



Teachers' Job Satisfaction and Its Perceived Influence on Secondary School Student's Academic Performance

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ABSTRACT

The study investigated the teachers' job satisfaction and its perceived influence on secondary school students' academic performance using a descriptive survey research approach. Three research questions and two hypotheses were examined. The population consists of all public secondary school teachers in Ojodu Local Government Area of Lagos State. The study's sample size comprised 246 teachers selected from eight public secondary schools across the Ojodu Local Government Area of Lagos State using a proportional sampling technique. A self-structured questionnaire regarding Teachers' Job Satisfaction and perceived influence on secondary school students' academic performance Questionnaire (TJSPSSAPQ) was used as the research instrument. Four points Likert scale was used to calculate the respondent's answers. Descriptive statistic of percentage was utilized to evaluate participant bio-data, percentage and mean were used to address the study issues, and Pearson Product Moment Correlation was employed to test the hypotheses. It was concluded that teachers' satisfaction with working conditions and human relations significantly correlated with the academic performance of secondary schools in the Ojodu Local Government Area. However, it was recommended that school management and the education board should recognize the effort of teachers and reward them appropriately. They should encourage teachers through regular and prompt payment of salaries, good working conditions, regular promotions, and other welfare packages.

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1. INTRODUCTION

Education is frequently used as a gauge of growth. Producing skilled human resources who can overcome a particular country's development barriers is one of education's fundamental goals. A contented staff in the industry is necessary for achieving this. High productivity is the outcome of employees' time, effort, and commitment to their jobs when they are satisfied with their jobs. Khan (2012) claims that for many researchers interested in examining employees' views toward their jobs, job satisfaction is the most fascinating area of concern for employees (teachers). All firms' top objective is to increase employee happiness to achieve the intended goals since satisfied employees (teachers) perform better. According to Aziri (2011), job satisfaction is determined by how people feel and think about their work. Attitudes are favorable or positive toward the work and the workplace reflect job satisfaction and that attitudes that are unfavorable or negative toward the work indicate job discontent. Job satisfaction refers to a worker's (teacher's) overall perspective on his or her position within an organization. Higher levels of job satisfaction are associated with a favorable attitude toward one's work, while lower levels are associated with a negative attitude.

Satisfied workers are less likely to be absent from work, are more committed to the business, and exhibit higher levels of performance, this overall attitude is a major worry for managers in an organization. Job satisfaction was defined by Robbins in 2003 as a favorable attitude toward one's work that results from an assessment of its qualities. A list of employment characteristics that have been shown to have a substantial impact on employees' job satisfaction (Roodt *et al.*, 2002). It is aspects that include the type of job, compensation, rewards, recognition, working conditions, and supervision. Employee job happiness is significantly impacted by their work. It is believed that the workplace gives people a sense of prestige and offers them a fascinating and difficult job. Work offers people interesting tasks, chances for learning, and a chance to take on responsibility. This suggests that some of the most crucial components that enable workers to be committed include interesting and challenging work that is not boring and a job that provides status and enhances commitment to workers. Giving tough work to employees can occasionally result in stress and subpar performance from those who refuse the work out of fear of ruining their reputation or because they just do not want to take the risk.

One of the elements affecting job satisfaction is the term "pay" which is used to refer to both the monetary compensation that an individual receives as well as the extent to which such compensation is seen as equitable (Singh & Loncar, 2010). Pay and earnings are multifaceted and cognitively complex determinants of job satisfaction. Pay, wages, and salaries are acknowledged as key rewards and earnings that affect employees' commitment to their jobs. Money serves as a means of supplying people with higher-level demands as well as helping them meet their basic requirements. Employee commitment increases because they frequently perceive their remuneration as a reflection of how management values their contributions to their firms. Job satisfaction is also likely to be influenced by employees' prospects for promotion. Promotions open up opportunities for personal development and raise responsibility and social standing. According to Drafke and Kossen's theory, many people feel satisfied when they think their future is favorable. This could increase their chances of finding other employment or present prospects for growth and progress at their existing job. They argued that people's job satisfaction may drop if they believe they have little prospects for career growth.

Additionally, not every employee aspires to advance because doing so entails taking on more responsibility and performing more difficult tasks for which the worker may feel

unprepared. Employees may still be satisfied even if they believe the promotion policy is unjust but do not want to advance. However, chances for promotion may have a strong positive relationship with job satisfaction. The working environment is another aspect that moderately impacts employees' job satisfaction. Having a neat and welcoming workspace may make it easier for people to show up for work.

However, if the opposite circumstance arises, individuals are more likely to find it difficult to finish tasks. Luthans stated that working conditions, whether they are exceedingly favorable or unfavorable, are likely to have a significant impact on job satisfaction. Good working conditions include neat and appealing surroundings, lighting, good structures, useful tools or facilities, and other elements that encourage people to use their skills and efforts for the benefit of the company. Working circumstances are a major factor in determining the availability of qualified workers and in determining whether or not they choose to stay in their line of employment. Employees that are well-satisfied with their work dedicate their time, effort, and transformation to it, which leads to great productivity. All firms must place a high priority on increasing employee (teacher) fulfillment to accomplish their objectives because satisfied employees present themselves more effectively. People may find it simpler to come to work if they do so in a tidy, welcoming environment, but if the contrary occurs, they may find it more difficult to complete tasks. Attract and keep teachers in the profession, compensation for such a hard job must be competitive.

This will lessen the likelihood of instructors leaving for better employment opportunities. Low pay, inadequate benefits, a lack of resources for teachers, and terrible working conditions are some of the explanations given for low teacher job satisfaction. Roodt *et al.* (2002) stated a list of employment characteristics that have been proven to have a substantial impact on teachers' job satisfaction. The parameters include class size, the student-to-teacher ratio, the nature of the work, salary, promotions, recognition, working conditions, perks, and supervision. Teachers who are happy with their jobs are more likely to deliver higher-quality instruction that helps learners to succeed (Collie *et al.*, 2012; Griva *et al.*, 2012; Demirtas, 2010). Employees who experience undervaluation and under-appreciation may think about looking for alternative employment. Job satisfaction for secondary school instructors is crucial because motivated educators are more likely to go above and beyond to boost student performance and guarantee that learning objectives are met. Unfortunately, there seems to be minimal support for and work satisfaction among teachers in underdeveloped nations, including Nigeria. The increasing workload, crowded classrooms, and the perception that teaching is an unattractive profession by society are all potential problems that could reduce teachers' commitment to their jobs and job satisfaction when the number of students admitted to schools rises.

Potential problems that could reduce teachers' job commitment and job satisfaction include overcrowding in classrooms and the public perception of teaching as an unattractive profession. Previously reviewed showed that teachers' job satisfaction factors influence students' performance both in public and secondary schools. However, there were no specific records on the influence of teachers' job satisfaction on students' academic secondary school students in Ojodu Local Government Area of Lagos State and this served as the main gap to be filled by this study. The purpose of this study was to investigate the teacher's job satisfaction and its perceived influence on secondary school student's academic performance in the Ojodu Local Government of Lagos State.

- (i) To find out the relationship that exists between teachers' satisfaction with human relations and the academic performance of secondary schools in the Ojodu Local Government Area.

- (ii) To determine the perception of teachers on students' academic performance in public secondary schools in the Ojodu local govt area.
- (iii) To find out whether teachers' job satisfaction can be related to their perception of students' academic performance in public secondary schools.

To guide the research, the following research questions were posed:

- (i) What relationship exists between teachers' satisfaction with human relations and the academic performance of secondary schools in the Ojodu Local Government Area?
- (ii) What is the perception of teachers on students' academic performance in public secondary schools in the Ojodu local government area?
- (iii) How does teachers' job satisfaction be related to their perception of students' academic performance in public secondary schools?

To direct the study, the following null hypotheses were proposed.

- (i) There is no significant relationship between teachers' job satisfaction with human relations and the academic performance of secondary schools in Ojodu Local Government Area.
- (i) There is no significant relationship between teachers' job satisfaction and their perception of students' academic performance in public secondary schools.

2. METHODS

This study adopted a descriptive survey research design. This research design was considered suitable for this study because it will generate data to describe and interpret the existing relationship between teachers' job satisfaction and students' academic performance in the Ojodu Local Government Area of Lagos State. The study was conducted using a descriptive survey research approach. Two research questions and two hypotheses were examined. The population consists of all public secondary school teachers in Ojodu Local Government Area of Lagos State.

The study's sample size comprised 246 teachers selected from eight public secondary schools across the Ojodu Local Government Area of Lagos State using a proportional sampling technique. A self-structured questionnaire titled "Teachers' Job Satisfaction and perceived influence on secondary school student's academic performance Questionnaire (TJSPSSAPQ)" was used as the research instrument while Section A is on demographic data; Section B on teachers' job satisfaction and Section C on teachers' perceived influence on students' academic performance. Four points Likert scale was used to calculate the respondent's answers. Descriptive statistic of percentage was utilized to evaluate participant bio-data, percentage and mean were used to address the study issues, and Pearson Product Moment Correlation was employed to test the hypotheses.

The research instrument was scrutinized by experts for the appropriateness of each item. The test re-test reliability method was adopted to establish the reliability of the instrument. Correlation coefficients of 0.81 were obtained indicating that the instruments for data collection and reliable. Pearson Product Moment Correlation Analysis statistical tool was the inferential statistic used to test the two hypotheses formulated for the study at a 0.05 level of significance. A total number of 270 questionnaires were administered but 246 were returned, Hence the administration of the questionnaire achieved a 91% rate of return.

3. RESULTS AND DISCUSSION

3.1. Demographic Data

Demographic data for respondents is shown in **Table 1**. This data is important before analyzing the results.

Table 1. Demographic data of the respondents.

Variable	Frequency	Percent
Gender		
Male	78	31.7%
Female	168	68.3%
Total	246	100
Age		
Below 21years	15	6.1%
25-30years	69	28%
31-40years	97	39.4%
41-50years	60	24.4%
50years and above	5	2%
Total	246	100
Qualification		
NCE	5	2%
B. Sc/B. Ed	120	48.8%
PGDE	106	43.1%
M. Sc/M. Ed	15	6.1%
Total	246	100
Working Experience		
1-5years	30	12.2%
6-10years	107	43.5%
11-15years	79	32.1%
16-20years	30	12.2%
Total	246	100

3.2. Research Question 1: What Relationship Exists Between Teachers' Satisfaction with Human Relations and the Academic Performance of Secondary Schools in the Ojodu Local Government Area?

According to **Table 2**, 171 respondents (or 69.5%) agreed that I get along with my colleagues, while 75 respondents (or 30.5%) disagreed. In a similar vein, 166 (67.5%) of respondents agreed and 80 (32.5%) disagreed that I like the people with whom I work. Additionally, 196 respondents (79.7%) agreed that I get along with my students, whereas 50 respondents (20.3%) disagreed, with 226 respondents (91.8%) agreeing and 20 respondents (8.2%) disagreeing that I dislike the people with whom I work. Finally, 231 (93.9%) of the respondents agreed, while 15 (6.1%) disagreed, that my relationship with my colleagues affects my performance.

Table 2. Teachers' remuneration and academic performance.

S/N.	Items	Agree (SA+A)	Disagree (SD+D)	Mean
1.	I get along with my colleagues	171 (69.5%)	75 (30.5%)	2.85
2.	I like the people with whom I work	166 (67.5%)	80 (32.5%)	2.99
3.	I get along with my students	196 (79.7%)	50 (20.3%)	3.21
4.	I dislike the people with whom I work	226 (91.8%)	20 (8.2%)	3.52
5.	My relationship with my colleagues affects my performance	231 (93.9%)	15 (6.1%)	3.48
Grand Total/ Mean		990 (80%)	240 (20%)	3.21

This suggests that the academic success of secondary schools in the Ojodu local government area is significantly correlated with teachers' job satisfaction in public secondary schools in Ojodu local government area. On a general note, the grand mean value of 3.11

exceeded the statistical benchmark 2.50 set. Also, 76% of the respondents agreed with the statement raised on the relationship between teachers' satisfaction with human relations and academic performance. This implies that the level of teachers' satisfaction with human relations in Ojodu secondary schools is high and this will positively affect their performance and their academic performance.

3.3. Research Question 2: What is the Perceived Influence of Teachers on Student's Academic Performance in Public Secondary Schools in the Ojodu Local Government Area?

Table 3 demonstrates that 246 respondents (100%) agreed that the Level of teachers' satisfaction with their work will have a direct link with their job performance and students' academic performance. Similarly, 226 respondents (91.9%) agreed and 20 respondents (8%) disagreed that Students taught by happy teachers will understand better and perform better academically., 226 respondents (91.9%) agreed and 20 respondents (8%) disagreed that Unsatisfied teachers will hostile with the students and this will negatively affect the student's academic performance, with 231 respondents (or 93.9%) agreeing and 15 respondents (or 6.1%) disagreeing that Dissatisfied teachers did not bother whether students understand the subject or not. Finally, 226 (91.9%) of the respondents agreed, and 20 (8.1%) of the respondents disagreed, that they are satisfied with the Teacher's satisfaction with work have nothing to do with students' academic performance. Additionally, with 94% of respondents agreeing with the claim made about the link between the perceived influence of teachers and academic success, it can be deduced that teacher-perceived influence is significantly correlated with students' academic achievement.

Table 3. Teachers' working conditions and academic performance.

S/N.	Items	Agree (SA+A)	Disagree (SD+D)	Mean
1.	I am satisfied with my office space and arrangement	143 (58.2%)	103 (41.9%)	2.65
2.	My office furniture is comfortable enough to enable me to perform my jobs without getting tired	162 (65.9%)	84 (34.1%)	2.75
3.	My workplace provides an undisturbed environment without any noise gives me time to perform my duties	171 (69.5%)	75 (30.5%)	2.85
4.	My school has favorable rules and regulations that enhance my job performance	221 (89.8%)	25 (10.2%)	3.21
5.	The physical surroundings in my school are unpleasant.	86 (34.9%)	160 (65%)	2.28
Grand Total/ Mean		783(64%)	447(36%)	2.75

3.4. Hypothesis 1: L There is no Significant Relationship between Teachers' Job Satisfaction with Human Relations and the Academic Performance of Secondary Schools in Ojodu Local Government Area

Table 4 shows that there was a positive relationship between satisfaction with the academic performance of secondary schools in the Ojodu Local Government Area. The calculated 'r-value (r-cal. = -0.382) is positive and greater than the 'r' critical (crit 'r' = 0.138) given at 244 degrees of freedom and the P-value of 0.002 is lesser than 0.05 level of significance, hence, the null hypothesis which says that there is no significant relationship between satisfaction with human relations and academic performance of secondary schools in Ojodu local Government Area is rejected. It then means that there is a significant relationship between satisfaction with human relations and the academic performance of secondary schools in the Ojodu Local Government Area.

Table 4. Relationship between satisfaction with human relations and teachers' Commitment in secondary schools' secondary schools.

Variables	Mean	SD	N	df	r-cal.	r-crit.	P-value	Decision
Satisfaction with Human relations	15.27	3.47	246	244	0.382	0.138	.002	H ₀ Rejected
Academic Performance	13.22	7.75						

P<0.05

3.5. Hypothesis 2: There is No Significant Relationship Between Teachers' Job Satisfaction and Their Perception of Students' Academic Performance in Public Secondary Schools

Table 5 shows that there was a positive relationship between satisfaction with the working condition and academic performance of secondary schools in the Ojodu Local Government Area. The calculated 'r-value (r-cal. = 0.41) is positive and greater than the 'r' critical (crit 'r' = 0.138) given at 244 degrees of freedom and the P-value .002 is lesser than 0.05 level of significance, hence, the null hypothesis which says that there is no significant relationship between satisfaction with the working condition and academic performance of secondary schools in Ojodu local Government Area is rejected. It then means that there is a significant relationship between satisfaction with working conditions and the academic performance of secondary schools in the Ojodu Local Government Area.

Table 5. Relationship between satisfaction with working conditions and teachers' Commitment in secondary schools' secondary schools.

Variables	Mean	SD	N	df	r-cal.	r-crit.	P-value	Decision
Satisfaction with Working condition	12.53	3.29	246	244	0.41	0.138	.002	H ₀ Rejected
Academic Performance	13.22	4.75						

P<0.05

Based on the **Table 5**, it was discovered that the human relation of teachers is significantly related to student's academic performance because the irregularity in the payment of teachers' salaries is a major obstacle to the teaching and learning process which imposed a negative impact on the students. This finding is the principal determinants of students' achievement are the teachers who taught the students the basic principles of learning and achievement. Therefore, the quality of teachers determines the quality of educational outcomes.

4. CONCLUSION

The study has proven that job satisfaction is an important element impacting the academic achievement of students. The study's empirical validation shows that job satisfaction factors like working conditions and advancement opportunities have a significant impact on teachers' levels of job performance, which has a direct bearing on students' academic performance. It

was concluded that teachers' satisfaction with working conditions, remuneration, and human relation significantly influence student academic performance in secondary schools in Ojodu Local Government Area.

- (i) Based on the conclusion above, the following recommendations were proffered:
- (ii) School management boards should recognize the pivotal role teachers play in education and motivate them to play their role effectively.
- (iii) Policy-makers and administrators should cultivate good motivational practices to encourage the teachers, to enhance their working conditions in other to increase their level of job satisfaction.
- (iv) Teachers' job satisfaction should be improved by ways of higher salaries, provision of welfare packages, in-service training and a conducive working environment provision of educational facilitates that will aid effective job performance
- (v) There is also the need for more research institutes to identify what could particularly trigger teachers' performance and productivity.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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