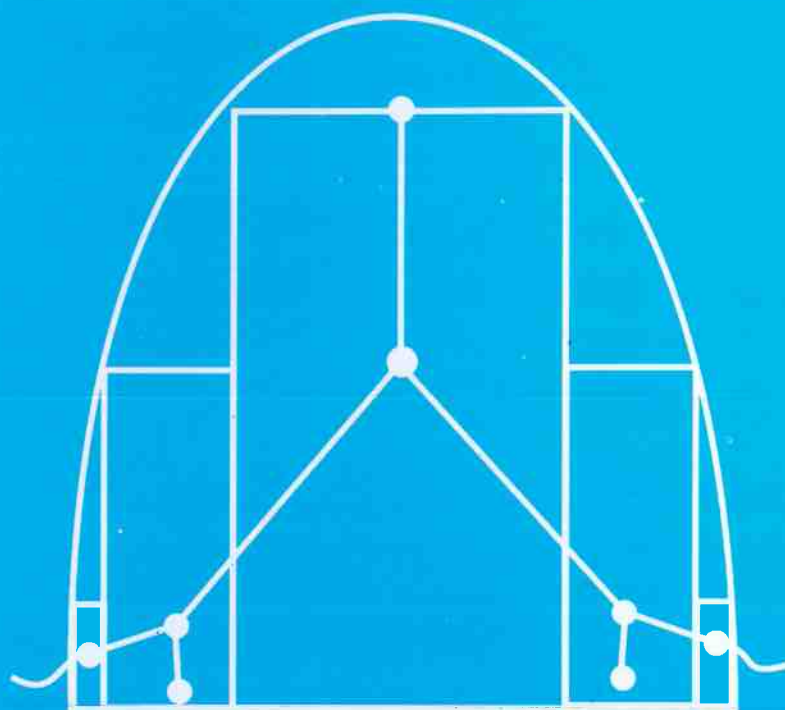


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Job Satisfaction and Teachers' Effectiveness in Secondary Schools in Ikorodu Local Government, Lagos State

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Abstract

Every worker deserves satisfaction in his work and this would enhance his effectiveness. It is in the light of this, that this paper investigated the relationship between job satisfaction and teachers effectiveness in secondary schools in Ikorodu Local Government, Lagos State. The study adopted descriptive survey of correlation type. The population for the study comprised the 1032 teachers in secondary schools in Ikorodu Local Government, Lagos State. The researcher, through the use of research advisor selected 294 teachers out of 1032 teachers in all the twelve schools. Two research questions were raised and answered. One hypothesis was postulated to guide the study. Descriptive statistics of mean and standard deviation was used to answer the research questions while Pearson product-moment correlation statistics was used to test all the hypotheses at 0.05 level of significance. The findings of the research questions revealed that the level of teachers job satisfaction in Ikorodu Local Government Area secondary schools was average. Also the level of teachers effectiveness in secondary schools in Ikorodu, Local Government Area, Lagos State were found to be high and low with mean scores of 3.00 and 1.05 respectively for Mathematics and English language. Furthermore, the finding from the hypothesis revealed that there was a significant relationship between job satisfaction and teachers effectiveness in Secondary Schools in Ikorodu Local Government Area, Lagos State. Based on the findings of the study the following recommendations were made among others that, there is need for government at all level to adequately and regularly review upward the remuneration of teachers so that it would not serve as a challenging factor in determining their effectiveness toward teaching and learning.

Keywords: Job Satisfaction, Teachers Effectiveness, Teachers' Salary, School Climate, Teachers' Promotion and School Appraisal System

Introduction

Teaching is highly respected profession in any society and Nigeria is not an exception, the teaching acts of a teacher are meant for the students to acquire relevant knowledge, skills and attitudes that would enable them to be functional

and acceptable to the society. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs (Olatunji, 2016).

In the early 60s, teachers were highly regarded in the society. The society saw them as stores of knowledge; role models and they settled disputes in the community. The society depended on teachers for the discipline of the youths as well as their moral and academic development. Teachers then served in very powerful committees in the community because they were sources of wisdom and knowledge (Abraham, 2012). Teachers derive a lot of joy and satisfaction in their job simply because of the high esteem they were held in the society.

It is pertinent to note that teachers play an important role in national development; the nation depends on the teachers for transfer of knowledge, manpower development as well as the realization of educational policies of the nation. The quality of any nation's economy depends on the quality of its manpower and this manpower can only be developed by teachers. Oluwuo (2009) stresses that no nation develops without education and education is not possible without teachers because teachers inculcate what is worthwhile to learners who in turn utilize the knowledge, skill, values and attitudes to develop the nation.

Adejumo in Okorie (2008) describes the teacher as one who performs student-related tasks summarized below:

1. Gives knowledge, train students in some basic tasks and provides them with effective learning activities in class.
2. Provides conducive emotional climate in the classroom that facilitates learning and
3. Helps in the administration of the school.

All these tasks are aimed at producing well-adjusted individuals who will carry on developmental tasks in the society.

Teachers have an important influence on teaching effectiveness and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the pupils (Afe, 2001).

The success of a number of government programmes rests on the shoulders of teachers. The Universal Primary Education (UPE), the Universal Basic Education UBE, the 6-3-3-4 system of education and most recently entrepreneurship education are some of the programmes that depend on the co-operation of teachers for success. The government spends huge sums of money to ensure the realization of these programmes. In view of this, there is need to ensure that teachers are properly motivated enough to give their full potential in the realization of the national education goals.

Job Satisfaction

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago, 2012). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 2014; Fox, Dwyer and Ganster, 2014).

Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 2007). Studies conducted by Aronsson and Goeransson (2004), also concluded that contract workers have less job satisfaction due to less control over their employment status. McMurdo (2015) further supports the findings that contract teachers are concerned with insecure employment conditions.

The job satisfaction of teachers is of paramount importance to make sure that teachers who will carry out these important functions are in the mood to give their best so that the country's manpower is properly developed (Abraham, 2012). According to Muraina (2012), job satisfaction is associated with salary, occupational stress, empowerment, company and administrative policy, achievement, personal growth, relationship with others, and the overall working condition. It has been argued that an increase in job satisfaction increases worker productivity (Wright and Cropanzano, 2007; Shikdar and Das, 2003).

As mentioned by Dunnette, Campbell and Hakel (2007) and Robbins (2001), job satisfaction is an emotional state in which a person perceives various features of his/her work or the work environment. Therefore, job satisfaction has a major effect on people's lives. Locke (2006) indicated that job satisfaction most commonly affects a person's physical health, mental health and social life. Moreover, Rain, Lane and Steiner (2011) wrote that job satisfaction is connected to life satisfaction, whereby people who are satisfied with their jobs will tend to be happy with their lives as well, and vice versa.

Ukeje, Okorie and Nwagbara (2012) define organizational effectiveness as the extent to which organizations achieve their objectives with minimal expenditure of time and money. For them, it is the extent to which students are achieving, the teachers are satisfied, the staff morale is high, student dropout is low.

One of the teacher-variables which contribute immensely to enhance students' academic achievement is the teacher's effectiveness in teaching activities. Effective teacher is a term synonymous with teaching (teacher)

effectiveness (Onyekuru, 2013). Teacher effectiveness was defined by Afe (2012) as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. It was also defined by Vogt (2004) as the ability of instruction to inspire students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.

Teachers' Effectiveness

According to Evans (2006), teacher effectiveness is a measure of the extent of realization of the instructional objectives. It is a net growth in intellectual aptitude and skills as measured by students' achievements. Sanders' (2009) and Wenglinsky's (2000) work assert that teacher effectiveness is the single biggest contributor to students' success. Teacher effectiveness outweighs other factors which influence students' performance such as class size, gender and socio-economic background of the students.

Researchers have identified job satisfaction and teachers' effectiveness as inseparable variables contributing immensely to enhance students' academic achievement. However, the researcher has not come in contact with the current work focusing on job satisfaction and teacher effectiveness in secondary schools in Ikorodu Local government, Lagos state. This indeed, is a gap in knowledge which this work intends to fill. It is on this basis, therefore, that the researcher attempts to investigate job satisfaction and teacher effectiveness in secondary schools in Ikorodu Local government, Lagos state

Job Satisfaction and Teachers Effectiveness

Job satisfaction is the feeling an employee has that makes him to always want to remain in the organization where he works and happiness and fulfillment as well as enjoyment he derives in working in a particular environment. It is believe that an employee who has opportunity of all these will be spurred to work hard and do all within his ability to raise the level of the organization where he works. His commitment would no doubt be enhanced and this will bring about effectiveness in the discharge of his duties. Teachers' effectiveness can therefore be hinged on the extent of job satisfaction teachers enjoy.

Statement of the Problem

In an ideal situation, all employees, teachers inclusive, should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day so as to go back to their jobs. Teachers are now seen engaging in other activities that could fetch them additional source of income to compliment whatever meager salaries they are taking. Aside the fact that teachers are not committed to their jobs as observed, the working environment under which teachers carry out their jobs is not conducive. A visit to many schools particularly secondary schools, one would be surprised to see how the

classrooms are jam-packed which makes the movement of teacher very difficult during teaching and learning, the ventilation is poor while class control becomes hectic for teacher.

It has also been discovered that unlike in the past when teachers are held in high esteem and always accorded respect in the society, teachers have lost that glory and have been relegated to the lowest in the society. Teachers could no longer boast of their profession and only those who could not secure other jobs find their ways in the teaching profession, admission seekers into the higher institutions of learning would only take education courses that would make them teachers as a last resort when they could not gain admission for their preferred courses of choice, these are probably attributed to the lack of job satisfaction the teaching profession is known for. Teaching profession has become a stepping stone for every practicing teacher to secure a supposed better job and this has been affecting their commitment which is probably as a result of lack of job satisfaction.

The fact that students' academic performance in external examinations particularly in National Examination Council has become worrisome and call for urgent action to unravel the cause and proffer a lasting solution. The cause of this poor performance may likely be as a result of teachers' ineffectiveness which could also be probably linked to lack of job satisfaction which has dampened the morale of teachers and consequently led to their ineffectiveness. Ibrahim (2016) opined that job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). Smith (2007) argued a job is not only a main source of income, but also an important life domain in other ways. "Work occupies a large part of each worker's day, is one's main source of social standing, helps to define who a person is, and affects one's health both physically and mentally. Because of work's central role in many people's lives, satisfaction with one's job is an important component in overall well-being". Shann (2011) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention. This paper therefore aims at correlating the job satisfaction and teachers' effectiveness in Ikorodu Local Government Area of Lagos State.

Purpose of the Study

The main purpose of this study is to investigate the relationship between job satisfaction and teacher effectiveness in Ikorodu Local Government Areas secondary schools, Lagos State. Specifically, this study focused on:

1. Investigating the level of teachers' job satisfaction in Ikorodu Local

Government Areas secondary schools.

2. Investigating the level of teachers' effectiveness in secondary schools in Ikorodu, Local Government Area, Lagos State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of teacher's job satisfaction in Ikorodu Local Government Areas secondary schools?
2. What is the level of teachers' effectiveness in secondary schools in Ikorodu, Local Government Area, Lagos State?

Research Hypothesis

The following hypothesis was formulated to guide the study:

- H₀:** There is no significant relationship between job satisfaction and teachers' effectiveness in Ikorodu Local Government Areas secondary schools.

Methodology

This study was a correlation survey type which sought to establish the relationship between job satisfaction and teachers effectiveness in Ikorodu Local Government Area secondary schools, Lagos state. The two main variables used were job satisfaction as independent variable and was measured using teachers' salary, school climate, teachers' promotion and school appraisal system and teachers' effectiveness as dependent variable and was measured using students' academic performance in core subjects including English Language and Mathematics. The population for the study comprised the entire teachers in the 12 secondary schools in Ikorodu Local Government Area. There are 1,032 teachers in the Local Government Area as at February, 2019. The researcher made use of the Morgan and Krejcie (1970) table of sampling to select 285 teachers as sample for the study.

The researcher made use of questionnaire as instrument to gather data for the study. The questionnaires are of two type, one was for the job satisfaction which was tagged: Job Satisfaction Questionnaire (JSQ) and it comprised 20 closed ended items that were prepared using 4 likert scale model while the second one was tagged: Teachers Effectiveness Proforma (TEP) and it was used to collect students' results in core subjects including English Language and Mathematics held in 2016/2017 academic session. The researcher with the help of two research assistants visited the sample secondary schools and administer the questionnaire. The reliability of the instrument was established using a test-retest method and Pearson product moment correlation statistical analysis. The reliability coefficients r of the (JSQ) and (TEQ) were 0.72 and 0.75 respectively. Mean and standard deviation was used to answer the two research questions.

while Pearson product moment correlation statistics was used to test the only hypothesis formulated.

Results

Research Question 1: What is the level of teacher's job satisfaction in Ikorodu Local Government Areas secondary schools?

Table 1

Mean and Standard Deviation of the Level of Teachers' Job Satisfaction

S/N	Teachers' Job Satisfaction	N	X	SD	Decision
1	Teachers' Salary	294	2.13	.53	Average
2	School Climate	294	2.83	.55	High
3	Teachers' Promotion	294	2.21	.79	Average
4	School Appraisal System	294	2.19	.67	Average

Source: Fieldwork, 2019

Key

X

1.00 -1.59 Low

1.60 -2.59 Average

2.60 - 5.00 High

Table 1 shows the mean and standard deviation of the level of teacher's job satisfaction in Ikorodu Local Government Areas secondary schools where the mean score of teachers' salary, teachers' promotion and school appraisal system were found to be 2.13, 2.21 and 2.19 respectively and as such considered as average while school climate was found to be high with a mean score of 2.83. Therefore, the level of teacher's job satisfaction in Ikorodu Local Government Areas secondary schools was average. This implies that teachers in the said Local Government require additional incentives to boost their morale and make them fully satisfied in their job.

Research Question 2: What is the level of teachers' effectiveness in secondary schools in Ikorodu, Local Government Area, Lagos State?

Table 2

Mean and Standard Deviation on Students' Academic Performance in Mathematics and English Language

S/N	Subject	X	SD	Decision
1	Mathematics	3.00	.72	High
2	English Language	1.05	.52	Low

Key

X

1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

Table 2 shows the mean and standard deviation of the level of teachers' effectiveness in secondary schools in Ikorodu, Local Government Area, Lagos State were found to be high and low with mean scores 3.00 and 1.05 respectively for Mathematics and English Language. The means that students in those secondary schools in the Local Government Area are performing excellently well in Mathematics while their performance in English language needs to be improved upon.

Ho: There is no significant relationship between job satisfaction and teachers' effectiveness in secondary schools in Ikorodu Local Government Area, Lagos State.

Table 3

Job Satisfaction and Teachers' Effectiveness

Variable	N	$\bar{X}$	SD	df	Cal r - P-value	Decision
Job Satisfaction	294	2.61	.73			
				292	.632 .000	Ho Rejected
Teachers' Effectiveness	294	2.22	.70			

*Significant $P < .05$

Table 3 shows that the p-value (0.000) is less than the significance level (0.05) at 292 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between job satisfaction and teachers' effectiveness in secondary schools in Ikorodu Local Government Area, Lagos State is rejected. It means that statistically significant relationship exists between job satisfaction and teachers' effectiveness in secondary schools in Ikorodu Local Government Area, Lagos State. It signifies the amount of agreement between one's expectations of the job and the rewards provided. Job satisfaction is concerned with a person or a group in the organization. Job satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction. This shows that the more a teacher is provided with all that makes him comfortable in the discharge of his duties of teaching, the more the students will benefit and subsequently it will enhance their performances in Mathematics and English language.

Conclusion

Based on the findings in this study, it was concluded that job satisfaction with respect to teachers' salary, school climate, teachers' promotion and school appraisal system have significant impact on teachers' effectiveness in secondary schools in Ikorodu Local Government Area, Lagos State

Recommendations

From the findings and conclusions of this study, the following recommendations are made:

1. Salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery;
2. The government and school management should ensure regular promotion of teachers.;
3. The government and school management should motivate teachers by giving surprise packages such as soft loans, free medical care, free accommodation and the likes which will spur them to enhance their commitment to the job;
4. Regular staff development is an energizer for effective job performance. The government and school management staff should ensure regular training and re-training of teachers through in-service training, seminars, conferences and workshops towards enhancing job performance;
5. Government at all levels should motivate teachers by fully committed to prompt payment of teachers' salaries and other benefits so that their effectiveness could be enhanced;
6. Fringe benefits such as housing scheme loans, car loans, health insurance scheme and a host of others should be made available to teachers so that impressive effectiveness could be realized from them; and
7. There is need for government at all level to adequately and regularly review upward the remuneration of teacher so that it would not serve as a challenging factor in determining their effectiveness toward teaching and learning.

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It is however disheartening to note that teachers in secondary schools in Kwara state are showing non-challant attitude to work and this, probably is as a result of not being satisfied with the conditions of service.

It has further been observed that other aspects of conditions of service that usually determine job satisfaction among employees of any organization are found wanting or inadequate among secondary school teachers in Lagos state. These include car and house allowance, rural allowance for those working in rural areas, Health insurance scheme to mention but few. This, the researcher, thought is probably having negative effect on the effectiveness of teachers in the area of study.