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**Job Satisfaction as a Correlate of Teachers' Performance in Public Senior Secondary Schools, Osun State, Nigeria**

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**Abstract**

*This paper investigated teachers' job satisfaction and job performance in public senior secondary schools in Osun State, Nigeria. It adopted descriptive survey of correlational type. The population of the study comprised all 3,546 teachers and 17,759 students in all Senior Secondary School III students in the entire 364 public senior schools in Osun State, Nigeria in 2024/2025 academic session. Multistage sampling procedure was used for the study. All the Local Governments areas (LGAs) in the state were stratified into three senatorial districts. Random sampling technique was used to select one LG from each of the senatorial districts while purposive sampling technique was used to select all the public senior secondary schools in the areas. Two research instruments tagged "Teachers' Job Satisfaction Questionnaire" (TJSQ) and "Job Performance Questionnaire" (JPQ) were used to collect data for the study. Validity and reliability of the instruments were carried out. Reliability coefficients of 0.77 and 0.81 were got for TJSQ and TJPQ respectively. The data collected were analysed using Pearson Product-Moment Correlation at 0.05 level of significance. The findings of the study revealed that teachers' job satisfaction and job performance in public senior secondary schools in Osun State, Nigeria were significantly related. The study recommended that Osun State government should be more committed to the improvement of teachers' welfare in the areas of prompt salary payment, working conditions and promotion in order to persistently motivate them to discharge their duties effectively.*

**Keywords:** Teachers' job satisfaction, job performance, salary, promotion, working condition

**Introduction**

Secondary education is an essential level of education in the sense that it is a link to tertiary education and also prepares students with necessary knowledge needed to succeed in tertiary education. However, for teachers to effectively discharge their duties in a way that would lead to production of graduates who are fit for tertiary education, there is need for the government to ensure that teachers are highly satisfied on the job.

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According to Okolocha et al. (2021), job satisfaction is determined by how much workers value both the internal and external aspects of their work. Salary, working conditions, policies, responsibility, and career advancement are a few examples of the extrinsic and intrinsic components of job satisfaction. In the same vein, Helmi and Abunar (2021) asserted that job satisfaction is individual's subjective evaluation of their job and work environment. Job satisfaction is crucial, as it directly impacts teacher motivation, morale, performance, overall well-being, as well as the perception of their job (Özgenel & Mert, 2019). High level of job satisfaction among teachers has been associated with increased job commitment, engagement and retention, thereby leading to enhanced teacher performance and better student outcomes (Dicke et al., 2020). Therefore, fostering a positive work environment, addressing issues related to workload and resources, providing professional development opportunities, and recognizing the contributions of teachers are essential strategies for boosting teachers' job satisfaction for optimal job performance in schools. Job satisfaction is a significant driver of employees' performance and invariably institutional success. (Srinivasan & Ambedkar, 2015).

Job satisfaction reflects employees' well-being and their perception towards their job. In the educational context, job satisfaction significantly influences the performance of teachers in the school system (Okolocha et al., 2021). When teachers are not satisfied, they are not likely to put in their best on their job. The Federal Republic of Nigeria in National Policy on Education stated that no education system can rise above the quality of teachers in the system" (Federal Republic of Nigeria, 2014). Job satisfaction of teachers is of paramount importance as it directly impacts their effectiveness in delivering quality education (Toropova, 2021).

Job performance from a general perspective has been described by Laosebikan et al. (2018) as a term that commonly refers to how an employee discharges his or her official duties. Darma and Supriyanto (2017) opined that job performance echoes how well employees meet the requirements of a job in terms of services delivery Getahun and Yohannes (2025) defined job performance as a function of individual ability, skill and effort in a given situation in an organisation. Katebi et al. (2022), described job performance as a construct that elicits behaviour related to achievement with evaluative components. Toropova et al. (2021) maintained that evaluating teachers' job performance requires a comprehensive assessment that considers both quantitative metrics, such as student academic progress and standardized test scores, as well as qualitative aspects, such as classroom observation, feedback from stakeholders, and contributions to the school community. Ultimately, effective teacher job performance is characterized by a commitment to excellence, continuous improvement and a genuine passion for fostering student success (Wortham et al., 2021). Indices of teachers' satisfaction examined in this study were salary, working conditions and promotion opportunities.

Salary as one of the indicators of job satisfaction and it has implications on teachers' performance in secondary schools. This is because salary is often cited as one of the primary determinants of job satisfaction among employees (Lopes & Oliveira, 2020). Despite the significant role that teachers play in helping societies' transition from an industrial to a technological and knowledge-based society, governments often view issues affecting teachers' morale, salaries, and other service conditions as insoluble,

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even in the face of resource availability (Garcia et al., 2022). In many cases, teachers in public secondary schools are faced with relatively low salaries compared to the level of education and responsibility demanded by their profession. This disparity could lead to feelings of undervaluation and dissatisfaction, and ultimately affecting teachers' motivation and morale in the classroom. When a teacher is not satisfied with his or her work, he or she may not be willing to put in his or her best to the attainment of the school objectives (Moyosola & Abolarin, 2020). In addition, poor salary scale of teachers, irregular payment of salaries, poor working environment could be responsible for low teachers' job performance. According to Mojeed (2020), low pay may be the reason for the demotivation of many public school teachers. These teachers are dissatisfied with the awful working conditions and low quality of services they receive. So, instead of focusing on their students, they spend more of their time in trade union disputes and arguing with their employers for improved working conditions. Without a doubt, the inadequate pay, benefits, and allowances which teachers receive could be the clear cause of increased aggression and intransigence of teachers. Consequently, high commitment to salary payment is crucial to enhancing effective teachers' performance (Khalid & Shaiq 2025).

Working conditions play a vital role in determining teachers' job performance. The term working conditions refer to the workplace and any situation that may have an impact on educators in educational institutions. This covers factors like working hours, physical characteristics, legal rights, working environment and delegation of responsibilities pattern (Mulang 2021). Poor working conditions in public secondary schools such as overcrowded classrooms, inadequate resources, and limited administrative support could contribute to stress, burnout, and decreased job performance among teachers (Toropova, 2021). Moreover, Al Amin and Chakraborty (2021) stated that excessive heat and poor ventilation in offices and factories are obstacles to employees' effective job performance.

Additionally, Toropova et al., (2021) further observed that a comfortable working conditions in a school are likely to make teachers work more effective than when the working conditions are not encouraging. A disorganised, unhygienic, and unplanned workplace are not likely to extensively inspire teachers in the educational system. Working conditions need to be made appealing because they play a significant role in determining how satisfied and motivated teachers would be in the school system (Mulang, 2021). Schools that provide appealing working conditions which offer a great deal of support systems tend to have more satisfied and effective teaching staff, which in turn enhances their effective job performance.

Another essential aspect of job satisfaction for teachers is availability of promotion opportunities. Promotion is the process through which a worker advances from one position to another and assumes a greater responsibility. People's knowledge, skills, and level of commitment to the company's goals have all been shown to increase, as a result of promotion. Employees may eventually feel alienated from the company and quit if they aren't offered opportunities for advancement (Nwankwo 2023).

Researches have shown that Osun State secondary school teachers wait an average of six years to advance from their current promotion level. For the past ten years, Osun State has had unpredictable teacher promotion patterns. Even when teachers get promoted, they do not receive pay that commensurate with their new level (Odediji,

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et.al, 2023). Majority of teachers are likely to be distracted when their promotion is not implemented at the right time. This is because instant implementation of promotion and employees' job performance are significantly correlated (Egemen, 2024). Promotion, as expressed by Mallillin et al., (2021) has a noteworthy and positive impact on job performance of teachers. Iqbal and Ali (2024) concluded that an instructor's performance is impacted by their career advancement. As a result of this, teachers who are not promoted at the right time would experience stagnation and frustration, thereby leading to decreased job performance (Hajjali et al., 2022).

Dada (2017) affirmed that teachers' performance and efficiency of the public secondary schools, particularly in terms of brilliant students' performance, is the expectation which every stakeholder in education look up to. In order to attain this, along with other things which should be put in place, teachers' satisfaction needs to be given suitable attention by the government. It is against this background that this study is set out to examine the relationship between teachers' satisfaction and teachers' performance in public senior secondary schools in Osun State, Nigeria.

### **Statement of the Problem**

Poor job performance of some teachers in public secondary schools in Osun State, Nigeria has been worrisome to all education stakeholders: parents, government, principals and members of the public. As observed by the researcher, some teachers arrive the school late, take on personal tasks when they should be on duty, not punctual, give students' notes to copy without carefully explaining it and show little concern to the progress of the students and entire school programmes. All these could be due to poor job satisfaction of teachers especially in the aspects of salary payment, promotion and working conditions.

However, some researchers had conducted studies related to this present study. For instance, Akande (2017) investigated assessment of the relationship between conditions of service and teachers' job performance in secondary schools in Kogi State, Nigeria. Saharuddin (2016) assessed the Effect of promotion and compensation toward working productivity through job satisfaction and working motivation of employees in the department of water and mineral resources energy in North Acch District. Choi et al. (2025) carried out a study on attributes of work environment as predictors of job productivity, job satisfaction and intention to leave. Hence, none of the study above focused on the relationship between job satisfaction and teachers' performance in public secondary schools in Osun State and this is the gap which this study filled.

### **Objectives of the Study**

The main objective of this study was to examine the relationship between job satisfaction and teachers' performance in public secondary schools in Osun state. Specifically, the study sought to:

- i. determine the relationship between salary and teachers' job performance in public secondary schools in Osun State, Nigeria;
- ii. examine the relationship between working conditions and teachers' job performance in public secondary schools in Osun state, Nigeria; and
- iii. find out the relationship between promotion and teachers' job performance in public secondary schools in Osun state, Nigeria.



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### Research Hypotheses

The following research Hypotheses were formulated to guide the study.

**H<sub>01</sub>:** There is no significant relationship between job satisfaction and teachers' job performance in public secondary schools in Osun State, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between salary and teachers' job performance in public secondary schools in Osun state, Nigeria.

**H<sub>03</sub>:** There is no significant relationship between working conditions and teachers' job performance in public secondary schools in Osun State, Nigeria.

**H<sub>04</sub>:** There is no significant relationship between promotion and teachers' performance in public secondary schools in Osun State, Nigeria.

### Methodology

The study adopted descriptive research design of correlation type. The population of the study comprised all 3,546 teachers and 19,759 students in all Senior Secondary School III students in the entire 364 public senior schools in Osun State, Nigeria in 2024/2025 academic session. Multi-stage sampling procedure was used. The entire 30 Local Government Areas were stratified into three Senatorial Districts. Then, simple random sampling technique was used to select one Local Government Area from each of the senatorial districts, purposive sampling technique was used to select all the 26 public senior secondary schools in the three local governments (Osogbo Local Government, 11; Egbedore Local Government, 7 & Ife Central, 8).

Random sampling technique was used to select 10 teachers and 10 students from each of the selected schools totaling 520 respondents. A self-designed questionnaires entitled: Job Satisfaction Questionnaire (JSQ) and Teachers' Performance Questionnaire (TPQ) were used to obtain information from respondents. The Likert-type rating scale was applied as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Validity of instrument was established by three experts in the field of Education, at Federal College of Education, Iwo, Osun State.

Instrument reliability was ensured through the process of administering 30 copies of the JSQ and TPQ to 30 teachers and 30 students respectively. The data gathered were analysed using Chronbach's Alpha and coefficients of 0.77 and 0.81 were realised for JSQ and TPQ respectively. Pearson product-moment correlation statistic was used to test the hypotheses at 0.05 level of significance. Out of the 520 copies of the questionnaire distributed, only 496 copies representing 95% were retrieved and used for analysis.

### Results

All the hypotheses were tested using Pearson product-moment correlation statistic.

**H<sub>01</sub>:** *There is no significant relationship between job satisfaction and teachers' performance in public secondary schools in Osun State, Nigeria.*

**Table 1**

*Job Satisfaction and Teachers' Performance in Public Senior Secondary Schools in Osun State, Nigeria*

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Job satisfaction	248	2.72	.79			
				.682	.004	Rejection
Teachers' performance	248	2.83	.96			

Table 1 shows the calculated r-value (.682) and the p-value (.004) which is less than the significance level (0.05). Hence, the decision made for the hypothesis one was rejection. This depicts that there was a significant relationship between job satisfaction and teachers' performance in public secondary schools in Osun State, Nigeria.

**H<sub>02</sub>:** *There is no significant relationship between salary and teachers' job performance in public secondary schools in Osun State, Nigeria*

**Table 2**

*Salary and Teachers' Performance in Public Senior Secondary Schools in Osun State, Nigeria*

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Salary	248	2.93	.084			
				.657	.002	Rejection
Teachers' performance	248	2.83	.96			

Table 2 shows the calculated r-value (.657) and the p-value (.002) which is less than the significance level (0.05). Hence, the decision made for the hypothesis two was rejection. This shows that salary significantly related to teachers' performance in public secondary schools in Osun State, Nigeria.

**H<sub>03</sub>:** *There is no significant relationship between working conditions and teachers' job performance in public secondary schools in Osun State, Nigeria*

**Table 3**

*Working Conditions and Teachers' Performance in Public Senior Secondary Schools in Osun State, Nigeria*

Variable	N	$\bar{X}$	SD	Calculated value	r-	p-value	Decision
Working conditions	248	3.24	1.08				
				.684		.016	Rejection
Teachers' Performance	248	2.83	.96				

Table 3 shows the calculated r-value (.684) and the p-value (.016) which is less than the significance level (0.05). Hence, the decision made for the hypothesis three was rejection. This means that salary significantly related to teachers' performance in public secondary schools in Osun State, Nigeria.

**Ho<sub>4</sub>:** *There is no significant relationship between promotion and teachers' performance in public secondary schools in Osun State, Nigeria.*

**Table 4**

*Promotion and Teachers' Performance in Public Senior Secondary Schools in Osun State, Nigeria*

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Promotion	248	2.48	.55			
				.649	.001	Rejection
Teachers' performance	248	2.83	.96			

Table 4 shows the calculated r-value (.649) and the p-value (.001) which is less than the significance level (0.05). Hence, the decision made for the hypothesis four was rejection. This depicts that there was a significant relationship between promotion and teachers' performance in public secondary schools in Osun State, Nigeria.

### Discussions

The findings of the study revealed that there was a significant relationship between job satisfaction and teachers' performance in public secondary schools in Osun State, Nigeria. This finding agrees with the findings of Wibowo et al. (2023) and Kumar et al. (2024) which revealed that job satisfaction influence the performance of public secondary school teachers. Moyosola & Abolarin, (2020) also asserted that When a teacher is not satisfied with his or her work, he or she may not be willing to put in his or her best to the attainment of the school objectives. Dabo & Augustine 2016) in their

study also found that many public school teachers are dissatisfied with their job owing to inadequate motivational strategies. Additionally, Kim and MacCann (2016) in their work affirmed that there was a great impact of job satisfaction on teachers' effectiveness and performance in secondary schools.

The findings of the study showed that there was a significant relationship between salary and teachers' job performance in public secondary schools in Osun State, Nigeria. This finding is in line with the study of Khalid & Shaiq (2025) which found salary payment as a crucial factor to enhancing effective teachers' performance. Also, the findings of the study conducted by Rizal and Ali (2018) revealed that teachers' pay has consequence on their job satisfaction in secondary schools. On the contrary, the study of Egwu (2015) showed the reduced level of job performance among teachers may not be unconnected with teachers' present poor salary scale.

The findings of the study revealed that there was a significant relationship between working conditions and teachers' job performance in public secondary schools in Osun State, Nigeria. This result corroborates the finding of that of Mulang, 2021 who examined and found connection between workplace productivity and working conditions of workers. Moreover, Al Amin and Chakraborty (2021) stated that excessive heat and poor ventilation in offices and factories are obstacles to productivity, and that the physical conditions in which workers operate are crucial to productivity. Additionally, Toropova et al., (2021) observed that a comfortable working environment, particularly in a classroom, teachers are more likely to work effectively. This is also in consonance with Mulang 2021 who succumbed that physical surroundings play a significant role in determining how satisfied and motivated employees are in any organization.

The findings of the study revealed that there was a significant relationship between promotion and teachers' performance in public secondary schools in Osun State, Nigeria. This finding supports the finding of Nwankwo (2023) which revealed that the failure to elevate teachers in rank as and when due may cause teachers to unhappy thereby causing ineffectiveness in their job performance. Egemen (2024) also found that instant implementation of promotion and employees' job performance are significantly correlated. On the contrary, Kaufman (2021) found no significant relationship between promotion and teacher job performance. He concluded that promotion is not a source of stimulation for improved job performance. In the same line, the findings of Rizal and Ali (2018) revealed that there is no discernible relationship between staff promotion and job performance.

### **Conclusion**

Based on the findings of the study, the study concluded that job satisfaction enhances teachers' job performance in public senior secondary schools in Osun State, Nigeria. This includes recognizing salary, good working conditions, and implementation of promotion as and when as significant tools for achieving effective teachers' job performance in public senior secondary schools in Osun State, Nigeria.

### **Recommendations**

Based on the findings and conclusion of the paper, the following were recommended:

1. Osun State government should be more committed to the improvement of teachers' welfare in order to enhance teachers' satisfaction in schools.
2. Osun State government should ensure timely payment of teachers' salaries and

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other fringe benefits and this should be in line with the economic trends and inflations in Nigeria;

3. governments should provide better-quality enabling environment that would motivate teachers to want to stay on their job and persistently encourage them to effectively discharge their duties;
4. government should attach more importance to teachers' recognition and promotion as and when due, so as to serve as motivation for teachers to perform at their best.

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