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INFLUENCE OF ECONOMIC DISSATISFACTION ON SECONDARY SCHOOL ISLAMIC STUDIES TEACHERS IN KWARA STATE, NIGERIA

Abstract. This study examined the influence of economic dissatisfaction on secondary school Islamic Studies teachers in Kwara State, Nigeria. The research design used in this study was descriptive survey design. The population of this study was all Islamic Studies teachers in Kwara State. The instrument used in this study was an adapted questionnaire titled “Influence of Economic Dissatisfaction on Teaching of Islamic Studies (IEDTIS).” The instrument was validated using Cronbach Alpha, and a coefficient of 0.84 was recorded. Both descriptive and inferential statistical tools were used in this study. Percentage, mean, and standard deviation were used in the study to describe the demographic data of the respondents and answer the research questions, while independent t-test was used to test all hypotheses in the study. The findings of this study discovered that the percentage of male Islamic Studies teachers who participated in the study in Kwara State was higher than females. Similarly, the result showed that the level of influence of economic dissatisfaction on Islamic Studies teachers in Kwara State was moderate. The finding of the study also revealed that there was a significant difference in the influence of economic dissatisfaction on male and female Islamic Studies teachers in Kwara State. It was found in the study that the influence of economic dissatisfaction was higher on the part of male Islamic Studies teachers in Kwara State. It was concluded in the study that male Islamic Studies teachers experience a high level of economic dissatisfaction in teaching because of many factors which may include family responsibilities. It was, therefore, recommended in the study that the government should prepare meaningful incentives for teachers in Kwara State to ameliorate the harsh economic condition.

Keywords: Economic dissatisfaction, teaching, Islamic Studies teachers, secondary school

Introduction

Teaching is a profession that requires the mental, physical, emotional, and psychological balance of the teachers. Satisfaction in the economic system of the country largely contributes to the effectiveness and good performance of workers in their jobs, including education in any given country. However, dissatisfaction, on the other hand, leads to discouragement and poor performance among the workers. According to Saidu and Abubakar (2022), economic satisfaction refers to a system of economy that is able to manage the production, distribution, and consumption of goods and services for the betterment and development of the masses and society. Similarly, the International Community for Red Cross (2015) described economic satisfaction as the ability of individuals, households, or communities to decently achieve their primary needs for adequate sustenance. On the other hand, economic dissatisfaction is a situation where by mismanagement is discovered in the production, distribution, and consumption of goods and services in the country, which normally hinders effectiveness in the administrations, including education.

Oyovwi (2022) delineated economic dissatisfaction as persistent hardship experienced by individuals in the country that makes life unpalatable to the citizens. Similarly, economic dissatisfaction is seen as a decline in economic activities in the country, which gives rise to poverty, corruption, and

unemployment (Kumuyi, 2010). Generally speaking, economic dissatisfaction is a period of economic downturn that normally affects the masses in all aspects of life, including education (Saidu&Abubakar, 2022). Thus, without satisfaction in the economic system of the country, teaching and learning will become boring.

Education is a process of transmitting the beliefs, values, norms, and cultures of a particular person from one generation to another through a well-planned curriculum (Usman, 2015). Oyovwi (2022) stated that implementation of this curriculum is another task shouldered by the team of professional teachers in the classroom in order to break it into teachable content for students. However, the system of the economy adopted in Nigeria does not cater to the wellbeing and prosperity of teachers in the sense that the system lacks the ability to improve teachers' standard of living (Saidu and Abubakar, 2022). Corroborating this submission, Andrew et al. (2023), Latunji and Akinyemi (2018), and the International Community for Red Cross (2015) maintained that the economic system is balanced when it is able to provide the necessities such as food, housing, hygiene, health among others for the citizens including teachers but when the situation is opposite the economic is dissatisfied and it could lead to lackadaisical attitude in the performance of workers including teachers. Saidu and Abubakar (2022) commented that despite all economic philosophies and ideologies adopted to improve the Nigerian economic system, the situation is dissatisfying, especially in the aspects of transportation and transactions.

Secondary education in Nigeria is facing a series of challenges as a result of economic dissatisfaction that paralyzes all aspects of human life. Education, according to the Policy on Education (2014), is expected to be an instrument of changes in the body, mind, and society through enhancement in the field of innovation and invention (Okafor&Uju, 2021). However, the instructional objectives would be less achieved when the economic situation of the country is not favorable. Bolarinwa et al. (2020) explained that teachers' preparation and motivation that predict students' progress in the classroom would be diluted, polluted, and unpredicted due to dissatisfaction with the country's economy.

Statement of the Problem

The teaching profession is a job that requires the emotional and psychological balance of teachers for the effective and holistic achievement of educational objectives. The economic system of the country is drastically affecting the system of education in Nigeria due to the dissatisfaction that teachers perceive on the job. Poor conditions of teachers in terms of salary, welfare, and allowances, among others, make them think of another alternative source of livelihood and sustenance. This, however, makes them feel dissatisfied with the job and look for a lucrative one.

It is observed by different researchers such as Andrew et al. (2023) and Funk Houser (2012), among others, that economic dissatisfaction has made the teaching profession a second alternative job among job seekers in Nigeria. For instance, Andrew et al. (2023) and Funk Houser (2012) stated that teachers in this country could be categorized among vulnerable individuals in society due to their dependence on the little income they earn at the end of every month from either the government or private organizations. Therefore, the present study investigated the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State.

Purpose of the Study

The main purpose of this was to investigate the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State. Specifically, the study examined:

1. the Islamic Studies teachers' level of economic dissatisfaction in Kwara State
2. the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State based on gender

3. the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State-based on school type

Research Question

The following questions were used in the study:

1. What is the Islamic Studies teachers' level of economic dissatisfaction in Kwara State?
2. What is the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State based on gender?
3. Does economic dissatisfaction in the country have any influence on the teaching of Islamic Studies in Kwara State based on school type?

Hypotheses

H01: there is no significant difference in the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State based on gender

H02: there is no significant difference in the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State based on school type

Empirical Review on Economic Dissatisfaction on Teaching of Islamic Studies

Islamic Studies, like other subjects taught in school, requires to be handled by professional teachers who take the teaching profession's favorite job. Equally, teachers' emotional, mental, and psychological fitness enhance teachers' performance when the economy is fair and considerate. According to Bamigboye et al. (2016), education in Nigeria suffers a series of setbacks as a result of a lack of competent, devoted, and creative teachers in the field. This occurs, according to Bamigboye et al., due to an insignificant salary structure being designed by the government for teachers in the country. Bamigboye and Adeyemi (2016) argued that many teachers in schools nowadays regard the teaching profession as their second alternative because of the insignificant nature of salaries, which makes many of them engage in other business ventures to support their monthly salaries. This, however, leads to adversities in the achievement of educational goals and objectives because commitment, concentration, motivation, and interest might be affected, especially if the business is more profitable.

Implementation of curriculum becomes difficult for teachers in the schools due to economic dissatisfaction that has affected their psychological thinking and sound word comes from sound mind. Enaibe (2013) observed that the implementation of the curriculum in the class would suffer when the teachers are not economically balanced, and the result is adverse performance on the side of students. Bamigboye et al. (2016) explained that the unstable changes in the price of commodities in the market nowadays have drastically affected the well-being of many teachers in the country to the extent that many of them are unable to pay house rent. Echor and Lohor (2022) stated that dissatisfaction with the economy in this country had made teachers cut down their demands and manage the little available, which consequently impacted negatively on their actions and reactions in the classroom.

Students' academic performance is the major target of all stakeholders in education. The type and location of schools where teachers work are also among the factors contributing to teachers' level of economic dissatisfaction in the country. Salary payment disparities among Federal, State, and private teachers, the mode of supervision and monitoring, and job security also determine the nature of dissatisfaction they display with the job. Life Learners (2020) observed that many teachers from both private and public schools have engaged in examination malpractice between 2005 and 2011, as the record showed. This is introduced among the teachers to augment the undeserved little amount of salary being paid by the government. Andrew et al. (2023) also supported the view and stated that crimes such as bribes for getting admission having high grades, to mention a few, have become a practice among the Universities, Colleges of Education, and Poly Techniques teaching and non-teaching staff in Nigeria.

Teachers' job performance has been hampered due to the degree of discomfort and dissatisfaction arising from poor accommodation, health care, and inability to get basic food needs, among others, which are described to have a direct connection with the emotional, psychological, and mental state of individuals (Andrew et al., 2023). This implies that teachers in Nigeria are not treated as expected, and they have similar dreams to those highly paid workers in Nigeria; they pay the same revenue, bear the same identity, buy the same commodities in the markets, and their wards attend the same schools.

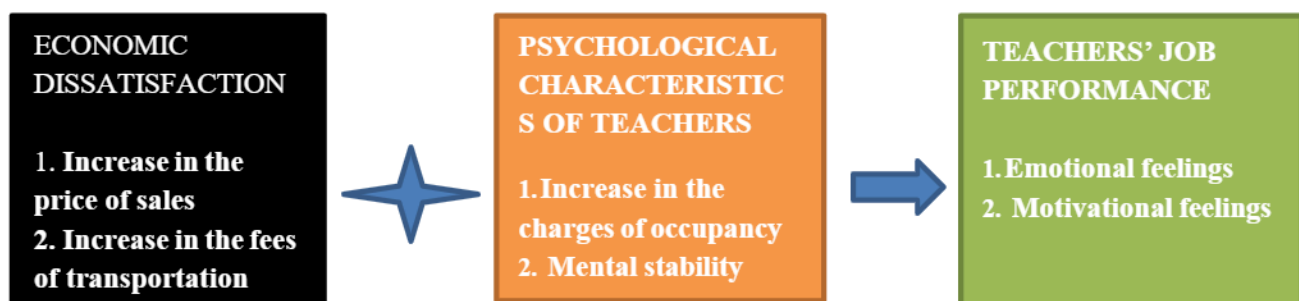
Furthermore, Andrew et al. (2021) maintained that economic dissatisfaction causes inadequate food, poor health care, poor accommodation, and a host of others, which have adverse consequences on teachers' thinking skills, health, and behaviors in the classroom and even the academic performance of students. Similarly, Oyovwi (2022) submitted that teachers who are the curriculum implementers in schools would not be able to perform well if they cannot meet their daily needs due to the high cost of living brought about by economic dissatisfaction. The condition of teachers may bring about the division of attention and poor concentration on the teaching profession, thereby reducing their performance. Some even develop unnecessary attitudes toward their primary assignment in school and thereby give an improper explanation of any concept taught; as such, students lose interest in the class activities, thereby affecting their performance both in internal exams and others. Equally, Islamic Studies teachers who are expected to portray a high level of modesty, morals and consideration could become non-challenges, corrupt, bribe collectors and even perpetrators of examination fraud for money as a result of economic dissatisfaction in the country.

Theoretical Framework

The theory of academic achievement developed by Wahlberg in 1981 was used in this study. Wahlberg was an American educational psychologist who made tremendous contributions to the field of psychology. His theory focuses on background characteristics that normally influence achievement in the educational system. The theory states that the psychological characteristics of individuals and their immediate psychological environment influence the educational outcome (Andrew et al., 2023).

The above-stated theory describes how the psychological state of individuals affects their performance in educational settings. Teachers in schools who are marginalized and maltreated might not be able to develop sound, positive, and effective attitudes toward the job due to the fact that their psychological state is not working accordingly. They feel inferior and less important in society when their social, economic, and medical status is to be compared with other workers in Federal parastatal and universities, among others. This implies that teacher' psychological characteristics as far as economic dissatisfaction would influence their performance in the job no matter how they wish to show consideration.

The figure presented below shows the relationship between the influence of economic dissatisfaction on teachers' psychological characteristics and their job performance in the schools. From the figure, it was discovered that an increase in the sale of commodities in the market, transportation, medical charges, and house payments had seriously contributed to dissatisfaction with the economy for teachers in Kwara State. This situation, however, tends to influence teachers' mental stability, emotional feelings, and motivation which is likely to affect teachers' performance in the schools.



Source: Field work 2024

Methodology

This study examined the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State. A descriptive research survey design was used in this study. The population of this study was all secondary school teachers in Kwara State, while the target population was secondary school Islamic Studies teachers in Kwara State. A multi-stage sampling technique was adopted in this study to select the respondents. All Islamic Studies from the three Senatorial Districts (Kwara Central, North, and South) in Kwara participated in the study. Furthermore, two local government areas were selected from each Senatorial District using a simple random sampling technique. Therefore, Ilorin East and South from Kwara Central, Moro and Patigi from Kwara North, and Ifelodun and Offa from Kwara South were the selected local government areas used in the study. In addition, a purposive sampling technique was adopted in selecting two secondary school Islamic Studies teachers from each school.

More so, out of 775 registered secondary schools in Kwara State, 412 are public secondary schools, while 363 are private secondary schools (Ministry of Education and Human Capital, 2024). Also, 258 were selected using Krejcie and Morgan 1970. Hence, 43 secondary schools were selected from each local government area ($43 \times 6 = 258$). Therefore, 516 Islamic Studies secondary school teachers were used in the study.

The instrument used in this study was an adapted questionnaire from Andrew et al. (2023) titled Influence of Economic Dissatisfaction on Teaching of Islamic Studies (IEDTIS). The instrument contained ten items, and four Likert- scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used to elicit information from the respondents. Secondary school students' pro forma was used to determine their level of academic performance in the subject.

Both descriptive and inferential statistical tools were used in the study. The percentage was used to analyze the demographic data of the respondents. All research questions had corresponding hypotheses therefore, a t-test was used to test all hypotheses at a 0.05 level of significance.

Result and analysis

Table 1. Demographic representation of Participants (Islamic Studies Teachers)

Items	Frequency	Percentage
Gender		
Male Teachers	315	73.6
Female Teachers	113	26.4
Total	428	100
School Type		
Public schools	169	65.5
Private schools	89	34.5
Total	258	100.0

Table 1 displays the demographic representation of the participants, Islamic Studies teachers in Kwara State. The table shows that out of 516 questionnaires distributed to Islamic Studies teachers in Kwara State, only 428 (83%) questionnaires were properly done and retrieved. Therefore, out of 428 Islamic Studies teachers who participated in the study, 315 (73.6%) were males, while 113 (26.4%) were females. This implies that the population of male Islamic Studies teachers who participated was higher than the population of female Islamic Studies teachers in Kwara State. This also indicated that the

population of males teaching Islamic Studies in secondary schools in Kwara State is higher than females. Furthermore, it showed from the table that out of 258 secondary schools that participated in the study, 169 (65.5%) were public schools while 89 (34.5%) were private schools in Kwara State.

Research Question 1: what is the Islamic Studies teachers' level of economic dissatisfaction in Kwara State?

Table 2. *The Islamic Studies teachers' level of economic dissatisfaction in Kwara State*

S/N	ITEMS	X	SD	Decision
1.	High cost of commodities in the market affects Islamic Studies teachers' emotional feeling in the classroom	2.49	0.50	Moderate
2.	Imbalance psychological state caused by economic dissatisfaction disallows Islamic Studies teachers to have positive thought about the job	2.64	0.66	Moderate
3.	Teachers' salary discrepancies affects Islamic Studies teachers' motivation	2.56	0.62	Moderate
4.	Challenging health status experienced by Islamic Studies teachers due to economic dissatisfaction belittles their commitment and concentration	3.04	0.64	High
5.	Economic dissatisfaction in the country does not allow Islamic Studies teachers to concentrate on teaching alone	2.71	0.68	Moderate
6.	Engaging in another alternative job coupled with teaching affects Islamic Studies teachers' effectiveness	3.08	0.86	High
7.	Uncontrolled emotional reaction caused by economic dissatisfaction does not allow Islamic Studies teachers to work effectively	2.89	0.55	Moderate
8.	High cost of transportation fare affects Islamic Studies living styles	3.23	0.84	High
9.	Impromptu increase in the charges of tenancy makes Islamic Studies teachers lose interest in the job	2.61	0.89	Moderate
10.	Economic policies adopted by the government in Nigeria disallow Islamic Studies to perform effectively	3.16	0.81	High
Average Mean		2.84		Moderate

Note: 0-1.99 is low, 2.00-2.99 is moderate and 3.00-4.00 is high, X=Mean, SD=Standard Deviation

The table 2 showed that the average mean of the level of influence of economic dissatisfaction on Islamic Studies teachers in Kwara State was moderate with 2.84. It was also appeared from the table that hike in the transportation fare of teachers contribute large portion to their suffering because of highest mean score of 3.23. This implies that many Islamic Studies teachers in Kwara State find it difficult to manage the salary properly due to inconsiderable amount of money paid for their transportation.

Hypotheses Testing

H01: there is no significant difference in the influence of economic dissatisfaction on teaching of Islamic Studies in Kwara State based on gender

Table 3. *There is no significant difference in the influence of economic dissatisfaction on teaching of Islamic Studies in Kwara State based on gender*

Variable	N	Mean	SD	df	t	sig.	Decision
Male	315	25.83	2.37	426	4.396	0.000	Rejected
Female	113	24.82	1.01				

Source: SPSS 2025 version

Given that t-value of 4.396, df=426 and p-value $0.000 < 0.05$, therefore the result of independent sample t-test showed that there was significant difference between male and female Islamic Studies teachers in the influence of economic dissatisfaction in teaching in Kwara State. This implied that both male and female teachers of Islamic Studies in Kwara State experience the same problem as far as economic dissatisfaction is concerned. It also displayed that male teachers of Islamic Studies are highly dissatisfied with the economy of the country because of the mean score of 25.83.

H02: there is no significant difference in the influence of economic dissatisfaction on teaching of Islamic Studies in Kwara State based on school type

Table 4. *There is no significant difference in the influence of economic dissatisfaction on teaching of Islamic Studies in Kwara State based on school type*

Variable	N	Mean	SD	df	t	sig.	Decision
Public	169	25.45	2.55	256	-1.097	0.000	Rejected
Private	89	25.76	1.04				

Source: SPSS 2025 version

Table 4 shows that the mean and standard deviation for public schools were 25.45 and 2.55, respectively, while the mean and standard deviation for private schools were 25.76 and 1.04 with df=256. The calculated t-value was -1.097 and p-value $0.000 < 0.05$. Therefore, since the p-value was less than 0.05 then, hypothesis two was rejected that there was a significant difference between public and private Islamic Studies teachers in the influence of economic dissatisfaction on teaching in Kwara State. This implied that both male and female teachers of Islamic Studies in Kwara State experience the same problem as far as economic dissatisfaction is concerned. Given that the mean score for public was 25.45 and private 25.76, it showed that the influence was almost the same.

Discussion of the Findings

The finding of the study showed that the percentage of male Islamic Studies teachers who participated in the study was higher than the percentage of female Islamic Studies teachers in Kwara State. This might be a signal showing that the number of male Islamic Studies teachers is higher than that of female counterparts in Kwara State. Similarly, the study revealed that the percentage of public teachers was higher than that of private schools in Kwara State.

Furthermore, there was a significant difference in the influence of economic dissatisfaction on the teaching of Islamic Studies in Kwara State based on gender in Kwara State. This result is in line with the

finding of Echor and Lohor (2022) that economic dissatisfaction in the country has a great significant impact on teachers' jobs and family management. The finding of the study also showed that there was a significant difference between public and private Islamic Studies teachers in the influence of economic dissatisfaction in teaching in Kwara State. The finding of the study agreed with the finding of Oyovwi (2022) that economic dissatisfaction has a great impact on the implementation of the Science curriculum in Delta State.

Conclusion

Based on the findings of the study, it was concluded that the level of influence of economic dissatisfaction among Islamic Studies teachers in Kwara State is moderate. It was also concluded that male Islamic Studies teachers experience a high level of economic dissatisfaction in teaching because of many factors, which may include family responsibilities. The study also concluded that the difference in the level of dissatisfaction in the job between public and private teachers of Islamic Studies was very little which indicated that all teachers experience the same nature of problem.

Recommendations

The following were the recommendations generated in the study based on the findings:

1. School management should plan a way of sustaining Islamic Studies teachers' motivation and dedication;
2. Government should implement minimum wages for Kwara State teachers to ease the situation;
3. Private organizations should design meaningful incentives for the teachers in order to ameliorate their suffering.

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НИГЕРИЯНЫҢ КВАРА ШТАТЫНДАҒЫ ОРТА МЕКТЕПТЕРДЕ ИСЛАМТАНУ ПӘНІНІҢ МҰҒАЛІМДЕРІНІҢ ӨНІМДІЛІГІНЕ ЭКОНОМИКАЛЫҚ ҚАНАҒАТТАНБАУШЫЛЫҚТЫҢ ӘСЕРІ"

Аңдатпа. Бұл зерттеу Нигерияның Квара штатында орта мектептерде исламтану пәнінің мұғалімдерінің өнімділігіне экономикалық қанағаттанбаушылықтың әсерін зерттеді. Зерттеуде сипаттамалық survey зерттеу дизайны қолданылды. Зерттеу объектісі ретінде Квара штатындағы барлық исламтану пәнінің мұғалімдері қарастырылды. Зерттеу құралы ретінде «Экономикалық қанағаттанбаушылықтың исламтану пәнін оқытуға әсері (IEDTIS)» атты бейімделген сауалнама қолданылды. Зерттеуде сипаттамалық және индуктивті статистикалық әдістер қолданылды. Респонденттердің демографиялық деректері пайыздық көрсеткішпен талданды, ал барлық гипотезаларды тексеру үшін t-тесті қолданылды. Зерттеу нәтижелері Квара штатындағы орта мектептерде исламтану пәнінің мұғалімдері арасында ер адамдардың пайыздық көрсеткіші әйелдерден жоғары екені анықталды. Сонымен қатар, Квара штатында исламтану пәнінің мұғалімдері экономикалық қиындықтарға қарамастан жағдайды басқаруға қабілетті екендігі көрсетілді. Дегенмен, экономикалық қанағаттанбаушылықтың мұғалімдерге әсері жыныс пен мектеп түріне байланысты айтарлықтай айырмашылыққа ие екені анықталды. Зерттеу нәтижелері бойынша Квара штатында исламтану пәнінің мұғалімдеріне экономикалық қанағаттанбаушылықтың әсер деңгейі орталық деңгейде екендігі айтылды. Зерттеуде үкіметке Квара штатындағы мұғалімдердің қиын экономикалық жағдайын жеңілдету үшін мағыналы ынталандыру шараларын әзірлеу ұсынылды.

Түйін сөздер: Экономикалық қанағаттанбаушылық, ұстаздық, исламтану мұғалімдері, орта мектеп.

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ВЛИЯНИЕ ЭКОНОМИЧЕСКОГО НЕУДОВЛЕТВОРЕНИЯ НА ПРОИЗВОДИТЕЛЬНОСТЬ УЧИТЕЛЕЙ ИСЛАМСКИХ ИССЛЕДОВАНИЙ В СРЕДНИХ ШКОЛАХ ШТАТА КВАРА, НИГЕРИЯ

Аннотация. В этом исследовании изучалось влияние экономической неудовлетворенности на производительность учителей исламских исследований в средних школах штата Квара, Нигерия. Исследовательский дизайн, использованный в этом исследовании, представлял собой описательный дизайн опроса. Совокупность этого исследования включала всех учителей исламских исследований в штате Квара. Инструментом, использованным в этом исследовании, была адаптированная анкета под названием «Влияние экономической неудовлетворенности на преподавание исламских исследований (IEDTIS)». В этом исследовании использовались как описательные, так и инференциальные статистические инструменты. Демографические данные респондентов анализировались с использованием процентов, в то время как для проверки всех гипотез в исследовании использовался t-критерий. Результаты этого исследования показали, что процент мужчин-учителей исламских исследований в средних школах в штате Квара выше, чем женщин. Аналогичным образом, результат показал, что учителя исламских исследований в штате Квара способны управлять жесткой экономикой в стране, хотя была значительная разница во влиянии экономической неудовлетворенности на учителей в зависимости от пола и типа школы. В исследовании был сделан вывод о том, что уровень влияния экономической неудовлетворенности на преподавателей исламских наук в штате Квара был умеренным. Поэтому в исследовании было рекомендовано, чтобы правительство подготовило значимые стимулы для преподавателей в штате Квара, чтобы улучшить тяжелое экономическое положение.

Ключевые слова: Экономическая неудовлетворенность, преподавание, учителя исламоведения, средняя школа.

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