

**JOB SATISFACTION AND WORKING ENVIRONMENT AS DETERMINANTS
OF BUSINESS TEACHERS' PRODUCTIVITY IN SECONDARY
SCHOOLS IN BAUCHI STATE, NIGERIA**

BY

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Abstract

The study examined the job satisfaction and working environment as determinants of business teachers' productivity in secondary schools in Bauchi State, Nigeria. A survey research design was adopted where a cluster sampling technique was used in the study. The study was guided by two specific objectives, two research questions and two null hypotheses. The measurement instrument was taken to the three experts in the field for the content and face validity. Data were collected using a structured questionnaire from 310 business teachers of secondary schools in Bauchi state. The reliability was established using Cronbach alpha, the reliabilities coefficients of the instrument is 0.89. The data collected were statistically analyzed using multiple regressions. The findings revealed that job satisfaction and working environment have significant positive influence on business teachers' productivity in secondary schools in Bauchi state. By implications, the concerns and worries shown by education stakeholders in Bauchi state regarding the business teachers' productivity that consequently affects the teacher qualities and school effectiveness can be addressed by improving their job satisfaction and working environment. This study therefore recommended that business teachers should be given timely job promotion, capacity building programmes and fringe benefits to enable them play their role efficiently and effectively. Also available educational facilities and space for learning activities should be provided by Bauchi state ministry of education as these will enhance the business teachers' productivity and also improve the school effectiveness.

Keywords: *job satisfaction, working environment, business teachers' productivity*

Introduction

The most respected profession in the world is teaching. The teacher is the pivot of any education system. In fact, teachers are the strength of a nation. The role of the teacher in society cannot be quantified, since this transcends the whole spectrum of society (Winifred, 2016). Author further stated that teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Mghanga, 2013). In fact, the teacher's work is not limited

to the classroom or school alone. The whole community looks up to the teacher as a beacon of hope for shaping the life of future generations.

There are teachers that teach in primary schools or secondary schools. However, secondary school teachers are categorized into science subject, arts subject and commercial subject teachers in Nigeria (Oladunjoye, 2018). They further asserted that Commercial subject teachers in secondary schools of Nigeria educational system are termed as business teachers. Business teachers are those charged with the responsibility of educating the students on the business-related subjects for example financial accounting, economics, business studies marketing, and commerce (Okolocha & Ifi 2018). The National Business Education Association [NBEA], defined business teachers as those teachers that teach business related subjects in secondary schools. They are expected to have at least a Nigeria Certificate in Education (NCE) that is, certificate in business related programme.

In line with the above argument, business teachers are therefore, poised with responsibilities of training and preparing youths for various occupations and providing occupational information for the same group of students (Odoh, Eugene & Innocent, 2014). The business teachers perform important roles of grooming students so that after completing the senior secondary school they will have opportunity for job in a business organization or/and apprenticeship in industry, prepared students to go through senior secondary schools, technical colleges and to polytechnics or universities for further vocational trainings and they offer prospective graduates an opportunity to develop those skills, abilities and understanding that will enable them to handle their personal business affairs (Okolocha & Ifi 2018). Nakpodia contributed that, business teachers train students with occupational intelligence which provides business-oriented graduates who can be self-reliant in future. In addition, teachers of business-related subjects train individuals to read, write and be numerically literate. (Nakpodia, 2011; Watson, 2013).

To achieve the said training of students for occupational development, there is a need to improve the conditions of business teacher's job and working environment which may lead to their productivity and business teacher's productivity in recent times is not impressive worrisome (Oladunjoye, 2018). It is of worry to note that many secondary school leavers can neither read nor write accurately and this could be attributed to teachers' productivity which could be linked to their working environment and job satisfaction (Udey, 2020; Bature, 2014; Weis, 2013). In view of this, the current study investigated the job satisfaction and working environment as determinants of business teacher's productivity in secondary schools in Bauchi State.

Research Objectives

The aim of this study was to examine job satisfaction and working environment as determinants of business teachers' productivity in secondary schools in Bauchi State, Nigeria. Specifically, the study intended to;

1. Determine the influence of job satisfaction on business teachers' productivity in secondary schools in Bauchi state.
2. Determine the influence of working environment on business teachers' productivity in secondary schools in Bauchi state.

Research Questions

The following research question were formulated to guide the study.

1. What is the influence of job satisfaction on business teachers' productivity in secondary schools in Bauchi state?
2. What is the influence of working environment on business teachers' productivity in secondary schools in Bauchi state?

Null Hypotheses

The following null hypotheses were formulated to guide the study:

H0₁: Job satisfaction has no significant influence on business teachers' productivity in secondary schools in Bauchi state.

H0₂: Working environment has no significant influence on business teachers' productivity in secondary schools in Bauchi state.

Literature Review

Concept of Job Satisfaction

Job satisfaction is how an individual is with his or her job and is often an important goal for many organizations. Venkatesh (2016) defined job satisfaction as a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. According to Ghazzawi (2008) job satisfaction is the collection of feelings and beliefs that people have about their current job. People's levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction, in addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay. Aziri (2011) considered that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs. Business teachers who are satisfied with their jobs usually have a high degree of professional competence and the effectiveness of an educational system depends largely on the job satisfaction of teachers in the system.

Concept of Working Environment

Many scholars have attempted conceptualizing the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions and circumstances under which people work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical setting (e.g. availability of facilities, space availability for special activities etc.), characteristics of the job itself (e.g. workload, task complexity), broader organizational features (e.g. culture, history) and even aspects of the extra organizational setting (e.g. local labour market conditions, industry sector, work-home relationships). It means that work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organisational environment. Yusuf and Metiboba, (2012), define workplace environment as composition of three major sub-environments which include the technical environment, the

human environment and the organisational environment. According to them technical environment refers to tools, equipment, facilities, space availability, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management. The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organisations. Such interaction (especially the informal interaction), presumably, provides avenue for dissemination of information and knowledge as well as cross-fertilization of ideas among employees.

Methodology

A survey research design was used in this study to examine job satisfaction and working environment as determinants of business teachers' productivity in secondary schools in Bauchi State, Nigeria. Survey research design is a procedure in quantitative research in which researcher administers a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell 2012). This design enables the researchers to collect and analyze quantitative data as well as suggesting the reasons for the relationship between the variables under investigation (Saunders, Lewis, & Thornbill 2009). The present study is interested in studying the opinions of business teachers regarding their job satisfaction, working environment and productivity. Hence, a survey design was appropriate for achieving the objectives of this study. The population of the study comprised 1,463 business subject teachers in Bauchi state. The business teachers was considered in this study due the fact that, the productivity of business teachers of secondary schools in Bauchi state is far impressive. So, business teachers are the main focus of this study and provided information for achieving the objective of this study. The sample size for this study consisted of 306 business teachers. This was obtained from GPower which is statistical software for power analysis and sample size calculation. However, the present study increased the sample size to 366 respondents in order to have equal number of respondents from each educational zone of Bauchi state and to avoid non-response problem and sample size error as suggested by Salkind in 1997, that is, 122 business subject teachers were drawn from each of the three educational zone of Bauchi state to form the sample size. The sampling technique used in this study is cluster sampling technique.

A cluster sampling technique is used in a situation where the population members are naturally grouped into a unit that can be conveniently used as clusters (Uzoagulu, 2011). Education in Bauchi state is divided into three educational zones which are South zone, North zone, and Central zone. 122 business subject teachers were drawn in each educational zone of Bauchi state. The business subject teachers were selected at random from each educational zone of the state. The procedure to be followed in drawing the sampled schools are as follows: in each educational zone, the researcher wrote the names of all the secondary schools that have business subject teachers on pieces of papers which were folded and thoroughly mixed in a container. The researcher then dipped his hand without looking into the container and picked any piece of the paper. The researcher unfolded the paper and the name on the paper was recorded. The paper was refolded and returned to the container for the next draw in order to give all the element of the population equal chance of being included in the sample of the study (Sambo, 2005; Uzoagulu, 2011). Any paper or name drawn once was ignore if it picked on the subsequent occasions (Uzoagulu, 2011). This process was repeated until the required numbers of 122 business subject teachers are select in each educational zone.

Instrument for Data Collection

The study adapted measurements base on the previous studies (See, for example, Edo, et al. 2018; Mukhtari, 2017; Maina, 2014; Felicia, 2014). This was done because Churchill (1979) recommended that a researcher can adopt or adapt measurement from the prior studies relevant to the current research. The research model consists of three constructs: teachers' productivity (20 items), job satisfaction (15 items) and working environment (20 items). In this study, the likert scale was adopted for all the items. This is because five scale is likely to produce better results than scale with no midpoint (Harding, 2018). Hence, the respondents were asked to indicate their responses to each question on a five-point likert scale that is, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree. The instrument of this study was taken to the three experts in the field of research for the content and face validity. The suggestions of the experts were taken into account and improved the measurement instrument for final use. In addition, the reliabilities of the instruments were assessed and established by testing the internal consistency of the measurement items. This was done using Cronbach alpha and the reliability coefficients of the three constructs are; teachers' productivity (0.79), job satisfaction (0.88), and working environment (0.84). The results suggested that the instrument is reliable based on the recommendation given by Hair, Black, Babin, and Anderson (2013). According to them reliability coefficient of at least .70 is considered satisfactory and acceptable.

Finally, for cleaning of data and analysis, SPSS 23 was used throughout the process. The predictive power of job satisfaction and working environment, (i.e., independent variables) on teachers' productivity (i.e., dependent variable) was determined using multiple regression. A multiple regression is a statistical technique for testing the influence of a number of independent variables on one continuous dependent variable (Creswell, 2012).

Results

In this study, the necessary assumptions of multiple regression were properly assessed and fairly complied. Hair, Money, Samouel and Page (2013) recommended that when interpreting the result of multiple regression analysis, a researcher should first consider the F value, then the R-square value or adjusted R square, and follow by the individual contribution. Following their recommendation, in this study, the statistical evidence in table 1 has proved that the model was statistically significant based on the F ratio 47.704, $p = .000$. The result also revealed the R^2 value of of .33, indicating that the model fit is large Balouch, and Hassan, (2014)

Regarding the individual contribution of independent variables, the variable job satisfaction has a standardised coefficients beta value of .358, $p = .000$. This indicates a significant contribution of the variable in the model, that is, job satisfaction has a significant positive influence on business teachers' productivity in secondary schools. This result does not support the prediction of Hypothesis (H₀₁) Job satisfaction has no significant influence on business teachers' productivity in secondary schools in Bauchi state. The relationship between working environment and business teachers' productivity has a standardised coefficients beta value of .374, $p = .000$. This indicates that working environment has a significant contribution in the model. Hypothesis 2 is, therefore, not supported.

Table 1: Regression Analysis on the Influence of Promotional Opportunity, Working Environment, and Management Style on Work Commitment of Business Subject Teachers.

Variable	Standardized Coefficients Beta	T Value	P Value	Decision
Job satisfaction	.358	6.737	.000	Rejected
Working environment	.374	7.076	.005	Rejected
R. square				.33
F-Value				47.704
P-Value				.000

Discussion

The findings of this study suggested that job satisfaction and working environment have significant positive influence on business teachers' productivity in secondary schools in Bauchi state. This implies that job satisfaction and working environment significant predictors of teachers' productivity. The findings are consistent with the studies Udey (2020) who found statistically that there is a positive significant relationship between job satisfaction and business teachers' productivity. Similarly finding was reported in the study of Mukhtari, (2017) that a significant relationship existed between job satisfaction and teachers' job performance. Similar findings were reported by Thompson (2015). Similarly, the findings were also supported by the finding of the study of Fatuwa, (2012). The study revealed the existence of a positive relationship between working environment and employee performance. Similar finding was reported by Fatuwa, (2012) in Ogun state, Nigeria that working environment has significantly correlated with work commitment among staff in tertiary institution.

Conclusion

The present study provided empirical evidence on job satisfaction and working environment as determinants of business teachers' productivity in secondary schools in Bauchi State, Nigeria. The study proved that job satisfaction and working environment have significant positive influence on business teachers' productivity in secondary schools in Bauchi state. Therefore, the concerns and worries shown by education stakeholders in Bauchi state regarding the business teachers' productivity that consequently affects the teacher qualities and school effectiveness can be addressed by improving the job satisfaction and working environment of business teachers to enable them play their role efficiently and effectively. This will also improve school effectiveness.

Recommendations

Based on the findings of the study the following recommendations are made:

1. The business teachers should be provided with adequate fringe benefit by Bauchi state ministry of education to enable perform their teaching job well.
2. A timely promotion should be given to the business teachers by Bauchi state ministry of education to enable them play their roles as teachers efficiently and effectively.
3. The school management in collaboration with ministry of education should provide available educational facilities that would help business teachers to put in their best and perform their teaching job well.
4. Available space for learning activities should be provided by Bauchi state ministry of

education to encourage the business teachers' productivity.

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