

# **Influence of Job Satisfaction on Job Performance of Business Studies Teachers in Benin Municipal Areas in Nigeria**

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## ***Abstract***

*This study investigated the influence of perceived level of job satisfaction on job performance of Business Studies teachers in Benin Municipal Areas of Edo State. Four hypotheses were formulated and tested at 0.05 level of significance. Multi-stage sampling technique was adopted to draw a sample of 180 subjects from both private and public schools. The instrument used for data collection comprised of two validated questionnaires with reliability coefficient of  $r = 0.89$  and  $r = 0.90$  respectively. The study revealed that job satisfaction of Business Studies Teachers was low with job satisfaction index of ( $X=66.05$ ). The perceived level of job performance of Business Studies Teacher was high with job performance index of  $X= 57.55$ . Their job performance did not significantly differ in relation to marital status ( $Z=0.580$ ), ownership of school ( $Z=0.334$ ). For variables of gender  $Z=3.381$  and qualification  $F=0.874$ , there is significant difference. The perceived level of job satisfaction did not significantly influence the job performance of Business Studies Teachers ( $r = 0.134$ ). Some suggestions were made for policy implementation to enhance both job satisfaction and performance of Business Studies Teachers in Nigeria secondary schools *ceteris paribus*.*

## **Background to Study**

Education is the key to national development. The actual rate of economic and socio-political transformation of any modern nation depends largely on the availability and adequacy of trained technical and skilled manpower on a continuous basis. The early educational efforts in both pre and post independence in Nigeria were focused on liberal education. Vocational and technical education was not popular.

According to Fafunwa (1978), formal education in Nigeria was geared towards the production of clerks for the expansion of trading enterprises, and for training of teachers and catechists to further evangelical work. It was much later that the need for vocational technical education was identified. The 1969 national curriculum conference was a major landmark in the development of diversified education at the secondary school level. This materialized in the 80s with the implementation of the 6-3-3-4 system of education which is vocationally oriented.

Business Education in Nigeria did suffer some setbacks largely owing to acute shortage of qualified and trained teachers in the discipline in the Nigeria secondary schools. The work of Aghenta (1998), Nwadiani (1995;2008) and Oriaifo, Nwaokolo and Igborgbor (2003) confirmed this claim.

There are however critical issues relating to Business Education teachers. These are training, job satisfaction and performance in the world of work particularly in the teaching profession in Nigeria. Organized training is a means of propagating the felt and immediate norms, values and skills needed for performance while at work. In Nigeria, very few people are interested in training as Business Studies teachers. The few that are trained are recruited by industries. The national aspiration of Nigeria as a developing country with passion for technological development may only be realized and sustained by teachers of Business and Technical Education who are the carriers of civilization.

Unfortunately Business Studies teachers as well as other categories of teachers have in the past not enjoyed high financial benefits as applicable to their counterparts and other employment agencies. As noted by Brigs (1978), they (the teachers) are the nursing mothers of our teeming young ones, but it does appear that they are sentenced to a perpetual life of decent poverty. In other words Business Studies teachers do seem not to have enjoyed any meaningful job satisfaction.

Job satisfaction is made manifest as a general attitude of workers constituted by their approach towards the wages, conditions, control, promotion on the job, social relations in the work place, recognition of talents and some similar variables, personal characteristic.

Like other teachers, Business Studies teachers are inseparable cornerstones to the success of the entire educational system. To do their job well, teachers depend on available sources of motivation. The satisfaction of Business Studies teachers who have important place in the teaching-learning enterprise could affect the quality render to their students. In actual practice, their job satisfaction could be influenced by a variety of factors such as quality of their relationship with their immediate supervisors, the quality of the working environment, nature of motivation, achievement and personal drive and the degree of fulfillment received in their job and work place. Ayeni and Popoola (2007) in their related study confirmed this claim in line with the assertion by Krishnan & Singh (2010).

In contemporary business education practices, there is a growing issue beyond mere job satisfaction of Business Studies teachers. It is desirable and indeed of critical importance that the worker be satisfied on the job. In view of the huge investment in the education enterprise in Nigeria and the recent call for accountability, the concern now is whether teachers generally perform their job faithfully. According to Syptak (1999), job satisfaction is good not only for employees but employers too because it increases productivity and decreases staff turnover. This is why job satisfaction has remained a top priority in educational organizations.

For a worker to be able to perform the assigned job or task satisfactorily, human, fiscal, physical and other material resources, including logistics, are required in the right quality and quantity. Monitoring of staff and provision of comfortable work environment could strengthen the zeal to perform assigned jobs. Job performance is the ability and readiness to do something as work or task as specified. To be able to assess job performance, it is necessary sometimes to specify the quality and quantity of work which should be attained by holders of certain job description. However, it will not be easy to use the criterion of 'quality' of job done within a time limit because teaching-learning activities are complex and, therefore, beyond time and quality limitation.

Sikock (1993) argued persuasively that we should not really expect more workers including Business Studies teachers to fulfill their prescribed roles. If what business teachers do is to constrain themselves to the roles and situations they find themselves, it may still be possible to alter this phenomenon by developing resources and techniques which are not normally available to them in both public and private schools in Edo State as in other areas perhaps. Hafer and Martin (2006) highlighted the issue of job involvement in apathetic sensitivity study with variable manipulation. Bowling (2007) examined Job-Satisfaction – Job Performance relationship using meta-analytical approach.

Government's reluctance to respond to the situation of shortage of teaching facilities is perhaps because of the state of the political economy. Since the beginning of 1990s, the fortunes and prestige of Business Studies teachers appears to have diminished. Poor motivation arising from more than a generation of poor rewards, poor wage rate and welfare.

With the production of professionally trained university graduates of Business Education in addition to those from Colleges of Education, teacher shortage problem reduced. It was expected that these Business Studies teachers would be reasonably motivated, rewarded, retrained, promoted and sustained by the appropriate authorities as they perform their functions officially assigned to them both within and outside the classroom diligently. For them to perform their jobs effectively and efficiently, they need to be competent in teaching, respond to other school activities, have positive relationship with their peers and students and be committed to the entire school life. They would be equally required to possess qualities such as skills, originality, creativity, alertness and imagination. Rode (2004) shared these characteristics and features of job performance.

There is a general feeling that Business Studies teachers are not likely to be satisfied when they think of what is happening to their counterparts in other organizations. As Business Studies teacher themselves the researchers have also observed that because Business Studies teachers seem not to be satisfied with their jobs; they appear to perform below expectation, as they grudgingly remain in the teaching profession.

What however is not yet ascertained empirically is the influence which low job satisfaction has on job performance of such Business Studies teachers particularly those in Benin municipal Areas of Nigeria. In specific terms, the researchers are concerned with establishing the influence of job satisfaction on job performance of Business Studies

teachers. The question is: “does job satisfaction have any influence on job performance of Business Studies teachers?”

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

1. The perceived level of job satisfaction of Business Studies teachers in Benin municipal Areas of Edo State, Nigeria will be low.
2. The perceived level of job performance of Business Studies teachers will be low.
3. The perceived level of job satisfaction among Business Studies teachers will not significantly influence their job performance.
4. The perceived influence of job satisfaction on Business Studies teachers job performance will not be significant in relation to some selected variables.

This study is significant to all stakeholders in education industry, policy makers and curriculum planners.

### **Methodology**

#### **Sample and Sampling Procedure**

It was observed from the preliminary field work that not every public secondary school in the study area had the facilities for teaching Business Studies. Multistage sampling technique was therefore adopted in this study. In the first stage, 60percent (24) of the schools were randomly sampled. At the second stage all (176) Business Studies teachers in all the schools selected were used as subjects for the study. There are professionally trained Business Studies teachers with a at least the Nigeria Certificate in Education (NCE) obtained either through full-time or part-time programmes. Only teachers who had taught for at least three years on tenure were used for this study.

### **Instrumentation**

The main instruments for data collection were the questionnaires titled: “Business Studies Teachers Job Satisfaction Questionnaire” (BSTJSQ) and “Job Performance of Business Studies Teachers Questionnaire” (JPBSTQ) developed after critical review of literature. These instruments were validated. Using the split-half correlation statistic, the reliability coefficients of 0.89 and 0.90 were arrived at for BSTJSQ and JPBSTQ instruments respectively.

The BSTJSQ sought for information on type of school, grade level and qualification of Business Studies teachers in Section A. In section B issues such as salaries, promotion,

principal's leadership behaviour, the job itself and work environment/ conditions are treated. The 39 sub items in Section B are concerned with job satisfaction elements which the Business Studies teachers rated as to their influence on their job satisfaction ranking scale ranging from 1-5.

The second instrument titled (JPBSTQ) sought information on the teachers being assessed; subjects taught; highest qualification, mode of schooling, (part-time/full time) and date of first appointment in Section A. Section B of the instrument with 20 items structured in a way that a Head of Department or supervising officer rated each Business Studies teacher using the alphabets A-E to represent the level of performance.

### **Methods of Data Collection and Analysis**

The instrument for the study was distributed personally by the researchers with the assistance of some colleagues who were secondary school teachers. One research assistant was trained and employed to help in the collection of data. Data collection lasted for a period of three weeks. Out of 180 subjects used, 176 copies of the questionnaire were returned and found usable, giving a return rate of 97.7%.

To establish the level of job satisfaction and job performance among Business Studies' teachers specified in hypotheses, Test of Zero Differentiation Hypothesis (TZDH) statistic was applied. To apply the TZDH, the theoretical (normative) and calculated means were estimated.

Z-test statistic was utilized to test these hypotheses, because of the relatively large number of subjects involved in the study. The Pearson product moment correlation statistic was applied to test the fourth hypothesis.

### **Results**

The results of the study arising from the test of the hypotheses formulated at 0.05 level of significance are presented as follows:

#### **Hypothesis One: *The perceived level of job satisfaction of Business Studies***

##### ***Teachers in Benin municipal Areas will be low.***

To test this hypothesis and therefore establish the perceived level of job satisfaction among Business Studies teachers, the data in tables one and two were used. The data from table one showed that 116 (66%) of the teachers studied were found to have perceived their job satisfaction as low. Only 60 (34%) of the teachers were found to perceive their job to be satisfactory. To specifically test the hypothesis, the Z- test statistic of a single mean zero differentiation with an actual mean of 66.05 as against the normative mean of 156 was applied at 0.05 level of significance, as shown on table two.

**Hypothesis Two: *The perceived level of job performance of Business***

***Studies teachers will be low.***

To test this hypothesis and therefore establish the perceived level of job performance among Business Studies teachers in Benin Municipal Areas, the data in Tables 3 and 4 were used. The data from Table 3 showed that 12 (7%) of the teachers were found to have perceived their job performance, as low while 164 (93%) were found to have perceived their job performance to be high.

**Table 3: Summary of perceived level of job performance mean among Business Studies teachers.**

Level of job performance	N	X	SD
Low perceived job performance (<40)	12 (07%)	19.33	5.96
High job performance (>40)	164 (93%)	60.34	10.49
<b>Total</b>	176	57.55	14.58

**Source: Fieldwork**

From the Z- test statistic in a single mean zero differentiation i.e. an actual mean of 56.55 as against the normative mean of 100 were recorded. The calculated z value of 2.316 which is higher than the  $\pm 1.96$  critical value of Z showed a very high perceived job performance among Business Studies teachers. Therefore, the hypothesis which states that the perceived level of job performance of Business Studies teachers in Benin Municipal Areas of Nigeria will be low is not accepted because a very high level of job performance rating was recorded by the supervisors of the teachers.

**Table 4: Z-test summary of perceived job performance among Business Studies teachers:**

N	Job performance level	DF	Z Calculated	Z Critical	Remark
176	Actual (56.55)	174	2.316	$\pm 1.96$	High Job Performance
	Normative (100)				H <sub>0</sub> not Accepted

**Source: Fieldwork**

**Hypothesis Three:** *The perceived level of job satisfaction among Business Studies teachers will not significantly influence their job performance.*

To test this hypothesis the Pearson product was moment correlation statistic adopted to establish whether or not there is any influence of the independent variable.

**Table 5:** *Pearson product-moment correlation statistic summary of job satisfaction influence on job performance of Business Studies teachers.*

	<b>N</b>	<b>X</b>	<b>SD</b>	<b>r. cal</b>	<b>R crit</b>
Perceived level job satisfaction	176	66.05	21.43	-0.134	0.214
Perceived level of job performance	176	57.58	14.58		

**Source: Fieldwork**

The data in table five show that the Business Studies teachers studied had a job satisfaction index ( $x = 66.05$ ), indicating that they were not satisfied with their jobs on one hand. On the other hand, job performance index of 57.558 showed a high job performance rating among Business Studies teachers. The calculated r value of  $-0.134$  showed that the influence of job satisfaction on job performance of Business Studies teachers was low, negative and insignificant. That is, despite their low job satisfaction index of Business Studies they performed their job well. Therefore the hypothesis is accepted because the perceived level of job satisfaction of Business Studies teachers did not significantly influence their job performance, which is high.

**Hypothesis four:** *The perceived level of job satisfaction of Business Studies teachers will not significantly influence their job performance in relation to some selected variables.*

To test this hypothesis using the Pearson product-moment correlation statistic, the variable of gender, ownership, marital status, mode of training and qualification were considered as presented in Table 6. In terms of gender, the revealed influence of Job satisfaction on job performance on male of ( $r. \text{calculated} = -0.009$ ); and that of female business studies teachers ( $r \text{calculated} = -. 0.414$ ) are both low, negative and not significant.

Considering ownership of school as a variable, the influence of job satisfaction on job performance of public teachers ( $r \text{calculated} = -.136$  and private  $r = -.819$ , that of public school business teacher is low, negative and not significant while private school had a high, negative significant influence of perceived job satisfaction ( $r = -.819$ ) as presented in Table 6.

**Table 6: Pearson statistic summary of influence of job satisfaction on job performance of Business Studies teachers**

	Variables	N	$\bar{X}$	SD	R cal.	R crit.	Remarks
Gender	Male	84	64.71	23.47	-0.009	0.954	Not sign
	Female	92	67.25	19.58	-.0414	0.000	Not sign
Ownership of school	Public	130	65.03	22.48	-.136	0.236	Not sign
	Private	46	75.50	5.98	-.891	0.000	Not sign
Marital status	Married	144	65.50	21.28	-.155	0.193	Not sign
	Single	32	68.50	22.67	-.068	0.802	Not sign
Mode of training	Part-time	52	69.25	25.62	-.033	0.939	Not sign
	Full-time	124	70.00	20.41	-.089	0.493	Not sign
Qualification	NCE	48	58.33	5.95	-.548	0.006	Sign. Neg. & High
	HND/PGDE	08	52.00	00	-.887	0.003	Sign. Neg. & High
	BA/B.Sc (Ed)	104	56.96	15.71	-.361	0.010	High
	BA/B.Sc/PGDE	16	46.70	34.04	-.208	0.004	Not sign. Not sign.

In respect of marital status, married teachers (r.cal -.155), single teachers (r- -.068); mode of training, part-time (r cal -.033); full time (r-.089), all showed negative, low and non significant influence. However, in terms of qualification, while NCE (r cal -. 548), HND/PGDE (r cal -.887) showed respectively moderate, high, but negative influence of perceived job satisfaction on job performance of Business Studies teachers. The BA/BSc (Ed) (r cal = -.361) and

BA/BSc/PDGE (r cal = -.208) of Business Studies teachers showed non-significant influence respectively on their job performance. This hypothesis which states that perceived job satisfaction of Business Studies teachers influences their job performance in relation to some selected variables is not significant except for NCE, HND/PGDE and private school teachers.

### Discussion of Findings

The first concern of this study was to establish the perceived level of job satisfaction among Business Studies teachers in Benin Municipal Local Government areas of Edo State. The calculated job satisfaction index ( $X = 54.14$ ) showed that Business Studies



teachers were not satisfied with their job. Out of the 176 teachers of Business Studies sampled, 116 (66%) perceived their job satisfaction to be low while only 60 (34%) perceived their job satisfaction as high.

This finding is supported by the work of Ejiogu and Harris (1980), which pointed out that most workers in Nigeria are yet to satisfy physiological needs such as food and shelter. Aderonmu and Ehiamekalor (1985), Rode (2004), Terry, Torres & Smith (2007), also opined that in modern economy, attitude of work or job satisfaction can be influenced by more than one factor. Nwagwu (1992), commenting on the situation of Nigeria teachers, described it as one of starvation. That the perceived level of job satisfaction of Business Studies teachers is low is not surprising because of the environment in which these teachers work which appears poor if not dehumanizing. Facilities are not provided and where available, they are not adequate. Above all salaries are not regular and attractive compared to other government parastatals and corporate outfits. The study also examined whether the perceived level of job performance of Business Studies teachers is low. The observed performance index ( $X = 57.55$ ) showed a high perceived job performance. Allan's (1996) finding tends to support this finding that job performance in any given situation can be viewed as resulting from relationship among efforts, abilities and role perceptions. This can be explained because of the present economic situation in Nigeria that is very fragile. Currently, workers seem to perform on the basis of their best effort to sustain their job owing to scarcity of jobs. Workers found not to be performing up to expectation face the risk of losing their jobs. The work of Nwadiani and Ibadin (2003) supports the finding that the perceived level of job performance is high among teachers.

Another concern of this work was whether the perceived level of satisfaction of Business Studies teachers would not significantly influence their job performance. The finding revealed that there is no significant influence of job satisfaction on job performance. This finding negates the works of Edem (1982), Oloruntoba (1982), Ayeni&Popoola (2007) and Krishnan& Singh (2010) who

asserted that it is only when a worker is satisfied that he/she could be productive to achieve organization goals. Bowling (2007) discovered a spurious relationship between job satisfaction and job performance among employees.

The study also revealed that the job satisfaction of Business Studies teachers is relatively low. Business Studies teachers in Benin Municipal Areas are perceived not to be satisfied with their job yet their performance was relatively high. It could be expected that low satisfaction on the job would influence job performance negatively. However, the study showed no significant influence of job satisfaction on job performance among Business Studies teachers in Nigeria. This presupposes that there are other intervening variables which tend to influence job performance of Business Studies teachers. Supporting these findings, Oyedeji (1995), Ejiogu (1992) (citing Scott) reported non-significant correlation between level of job satisfaction and performance. Ajayi (1981) in

a similar study reported that job satisfaction and performance were products of school environment.

The study also examined whether perceived job satisfaction has any significant influence on job performance of Business Studies teachers in relation to some selected variables. It was found that the variables of gender, marital status and mode of training are not significant in influencing job performance except for private school teachers and teachers with NCE and HND/PGDE certificates. This finding confirmed Beach's (1980) work that training and years of experience appear to have advantage or disadvantage over formal or informal evaluation on or measuring teacher competence. It was revealed that ownership of school has significant influence on job performance. This is not unconnected with the fact that in private schools, teachers are strictly monitored, forced to work and facilities relatively available to achieve organization goals. Workers as long as they remain on the job will perform their jobs to the best of their knowledge to achieve results whether forced or rightly motivated. They could be dismissed from their jobs if they perform poorly. The study revealed that teachers with NCE and HND/PGDE perceived job satisfaction influence on their job performance to be significant. This is not surprising because NCE/HND/PGDE certificates are professionals that are restricted to specified jobs.

## **Conclusion and Recommendations**

It could be concluded that the perceived level of job satisfaction of Business Studies teachers is very low, which did not significantly influence their job performance which was rated very high. The selected variables of gender, marital status and mode of training, except for ownership of school and qualification, had no significant influence.

Based on the findings, the following recommendations are made:

- Government and other employers of teachers should put in place those motivational variables that could enhance job satisfaction and boost their morale. This should be done by improving the work environment, welfare packages and as well as promotion prospects.
- To sustain the high job performance recorded among Business Studies teachers, various forms of post-employment training should be made available to them on continuous bases particularly as we are in the age of Information Technology (IT) which is changing fast with the turn of every day.

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