

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 .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 coefficients 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 Teachers was high with job performance index of $X = 57.58$. Their job performance did not significantly differ in relation to marital status ($Z = 0.580$) and ownership of school ($Z = .334$). For variables of gender $Z = 2.197$, mode of training $Z = 3.381$ and qualification $F = 0.874$, there is a significant difference. The perceived level of job satisfaction did not significantly influence the job performance of Business studies Teachers ($r = .134$). Some suggestions were made for policy implementation to enhance both job satisfaction and performance of Business Studies Teachers in Nigerian secondary schools ceteris paribus.

Key words: job satisfaction, job performance

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Introduction

Formal education is a catalyst in the process of national development particularly economic and socio-political transformation. Availability and adequacy of trained and skilled manpower on a continuous basis are crucial in this developmental process. Unfortunately the early formal educational efforts in both pre and post independence in Nigeria were focused on liberal education. Business education like other vocational and technical oriented education was neglected.

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 business and vocational technical education was recognized. The adoption of diversified education at the secondary school level became materialized in the 80s with the implementation of the 6-3-3-4 system of education which is vocationally oriented.

The introduction of Business Education in Nigeria did suffer some setbacks owing to acute shortage of qualified and trained teachers in the discipline in secondary schools in Nigeria. Aghenta (1998), Nwadiani (2008) and Oriaifo, Nwaokolo and Igborgbor (2003) confirm this state of teacher shortage.

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.

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 teaming 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 manifested as a general attitude of workers towards their wages, conditions, control, promotion on the job, social relations in the work place, recognition of talents and personal characteristics.

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 of service they render to their students. In actual practice, their job satisfaction could be influenced by a variety of factors such as the 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 the job satisfies business studies teachers and indeed whether teachers generally perform their job faithfully. According to Syptak (1999) job satisfaction is good not only for employee 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 limitations.

Sikock (1993) argues 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 perhaps in other areas. 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 the 1990s, the fortunes and prestige of business studies teachers appears to have diminished. More than a generation of poor rewards, poor wage rates and welfare has resulted in poor motivation.

With the production of professionally trained university graduates of Business education in addition to those from colleges of education, teachers' shortage problem has 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) has also emphasized 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 a business studies teacher the researcher has 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 researcher is concerned with determining 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 .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. This study revealed and supplied information on whether job satisfaction influence job performance of business studies teachers in Nigeria.

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, 60 percent (24) of the schools were randomly sampled. At the second stage all (176) business studies teachers in all the schools selected were used as the subjects for the study. They are professionally trained business studies teachers with at least the Nigeria Certificate in Education (NCE) obtained either through full or part-time programmes. Only those teachers who have taught for at least three years on tenure were included in for this study.

