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Job Satisfaction of Teachers and Student's Performance in Academics in Public Secondary Schools

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ABSTRACT

The purpose of this study is to examine job satisfaction and academic achievement in secondary schools in the Ifako Ijaiye Local Government Area of Lagos State. The study was conducted using a descriptive survey research approach. Using a proportional random selection technique, 246 teachers from eight public secondary schools in the Ifako Ijaiye Local Government Area of Lagos State made up the study's sample size. Teachers' Job Satisfaction and Academic Performance of Students Questionnaire (TJSAPQ) was the self-structured questionnaire used as the research tool for this study. The four-point Likert scale type was used in its creation. To examine participant biodata, descriptive statistics of percentages were utilized. Percentage and mean were then used to respond to the study questions, and Pearson Product Moment Correlation statistical tools were used to test the hypotheses. The researcher concluded that the academic performance of secondary schools in the Ifako Ijaiye Local Government Area was substantially connected with teachers' satisfaction with pay, promotion, working conditions, and human relations. However, there is no correlation between secondary school academic achievement in Ifako Ijaiye local government area and teachers' contentment with principal supervision. It was suggested that school administration and the education board acknowledge and suitably reward teachers' efforts.

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1. INTRODUCTION

Employees' levels of job satisfaction are significantly influenced by the type of work they do (Haghshenas *et al.*, 2015). Employees perceive the job as a satisfying environment that is fascinating, and demanding, and gives them status. According to Jerome (2013), work itself offers people interesting tasks, learning opportunities, and the chance to take on responsibility. This suggests that some of the students' most crucial factors that enable workers to be committed include interesting and challenging work that is not boring, as well as jobs that provide status and strengthen workers' commitment. Giving tough work to employees can occasionally result in stress and subpar performance from those who refuse the task out of fear of ruining their reputation or because they are unwilling to accept the challenge. The term "pay" relates to both the amount of money a person is given as compensation and how much of a sense of fairness there is surrounding it. Earnings and compensation are multifaceted, cognitively challenging aspects that affect how happy employees are with their jobs. Pay, wages and salaries are among the rewards and earnings that are known to have a big impact on how committed employees are to their jobs (Jerome, 2013).

Money can be used to provide for higher-level requirements as well as basic needs, according to Jerome (2013). Employee commitment increases because they frequently perceive their remuneration as a reflection of how management values their contributions to their firms. Additionally likely to have an impact on job satisfaction are employees' prospects for promotion (Haghshenas *et al.*, 2015). Promotions offer chances for social advancement, increased responsibility, and personal development. For instance, Karavardar (2014) hypothesize that many people feel satisfied when they think their prospects for the future are favorable. This can result in chances for development and growth at their current job or raise the likelihood that they'll find another job. They argued that people's satisfaction with their jobs may decline if they believe they have little prospect to progress in their careers. Additionally, not all workers want to advance because doing so entails taking on more responsibility and performing more difficult duties for which they may feel unprepared. Even if employees feel that the promotion policy is unjust but do not want to advance, they may nevertheless be happy with their current position. However, there may be a strong positive association between job satisfaction and prospects for promotion (Ashraf, 2019).

The employees' job happiness is also moderately impacted by the working environment (Haghshenas *et al.*, 2015). People may find it easier to come to work if they work in a tidy, welcoming workplace, but they are more likely to struggle to complete duties if the reverse situation occurs. The author argued that whether working circumstances are very good or very bad, they are likely to have a major impact on job satisfaction. Working environments are defined by Jerome (2013) as orderly and appealing surroundings, lighting, good structures, good working tools or facilities, and settings that encourage people to use their skills and efforts on behalf of the company. The authors assume that working conditions are a significant factor in determining the availability of qualified workers and in influencing their decisions to stay in their field. Employee performance can also be improved by safe working environments, effective administrative leadership, collegial teamwork, and ample learning tools, which will increase their commitment to the company and their level of job satisfaction. Instructional supervision is a supportive relationship in which the supervisor mentors and helps the teachers achieve the predetermined goals.

The concept explains instructional supervision starting with building relationships with key players in the educational system to attain the predetermined goals. Refer to supervision as

a service activity that exists to support instructors in carrying out their duties successfully. The highest priority in schools, however, is given to academic performance because it indicates how well a student, teacher, or institution has accomplished its educational objectives. One of the psychological factors that significantly contributes to a man's success and achievements is the need for academic success.

2. STATEMENT OF THE PROBLEM

Poor pay, inefficient administrative oversight, little government funding, a lack of teaching incentives, a lack of instructional materials, and unfavorable working circumstances can all be barriers to improving teachers' job satisfaction. The lack of human resource development, the subpar working environment, the subpar pay, and the subpar interpersonal relationships in schools have all been major reasons for dissatisfaction among teachers in Nigeria's public schools. Due to a lack of job satisfaction, public secondary schools have a high teacher turnover rate. Most teachers exhibit other signs of retreat, like tardiness, absenteeism, and passive job behavior, thus their general attitude is not encouraging. Unfortunately, despite the significance and complexity of these topics, very few high-quality empirical studies have been published. Therefore, the purpose of this study is to examine job satisfaction and academic achievement in secondary schools in the Ifako Ijaiye Local Government Area of Lagos State.

The purpose of the study is the following:

- (i) investigate the relationship between the academic success of secondary schools in the Ifako Ijaiye local government area and employees' satisfaction with their working conditions.
- (ii) Examine the relationship between academic success and satisfaction with principal supervision.

The research questions are the following:

- (i) What correlation exists between secondary school academic performance in Ifako Ijaiye local government area and teachers' satisfaction with their working conditions?
- (ii) What relationship exists between secondary school academic achievement in Ifako Ijaiye local government area and teachers' satisfaction with principal supervision?

The research hypotheses are the following:

- (i) There is not significantly correlated between teachers' satisfaction with their working conditions and the academic success of secondary schools in the Ifako Ijaiye local government area.
- (ii) There is no significantly related teachers' access to principal supervision and the academic success of secondary schools in the Ifako Ijaiye local government area.

3. LITERATURE REVIEW

Raza and Ahmed (2017) investigated the intrinsic aspects of workplace life, interpersonal relationships, managerial attitudes, physical facilities, working conditions, and benefits/incentives as an indicator of the teachers' commitment to their jobs. Using a modified version of the work satisfaction measure, 258 public primary school teachers were chosen through a multistage sample to get feedback (JSS). To quantify and compare the level of job satisfaction and establish the level of job commitment, both descriptive and inferential statistics were used. Teachers have ranked interpersonal relationships, managerial attitudes, physical facilities, working circumstances, and incentives as having the highest levels of job satisfaction, while benefits and incentives have the lowest levels of satisfaction. Most

teachers intend to stay in their current positions, which supports the claim that they have a strong commitment to their work. The general level of job satisfaction among teachers was high to very high. In Cross River State, Orok (2014) investigated the potential effects of teachers' pay and attitudes toward their jobs. The "Teachers Remuneration and Attitude Questionnaire" was the main tool used in the study, and there were two main hypotheses developed (TRAQ). Before use, it had complete content validity reviews from measurement and evaluation specialists.

Using the random sampling technique, the TRAQ was administered to ISO teachers. The questionnaire's results were coded, and the hypotheses were tested using Chi-square statistical analysis. The significance was also established at the 0.05 level. The outcome demonstrated that teachers' attitudes about work were influenced by the regularity with which their wages were paid, as opposed to how much they were paid. [Abdu and Nzilano \(2018\)](#) investigate the impact of teachers' commitment and job satisfaction in Tanzania's public primary schools. Researchers were interested in looking at the motivational factors that affect job performance in urban public schools because teachers were thought to have a significant impact on how schools are now performing in many ways. A sample of 60 public elementary school teachers from the Temeke district of the city of Dar es Salaam participated in the study. Field observations, questionnaires, and interviews were the methods utilized to acquire the data. In the study, both thematic and descriptive analyses were performed. The results showed that school administrators needed to create measures to address the needs of teachers who don't feel as committed to their jobs or satisfied with them.

Additionally, research demonstrated that a number several such as "working hours, teachers' accommodations, teachers' transport, and the burden of the student-teacher ratio," contributed to many instructors' dissatisfactions. In Enugu State, the influence of supervision of instruction on teacher effectiveness. The study was directed by two research questions, and one null hypothesis was evaluated at the 0.05 level of significance. A comparative survey research design was used in the study. The population of the study consisted of all 3,197 government-owned secondary school teachers in Enugu South Local Government Area of Enugu State. The proportionate stratified random sampling technique was used to choose a sample of 905 instructors. Data were gathered using a questionnaire created by the researcher that had been properly validated and had a reliability level of 0.85. The data was analyzed using the mean and t-test. The study's findings suggest that internal and external supervision of teaching in secondary schools has a beneficial impact on teachers' ability to do their jobs.

4. METHOD

The "Teachers Job Contentment and Academic Performance of Students Questionnaire (TJSAPQ)" is a self-developed survey. Sections A and B made up the questionnaire. Section A of the questionnaire asked about the demographics of the participants, and Section B asked about the academic performance of the kids and the job satisfaction of the teachers. The 30-item questionnaire asked respondents for information depending on the research questions the researcher had posed. The four response options on the modified 4-point Likert scale for the survey items were Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). To make sure that each question was pertinent, the experts carefully went over the study guide. The instrument's final draft was checked to make sure its content reflected the subject matter it was designed to address. The test-retest reliability approach was used to determine the instrument's dependability. Within two weeks, the device was administered twice. Using the Pearson Product Moment Correlation statistic, the two gathered sets of data were

correlated. Correlation coefficients of 0.81 were achieved, proving the accuracy of the data-gathering tools. The analysis made use of both descriptive and inferential statistics. The typical (mean) response to each item is 2.50. (Either in favor or disfavor of the attributes being measured).

The demographic information of the participants was presented using frequency scores and percentages, while the research questions were addressed using means and standard deviations. Pearson Product Moment Correlation Analysis was the inferential statistic used to test the four hypotheses developed for the study at 0.05 levels of significance.

5. RESULTS AND DISCUSSION

5.1. Research Question 1: What correlation exists between secondary school academic performance in Ifako Ijaiye local government area and teachers' satisfaction with their working conditions?

Table 1 shows that 143 respondents (58.2%) agreed, and 103 respondents (41.9%) disagreed that they are content with their workspace and arrangement, with a mean score of 2.65 > 2.50 higher than the benchmark established. Similarly to this, 162 respondents (65.9%) agreed and 84 respondents (34.1%) disagreed that their office furniture is comfortable enough to allow them to work without becoming fatigued, with the mean response 2.75 > 2.50 greater than the benchmark set. Additionally, the average response rate was 2.85 > 2.50 points higher than the benchmark established, with 171 (69.5%) of respondents agreeing and 75 (31.5%) disagreeing that their job offers a quiet environment that affords them time to accomplish their duties. Additionally, 221 (89.8%) of the respondents agreed, while 25 (10.2%) disagreed, that the institution has favorable rules and regulations that improve students' work performance, with a mean response exceeding the threshold of 3.21 > 2.50. Finally, 86 (34.9%) of respondents agreed that the physical surroundings of their school are unpleasant, while 160 (65%) disagreed, with a mean score of 2.28 – 2.50 points below the established criteria. In conclusion, the grand mean value of 2.75 exceeded the established statistical criteria of 2.50 despite the heterogeneous response. Additionally, 64% of respondents felt that teachers' job satisfaction has a direct impact on student's academic success, leading to the conclusion that instructors' job satisfaction has a strong correlation with students' academic achievement.

Table 1. 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 (58.20%)	103 (41.90%)	2.65
2.	My office furniture is comfortable enough to enable me to perform my jobs without getting tired	162 (65.90%)	84 (34.10%)	2.75
3.	My workplace provides an undisturbed environment without any noise gives me time to perform my duties	171 (69.50%)	75 (30.50%)	2.85
4.	My school has favorable rules and regulations that enhance my job performance	221 (89.80%)	25 (10.20%)	3.21
5.	The physical surroundings in my school are unpleasant.	86 (34.90%)	160 (65.00%)	2.28
Grand Total/ Mean		783 (64%)	447 (36%)	2.75

5.2. Research Question 2: What relationship exists between secondary school academic achievement in Ifako Ijaiye local government area and teachers' satisfaction with principal supervision?

According to **Table 2**, 196 respondents, or 79.7%, agreed that their principal should provide suggestions to help them improve their teaching, while 50 respondents, or 20.3%, disagreed, with a mean score that was 3.21 > 2.50 points higher than the benchmark. Contrarily, 68 (27.7%) of respondents agreed, and 178 (72.3%) disputed that their principle did not support them, with the mean response being 2.232.50 less than the statistical criterion set. Additionally, with a mean score of 1.862.50 points below the established threshold, 42 (17.1%) of the respondents agreed and 204 (82.9%) disagreed that their principal is unwilling to listen to their proposals. The same number of responders, 57 (23.1%), agreed and 189 (76.8%), disagreed that their principle makes them uneasy because the mean score is 1.862.50 below the established threshold. Finally, 136 respondents (55.3%) agreed, whereas 110 respondents (44.7%) disputed that their principal supervision affects their job performance, with a mean value of 2.0–2.50 points below the established threshold. Despite the diverse response, the grand mean was 2.23, which was below the 2.50 specified statistical standard. Furthermore, 59 per cent of respondents disagreed with the claim that teacher satisfaction with principal oversight is related to student achievement. This suggests that there is virtually little correlation between teachers' academic achievement and principal supervision in secondary schools in the Ifako Ijaiye Local Government Area.

Table 2. Principal supervision and academic performance.

S/N.	Items	Agree (SA+A)	Disagree (SD+D)	Mean
1.	My principal offered suggestion to improve my teaching	196 (79.70%)	50 (20.30%)	3.21
2.	My principal did not back me up.	68 (27.70%)	178 (72.30%)	2.23
3.	My principal is not willing to listen to my suggestions	42 (17.10%)	204 (82.90%)	1.86
4.	My principal makes me feel uncomfortable	57 (23.10%)	189 (76.80%)	1.86
5.	My principal supervision affects my job performance	136 (55.30%)	110 (44.70%)	2.00
Grand Total/ Mean		499 (41%)	731 (59%)	2.23

5.3. Hypothesis 1: There is not significantly correlated between teachers' satisfaction with their working conditions and the academic success of secondary schools in the Ifako Ijaiye local government area.

According to **Table 3**, there is a strong correlation between secondary school academic performance in the Ifako Ijaiye local government area and satisfaction with working conditions. The calculated "r" value ($r\text{-cal.} = 0.41$) is greater than the "r" critical ($\text{crit } "r" = 0.138$), which is given at 244 degrees of freedom and P-value. The null hypothesis, which states that there is no significant association between contentment with working conditions and academic performance of secondary schools in the Ifako Ijaiye Local Government Area, is rejected because 002 is less than 0.05 level of significance. Therefore, it follows that there is a strong correlation between employee satisfaction with working conditions and the academic success of secondary schools in the Ifako Ijaiye local government area.

Table 3. Relationship between teachers' dedication and job satisfaction in private secondary schools secondary institutions.

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	0.002	H ₀₃ Rejected
Academic Performance	13.22	4.75						

P<0.05

5.4. Hypothesis 2: There is no significantly related teachers' access to principal supervision and the academic success of secondary schools in the Ifako Ijaiye local government area

In the Ifako Ijaiye local government area, secondary school academic performance and satisfaction with principal supervision were negatively correlated, as shown in **Table 4**. The calculated r-value (r-cal. = 0.123) is negative and lower than the critical r-value (crit 'r' = 0.138) given at 244 degrees of freedom and P-value. The null hypothesis, according to which there is no significant relationship between satisfaction with principal supervision and the academic achievement of secondary schools in the Ifako Ijaiye local government area, is accepted because the number 230 is more than the 0.05 level of significance. It follows that there is no meaningful relationship between satisfaction with principal supervision and the academic success of secondary schools in the Ifako Ijaiye local government area.

Table 4. The connection between secondary school academic achievement in Ifako Ijaiye local government area and satisfaction with principal supervision.

Variables	Mean	SD	N	df	r-cal.	r-crit.	P-value	Decision
Satisfaction with principal supervisions	15.53	3.55	246	244	-0.123	0.138	0.230	H ₀₄ Accepted
Academic Performance	13.22	7.75						

P<0.05

5.5. Discussion

The study investigated the relationship between teachers' job satisfaction and pupils' academic success at public secondary schools in the Ifako Ijaiye Local Government Area of Lagos State. The purpose of the study was to investigate the relationship between students' academic performance in public secondary schools in the Ifako Ijaiye local government area and their satisfaction with their pay, promotions, working conditions, principal supervision, and interpersonal relationships. There were five research topics addressed, and five hypotheses were tested. the relationship between pay and academic performance of students, the relationship between promotion and academic performance of students, the relationship between working conditions and academic performance of students, the relationship between principal supervision and academic performance of students, the relationship between human relations and academic performance, and other relevant literature on the study's variables.

6. CONCLUSION

Based on the study's findings, it was determined that the academic performance of secondary schools in the Ifako Ijaiye local government area was substantially connected with teachers' satisfaction with their pay, promotions, working conditions, and interpersonal

relationships. However, there is no correlation between secondary school academic achievement in the Ifako Ijaiye local government area and teachers' satisfaction with principal supervision.

Recommendations are the following:

- (i) To retain qualified instructors, increase their performance, and ultimately benefit kids' academic success; Increased pay, the availability of social benefits, in-service training, and free medical care for teachers and their families should all help to enhance the state of teaching.
- (ii) Teachers' timely evaluation, training, and advancement should be given great consideration.

7. AUTHORS' NOTE

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

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