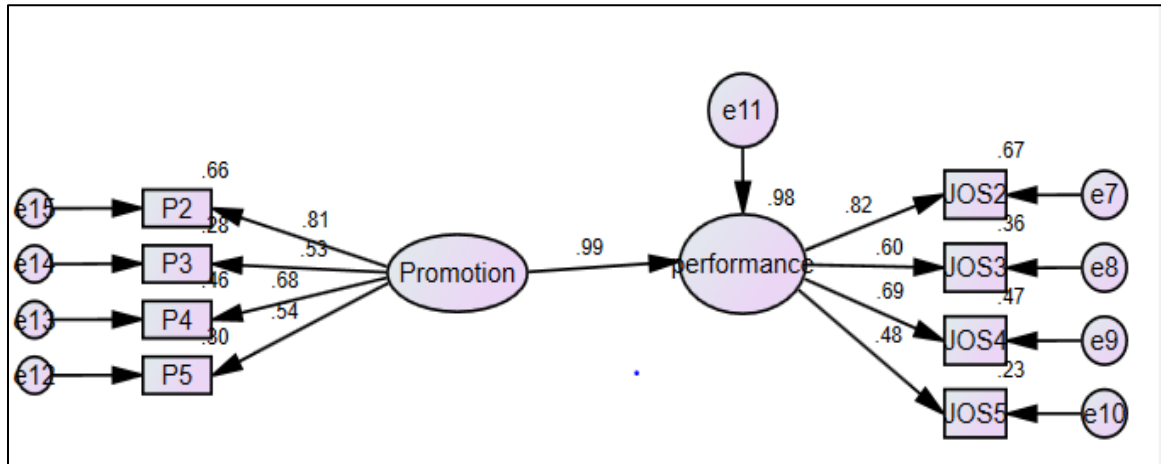
Figure 1. The relationship between teacher salary and job performance

As shown in Figure 1 and Table 1 on the result of structural equation modelling on the relationship between teacher salary and job performance. Therefore, the relationship between teacher salary and job performance indicates estimated loading of .803, S.E. .057, C.R. 4.752 and where p is significant at <.000. Hence, the null hypothesis which stated that there is no significant relationship between teacher salary and job performance was rejected. This shows that a high positive relationship exists between teacher salary and job performance. It suggests that teacher salary had a significant relationship with job performance. When the salary of teachers is sufficient and pay on time, it would enhance job performance which in turn leads to improvement in students' academic performance. Table 1 shows the regression weight on the relationship.

Table1. Regression weight on the relationship between teacher salary and job performance

Dependent variable	Path	Independent variable	Estimate loading	S.E.	C.R.	P
Job performance	<---	Teacher Salary	.803	.057	4.752	***

Hypothesis Two: The Relationship Between Promotion and Teacher Job Performance



As reported in Figure 2 and Table 2 on the relationship between teacher promotion and job performance. Therefore, the relationship between teacher promotion and job performance indicated that estimated loading was .992, S.E. .171, C.R. 6.808 and p significant at <.000. Hence, the null hypothesis which stated that there is no significant relationship between teacher promotion and job performance was rejected. This shows that a positive relationship exists between teacher promotion and job performance. It suggests that teacher promotion is the determinant of job performance. When teachers are promoted on time, it would enhance teaching quality which in turn leads to improvement in students' academic performance.

Table 2. Regression Weights on the Relationship between Promotion and Teacher Job Performance

Dependent variable	Path	Independent variable	Estimate loading	S.E.	C.R.
job performance	<---	Teacher Promotion	.992	.171	6.808

Testing of Hypothesis Three: The Relationship between Fringe Benefits and Teacher Job Performanc

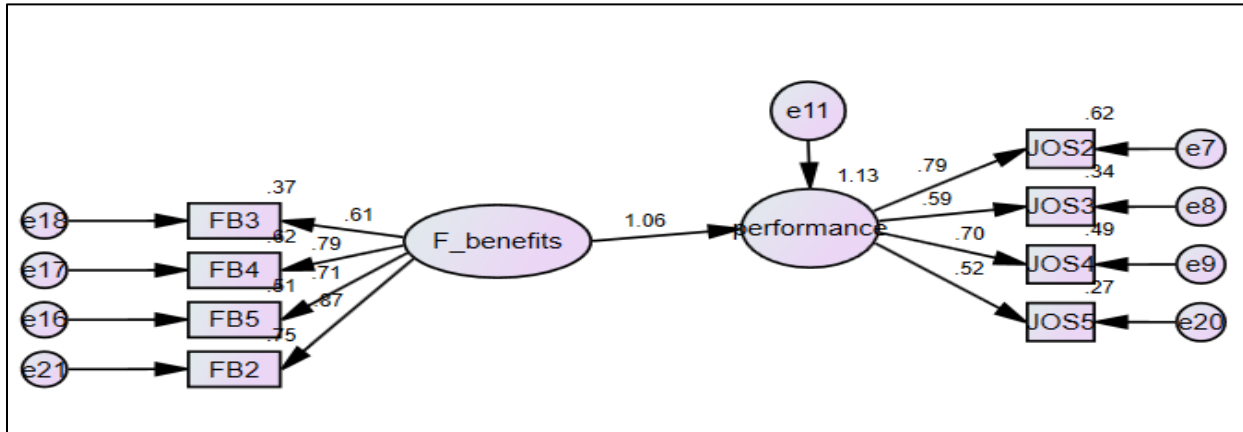


Figure 3 and Table 2 showed the result of structural equation modeling on the relationship between teacher fringe benefits and job performance. Therefore, the relationship between teacher fringe benefits and job performance revealed that estimated loading was 1.061, S.E.089, C.R. 9.902 and p significant at <.000. Hence, the null hypothesis which stated that there is no significant relationship between teacher fringe benefits and job performance was rejected. This shows that a positive relationship exists between teacher fringe benefits and job performance. This result suggests that as fringe benefits are provided, the job performance of teachers tends to increase.

Table 3. Regression Weights on the relationship between teacher fringe benefits and job performance

Dependent variable	Path	Independent variable	Estimate loading	S.E.	C.R.	P
Job Performance	<---	Teacher Fringe benefits	1.061	.089	9.902	***

DISCUSSION

The hypothesis of this current study stated that there is no significant relationship between salary and teacher job performance. The finding of this study revealed that salary had a significant relationship with teacher job performance. Therefore, the finding of this study was in line with the study done by Rodrigo, et al. (2022) that for employees to perform a good job, management needs to provide attractive and equitable pay to employees. Similarly, the study done by Ogbonnaya, et al. (2017) on satisfaction revealed that employees in an organisation need some monetary reward for the service rendered and salary constitutes a tangible measure for an employees’ value. In another development, the finding of this study was supported by Younis, et al. (2021) that salary serves as an impetus that determines job satisfaction of workers as well as job productivity. The finding of Oluoh (2023) on satisfaction of teachers corroborated this finding that teachers deserve a conducive working condition if job performance can be accomplished.

The second hypothesis stated that there is no significant relationship between promotion and teacher job performance. Thus, the finding of the study revealed that promotion had a significant relationship with teacher job performance. This finding was corroborated by the study done by Rinny, et al., (2020) that promotion given to employees influences employee performance. Also, this finding was supported by Setyawati, et al., (2022) that promotion has a positive and significant relationship with employee performance. Again, the study of Kibria (2021) was akin to this finding that employee promotion is the determinant of employee performance. In another study investigated on job satisfaction by Oluoh (2023) agreed with this finding that satisfaction of teachers should be priority to management so that teachers can perform quality jobs.

Lastly, the third hypothesis stated that there is no significant relationship between fringe benefits and teacher job performance. So, the finding of this study was akin to the study done by Zirra, et al., (2019) that fringe benefits paid to employees often lead to employee performance on the job. Chukwudumebi and Kifordu (2018) supported this finding that employee fringe benefits play a fundamental role in the employee performance. The finding of the study was reinforced by Adjeikwame (2019) that fringe benefits serve as instruments to retain employee commitment to enhance job performance. Similarly, a study done by Aladetan (2023) agreed with the finding of this study that teacher benefits serve as a stimulus that can boost teachers' productivity in the teaching profession. Therefore, motivation of teachers in secondary school is fundamental for teaching and learning.

CONCLUSION

Based on the results of this study, it was revealed that job satisfaction is the predictor of teachers' job performance. Indeed, it can be said that given incentives to teachers would enhance effective teaching and learning. This would also help the educational industry to achieve stated objectives. Job satisfaction has become a stimulus to which teachers can perform teaching tasks. Additionally, it was also inferred from the findings that this study has contributed immensely to the body of knowledge in numerous ways either in practical or methodology. In practical implication, the finding of this study would inform the policy makers on how to support and motivate teachers on their teaching job. To methodology implication, this current study has contributed immensely to the growing bodies of knowledge in the area of instrumentation used for the study because all the instruments were highly subjected to reliability tests. On the other hand, some of the previous studies used in the study would serve as a source of materials for future researchers who have similar ideas investigating teachers' job satisfaction. Lastly, some of the previous study often focused on employees of university and industry but this present study focuses on teachers of secondary schools and this has made the study to be original.

RECOMMENDATIONS

In line with the findings of this current study, it was recommended that:

1. The policy makers in the educational industry should try to improve teacher salaries so as to make them perform quality jobs.
2. The policy maker should try as much as possible to pay the teacher salary as when due.
3. The policy maker in the educational industry should promote teachers' promotion.

4. Fringe benefits and bonus for teachers should be provided as at when due so as to make them develop commitment toward the teaching profession.
5. The policy makers and government should provide other basic needs teachers required in the teaching profession.

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