



Relationship between Job Satisfaction and Job Performance among Senior Secondary School Teachers in Kano State, Nigeria

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Abstract

This study investigates the relationship between job satisfaction and job performance among senior secondary school teachers in Kano State. An ex-post facto research design was employed. The population of the study comprised all teachers in Kano State Senior Secondary Schools. Through cluster sampling techniques, three hundred and sixty-eight (368) samples were randomly selected. Job satisfaction and job performance questionnaires were adapted and administered for data collection. The collected data were analyzed using Pearson Product Moment Correlation and t-test for independent samples, aided by SPSS version 15. Results revealed a positive correlation between job satisfaction and job performance. Additionally, gender was found to account for differences in job performance, while no significant difference was observed between gender and job satisfaction. Recommendations include that educational authorities should prioritize teachers' job satisfaction to enhance performance.

Keywords: Job Satisfaction; Job Performance; Gender Differences; Teachers

Introduction

The declining standard of education in Nigeria is a pressing concern, particularly in the Kano State education sector. Historically, students' academic performance in both internal and external examinations has been used to gauge teacher effectiveness. Despite significant government investments in education—such as building schools and providing infrastructure—the quality of education does not reflect these expenditures.

Job satisfaction plays a central role in teachers' well-being and performance. Economically, many teachers find their salaries insufficient to meet their basic needs, adversely

impacting their focus on teaching and prompting them to seek supplementary incomes through other means [1]. This precarious situation diminishes their effectiveness in conveying knowledge and molding student behavior, which are critical to societal development.

Compensation is a vital determinant of job satisfaction. Satisfied teachers are likely to enhance students' academic achievements, thereby affecting the country's future positively. For qualitative education to take place, competent teachers must be supported through adequate remuneration and working conditions. However, job satisfaction remains elusive for many educators due to ongoing financial struggles and inadequate institutional support [2].

Effective teaching is intricately linked to job satisfaction and is essential for enhancing students' academic performance, as noted in various studies Taiwo [3]. Poor student outcomes are often attributed to low job satisfaction among educators, which leads to disengagement and diminished instructional quality.

This study aims to explore the relationship between teachers' job satisfaction and job performance within Kano State Senior Secondary Schools. It considers various factors, including gender differences, background, and remuneration.

Objectives of the Study

1. To examine the relationship between teachers' job satisfaction and job performance in Kano State Senior Secondary Schools.
2. To evaluate gender differences in job satisfaction among teachers in Kano State Senior Secondary Schools.
3. To assess gender differences in job performance among teachers in Kano State Senior Secondary Schools.

Research Questions

- Is there a relationship between teachers' job satisfaction and job performance in Kano State Senior Secondary Schools?
- Are there gender differences in job satisfaction among teachers in Kano State Senior Secondary Schools?
- Are there gender differences in job performance among teachers in Kano State Senior Secondary Schools?

Hypotheses

- There is no significant relationship between teachers' job satisfaction and job performance in Kano State Senior Secondary Schools.
- There is no significant gender difference in job satisfaction among teachers in Kano State Senior Secondary Schools.
- There is no significant gender difference in job performance among teachers in Kano State Senior Secondary Schools.

Methodology

This study utilized an ex-post facto research design, focusing on the collection of data post-event. The population consisted of all senior secondary school teachers in Kano State, totalling 9,337. Using Kreycie and Morgan's sample size table, a sample of 368 teachers and 24 principals was drawn from 24 schools using a multistage cluster sampling technique. Data were collected via two adapted questionnaires assessing job satisfaction and job performance on a Like rt-type 5-point scale. The instruments were validated by educational psychology

experts, and reliability was established through test-retest methods, yielding reliability indices of 0.76 and 0.74 respectively. Statistical analyses were conducted using Pearson Product Moment Correlation for relationship testing and independent samples t-test for examining gender differences, with data processed through SPSS version 15.

Results

The collected data were analyzed to test the stated hypotheses:

Hypothesis 1: There is a significant positive relationship between teachers' job satisfaction and job performance. The correlation analysis indicated a calculated r-value of 0.418, significant at the 0.01 level.

Hypothesis 2: The analysis revealed there is no significant gender difference in job satisfaction, with a calculated t-value of 1.215, which is less than the critical value of 1.960.

Hypothesis 3: The findings demonstrated a significant gender difference in job performance, with a calculated t-value of 2.502, exceeding the critical value of 1.960.

Discussion of Findings

The positive correlation between job satisfaction and job performance supplements findings by Maslow and Herzberg [4], who emphasize the importance of fulfilling needs to enhance performance. Gupta BD [5] and Bruhn JG [6] supported the notion that job satisfaction is crucial for teacher effectiveness and professional growth. In contrast, the finding of no significant gender difference in job satisfaction contradicts earlier results from Ma X, et al. [7] and Bishay A [8], indicating a divergence in contemporary research conclusions. Additionally, the significant differences in job performance experienced by male teachers align with Dawis, who noted disparities in performance metrics based on gender. The overall findings underscore the pressing need for educational stakeholders to comprehend how job satisfaction impacts teachers' performance, ultimately influencing students' academic results [9-14].

Conclusion

This study concludes that job satisfaction correlates positively with job performance among teachers. As male teachers displayed significantly higher performance levels, it is essential for stakeholders to enhance motivation, particularly for female teachers, to improve educational outcomes. While gender did not affect job satisfaction, the study emphasizes the necessity of addressing job satisfaction in the broader educational context to combat declining standards.

Recommendations

1. **Prioritize Job Satisfaction:** Educational authorities should enhance job satisfaction to ensure teachers' well-being and performance.
2. **Review Salaries:** Teachers need adequate salaries to meet their financial responsibilities and focus on teaching.
3. **Involve Teachers in Decision-Making:** Teacher interests should be included in educational policy-making to boost engagement and commitment.
4. **Support Female Teachers:** Specific initiatives should be established to enhance the motivation and performance of female educators.

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