



## ABSTRACT

The study investigated the Relationship between Teachers' Job Satisfaction and Job Performance in Senior Secondary Schools in Yobe State - Nigeria. The problem in which the researcher intends to investigate is to examine whether there is a significant relationship between teachers' job satisfaction (such as salary packages, in-service allowance, promotion and housing facilities) and job performance (such as mastering of subject matter, classroom management, punctuality, good lesson delivery and update of school records} in senior

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## ELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE IN YOBE STATE PUBLIC SENIOR SECONDARY SCHOOLS, NIGERIA WITH PARTICULAR REFERENCE TO SCHOOLS IN POTISKUM AND DAMATURU ZONAL INSPECTORATE DIVISION

**DR. AHMAD TAHIR ADAMU KOKI**

Department of Education, Faculty of Art and Education, Yobe State University, Damaturu, Yobe State, Nigeria.

## Introduction

Education is regarded as an important and indispensable social service and the main source Of personal and social progress obtained in school. Bulogun .(2010) stated that education is the light, without which, the world would be in darkness. According to Ugwuanyi (2003) education is the process by which society establishes to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully for the development of the society. Emeka (2008) citing Kneller (2000) sees education as a process by which any society through schools; colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. It is in this view that the bases for modernity, scientific and technological breakthrough, which have made all nations of the worlds, develop priority to education.

To gain respect from the society one should be educated. The importance of education for every person is to live independently and to gain freedom. Effective education is a learning experience. Education brings about an inherent and permanent change in person thinking and capacity to do things. Many people have a superficial concept of education equating it with doing a particular course or obtaining a particular qualification but real education is very different to just having access to (or being exposed to) information about something rather embeds things into ones brain and anyone who



secondary schools in Yobe State, Nigeria. The objectives of the study are to examine: the relationship between teachers' salary packages and job performance in senior secondary schools in Yobe state of Nigeria; the relationship between teachers' promotion and job performance in senior secondary schools in Yobe state, Nigeria; the relationship between teachers' in-services allowances and job performance in senior secondary schools in Yobe State, Nigeria; the relationship between teachers' housing facilities and job performance in senior secondary schools in Yobe state, Nigeria. The methodology used for the study adopt correlational research design, the population of the study was all the teachers in senior secondary school, 359 teachers was used as sample for the study and the researcher adopt simple random sampling techniques and structured questionnaire was used as the research instrument, the questionnaire was validated by the supervisor and other lecturers, descriptive statistics and simple regression analysis was used in analyzing the data. The following are the findings of the study: Salary package is high in senior secondary schools in Yobe State with a grand mean of 4.03; Promotion is high in senior secondary schools in Yobe State with a grand mean of 4.12; Incentive is high in senior secondary schools in Yobe State with a grand mean of 3.74; Housing facility is high in senior secondary schools in Yobe State with a grand mean of 3.76; Teachers' job performance is high in senior secondary schools in Yobe State with a grand mean of 4.12; Salary package and teachers' job performance were found to have a statistically significant positive relationship in senior secondary schools in Yobe State, Nigeria ( $r$  value = 0.737); Promotion and teachers' job performance were found to have a statistically significant positive relationship in senior secondary schools in Yobe State, Nigeria ( $r$  value = 0.707); Incentive and teachers' job performance were found to have a statistically significant positive relationship in senior secondary schools in Yobe State, Nigeria ( $r$  value = 0.798); Housing facility and teachers' job performance were found to have a statistically significant positive relationship in senior secondary schools in Yobe State, Nigeria ( $r$  value = 0.707). This study suggested that similar study should be conducted in junior secondary schools in Yobe State, Nigeria. This is also suggest that, relationship between motivation and teachers' job performance could be investigated in senior secondary schools.

**Keywords:** Teachers' Job Satisfaction, Teachers' Job Performance, Salary package, Promotion, In-service allowance, Housing facilities.

understands learning will understand that this comes from repeated exposure and use of information or skills. Education will not be effective without a teacher. A teacher has been defined differently by many scholars.

A teacher has also been defined as a person i.e. "an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners' knowledge, skills and values that enhance development. An educated person is capable, of private and public sectors, the educated person can easily secure employment as him/her to interact well in the society" (Senge;2000). Moreover,



a teacher has been defined as a person who has knowledge, skills and special training in teaching, explaining and educating the teacher is the person who is capable of creating psychomotor as well as effective domain (Mbise, 2008). However, these teachers will not be effective and efficient in performing their job if they are not well satisfied. Therefore, teachers' job satisfaction and job performance are very important to discuss in this context.

Weiss (2002) defines job satisfaction as feelings of contentment derived from the appraisal of one's job and the understanding that the job is assisting in achieving one's goals. Job dissatisfaction is the unpleasant affections that one feels if one appraises the job as a barrier in achieving one's values. People have set goals and values in mind. If their job assists them in achieving those goals, they are satisfied. Robbins (2005) defines job satisfaction as a set of emotions that one feels about one's job. For the purpose of this study, the researcher refers to job satisfaction as salary package, promotion, in-service allowance and housing facilities. Salary package: this refers to remuneration given to teachers such as salaries, allowances and bonuses on a monthly or quarterly basis. Promotion refers to when a teacher is lifted or moved from a lower level to the next higher level in every three or four years leading to a proportionate increase in the teacher's earnings as well. In-service allowance with regards to this study refers to the grants which teachers are eligible to receive when furthering their education which is separate from their salaries and other allowances. Housing facilities on the other-hand refers to proper accommodation as well as good social and basic amenities such as furniture, electricity, pipe-borne water etc. that a teacher should be provided with within school environment or not too far from the school environment.

Job satisfaction of teachers seems to be a popular area for researchers in the recent years. Yezzi and Lester (2000) examined job satisfaction among teachers and found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment. Van Dick (2004) found in a study that organizational identification leading to job satisfaction, in turn predicts turnover intentions. Cetin (2006) carried a research to find out if there is a significant difference between job satisfaction, (occupational and organizational commitment of 132 academics and found a significant relationship between satisfaction and performance. Zhang Jin, Zheng Wei (2009) developed new insights into the mechanism through which job satisfaction relates to job performance. Affective commitment was tested as a potential mediator between job satisfaction and job performance, and traditionalistic was used as a potential moderator between job satisfaction and affective commitment. A survey study was conducted on 292 employees from seven companies in China. The study findings suggest that affective commitment serves as one of the mechanisms through attachment by which job satisfaction influences job performance. In the



study conducted by Indhumathi (2011), investigating the job satisfaction and performance of 444 teachers at the secondary level were selected randomly, it was found that there was a significant relationship between job satisfaction and performance and the teachers in different categories of schools differed significantly in both job satisfaction and teaching performance.

However, teacher job performance cannot be ascertained until when teachers are satisfied with their jobs. In this regard, teachers' job performance could refer to a well-done job in relation to satisfaction. Mohammed and Garba (2019) define teachers' job performance as "mastery of subject matter, punctuality, lesson delivery, class-room management and update of school record". Therefore, this study intends to find the relationship between teachers' job satisfaction

### **Statement of the Problem**

The problem in which the researcher intends to investigate is to examine whether there is a significant relationship between teachers' job satisfaction (such as salary packages, in-service allowance, promotion and housing facilities) and job performance (such as mastering of subject matter, classroom management, punctuality, good lesson delivery and ,update of school records. The issue of poor quality teaching and learning in Nigeria senior secondary schools has been of great concern to the educationist and stakeholders. As a result of the inability of the government to satisfied teachers with regard to their job which in turns results to low performance in their job such as poor lesson delivery, lateness to school, absent from the class, among others. Adelabu (2005) investigated teachers' motivation and incentives in Nigeria and found out that various state governments had instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The study further discovered that the majority of the teachers did not receive the housing loans. The researcher recommended that this policy should be implemented to motivate the teachers to enhance their job performance. The study was more concerned with teacher motivation and incentives in Nigeria unlike the present research that was more concerned with the teacher's job satisfaction and teachers job performance -in senior secondary schools in Yobe state -Nigeria.

In a similar way, Adeyemi (2008) analyzed organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria. The study findings revealed that most of the schools sampled had an open climate type of organization. The level of organizational climate and teacher job performance were found to be equally low. A significant relationship between organizational climate and teacher job performance were established. The researcher recommended that head teachers should always create a favorable school climate to enhance better job performance among teachers. It was further recommended that there is need for regular supervision of teachers and provision of all the necessary facilities and resources in schools. Whereas the present study is concerned with teacher's job satisfaction and job performance in senior secondary school in Yobe state Nigeria. However, From the above similar studies on subject of teachers job satisfaction, None of these studies have been conducted to explain or show the relationship between variable such as salary packages, promotion, in-service allowance, and housing facilities in Yobe State Nigeria. Therefore, this study was undertaken to fill such gaps.



### **Objectives of the Study**

The objectives of the study are to examine extent of:

- 1) the relationship -between teachers' salary packages and job performance in senior secondary schools in Yobe state, Nigeria.
- 2) the relationship between teachers' promotion and job performance in senior secondary schools in Yobe state, Nigeria.
- 3) the relationship between teachers' in-services allowances and job performance in senior secondary schools in Yobe State, Nigeria.
- 4) the relationship between teachers' housing facilities and job performance in senior secondary schools in Yobe state, Nigeria.

### **Research Questions**

- 1) What is the extent of teachers' salary package and job performance in senior secondary schools in Yobe state Nigeria?
- 2) What is the extent of teachers' promotion and job performance in senior secondary schools in Yobe state Nigeria?
- 3) What is the extent of teachers' in-services allowance and job performance in senior secondary schools in Yobe state Nigeria?
- 4) What is the extent of teachers' housing facilities and job performance in senior secondary schools in Yobe state Nigeria?

### **Hypotheses of the Study**

- H01: There is no significant relationship between teachers' salary packages and job performance in senior secondary schools in Yobe state Nigeria.
- H02: There is no significant relationship between teachers' promotion and job performance in senior secondary schools in Yobe state Nigeria.
- H03: There is no significant relationship between teachers' in-service allowance and job performance in senior secondary schools in Yobe state Nigeria.
- H04: There is no significant relationship between teachers' housing allowance and job performance in senior secondary schools in Yobe state Nigeria.

### **Significance of the Study**

The study is of the benefit to Ministry of Education, schools principals, teachers and researchers. Is beneficial to ministry of education to help the ministry to structure its training programme to ensure that teachers are been well satisfied with their job.

Is also of great significant to schools principals which will help them to update their personal management skills and competence which could reduce incidence of low morale and poor performance of job among teachers in senior secondary schools in Yobe state Nigeria.

Is of benefit to the teachers as it will provide them with good salary packages, terminal promotion, in-services allowance, and good housing facilities.

Finally, it is also beneficial to researchers as it will provide them, with existing body of literatures for their studies.



1. Teachers' Job Satisfaction: Are Salary packages, in-services allowances, promotion and housing facilities.
2. Teachers' Job Performance: Are mastering of subject matter, punctuality, good lesson delivery, classroom management and update of school records.
3. Salary package: this refers to remuneration given to teachers such as salaries, allowances and bonuses on a monthly or quarterly basis.
4. Promotion: this is when a teacher is lifted or moved from a lower level to the next higher level in every three or four years leading to a proportionate increase in the teacher's earnings as well.
5. In-service allowance: In this study, in-service allowances refer to the grants which teachers are eligible to receive when furthering their education which is separate from their salaries and other allowances.
6. Housing facilities: this refers to proper accommodation as well as good social and basic amenities such as furniture, electricity, pipe-borne water etc. that a teacher should be provided with within school environment or not too far from the school environment.

### **Theoretical Framework**

The study adopted Abraham Maslow (1954) hierarchy of need theory which states that there are five basic levels of human needs and these are;

1. Physiological needs
2. Safety needs
3. Love and belonging needs
4. Esteem needs
5. Self-actualization needs

Maslow's hierarchy was developed to explain human motivation in general. However, its main tenants apply to the work setting and have been used to explain job satisfaction. Within an organization or school system, financial compensation and healthcare are some of the benefits which help teachers to meet their basic needs. Safety needs can manifest itself through teachers feeling physically safe in their work environment, as well as job security. When this is satisfied, the teachers can focus on feeling as though they belong to the workplace. This can come in the form of positive relationship between principals and the teachers. Once satisfied, the teachers will seek to feel as they are valued and appreciated by their principals and their organization. The final step is where the teachers seek to self-actualise, where they need to grow and develop to become everything they are capable of becoming.

### **Concept of Teachers' Job Satisfaction**

Work occupies a significant position in our lives and, in so doing, fills most of our waking moments. Work is important to man in that it provides a means of supplying the basic necessities of life. In addition, it enables man to consciously act on his surroundings and observe the outcomes of his behavior. This process can be very satisfying. The process of work places individuals in an organizational network in which efforts of others are combined to achieve a common purpose. In



addition, people are involved in using technological resources to help accomplish various tasks. These various aspects of the work-place exert influences on job attitudes. As a result, these attitudes play a definite part in influencing life satisfaction and family relationships.

Weiss (2002) defines job satisfaction as feelings of contentment derived from the appraisal of one's job and the understanding that the job is assisting in achieving one's goals. Job dissatisfaction is the unpleasant affections that one feels if one appraises the job as a barrier in achieving one's values. People have set goals and values in mind. If their job assists them in achieving those goals, they are satisfied. Robbins (2005) defines job satisfaction as a set of emotions that one feels about one's job. Job satisfaction reflects happiness or positive emotions originated from one's work experience, in which individual's happiness in working will impact the individual tasks positively. Positive attitude and happiness lead to whether supporting or not supporting the experience gone through by employees. Job satisfaction is one-way staff appreciates himself/herself and his/her work. In addition, job satisfaction is about individual's positive or negative feeling towards various factors or dimensions in the tasks Wexley (2003). Theoretically, there are various factors influencing job satisfaction, such as leadership style, work productivity, organizational behavior, control locus, meeting expectation, and work effectiveness. Job satisfaction itself is categorized into two parts: (1) staff factor, i.e. intellectual, area of expertise, age, gender, working environment, educational level, work experience, working hour, personality (emotion), thinking style (perception), and working attitude; and (2) task factor, i.e. type of job, organizational structure, status, quality control, financial guarantee, promotion opportunity, social interaction, and work relationship (Mangkunegara, 2004). Being more specific to teacher's job satisfaction, it has a positive or negative effect on organizational functioning due to teacher's job satisfaction has been found affecting for teacher quality of the job and productivity. Teacher's job satisfaction leads to their behavior and profession as a teacher. It also has the effect of teaching quality assurance in which the teaching quality assurance has an effect on teaching effectiveness.

### **Concept of Teachers' Job Performance**

The word performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (Summermatter & Siegel, 2009; Herath & Rosli, 2013). Some scholars (Armstrong, 2003; Fengi, 2010) have viewed performance as the behavioural aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2003). Performance is the degree to which an employee's and organizational goals are met (Fengi, 2010). It comprises both behaviour and outcomes (Armstrong, 2008; Fengi, 2010). Behaviour comes from the worker who transforms performance from abstraction into action leading to a product or an outcome (Kalyani, 2006). Fengi (2010) opines that performance can be viewed from three different -angles, that is, result-oriented performance, conduct-oriented performance and the integration of conduct and result-oriented performance. Bouchaet and Halligan (2008) (in Summermatter & Siegel, 2009) view performance in the public sector from three levels, that is: micro performance that refers to individual public sector organizational performance; the meso performance which refers to



performance of a policy; and macro performance which refers to performance of the government as a whole.

Several researchers throughout the evolution of organizational theory and management science have focused on the best way to measure individual and organizational performance and realized that it is a dynamic concept that varies across geographical space, time and scholarly schools of thought. Performance and its crucial dimensions changes and differs over time and space depending on the relations between inputs, activity, output and effect (Summermatter & Siegel, 2009). Summermatter and Siegel (2009) analyzed over 300 papers from 14 journals and found out that the word performance, as applied in management, has several dimensions, subsumed terms and categorizations. The categorization shows that performance is a multi-dimensional concept that is applicable to governments, government agencies, policies, projects, processes, programmes, industrial establishments, the private sector and individual employees. The research findings by Summermatter and Siegel (2009) revealed that the most common dimensions of performance are outcome, output, efficiency, requirements, input, effectiveness, and quality; but there is not a one-size-fits-all definition of performance in the development of the principles and practice of management. The study findings also revealed that outcomes as a performance dimension were prominent in the USA and inferior in Britain where the dimension of -efficiency is more pronounced. Katarasibwa (2006) echoes by looking at teacher performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counseling and guidance. In this regard, the researcher refers to teachers' job performance as mastery of subject matter, effective lesson delivery, classroom management, punctuality and update of school records (such as lesson note, lesson plan, student register, student diary etc.).

### **Methodology**

Correlational research design was used for the study. Correlational research design can be defined as a type of non-experimental study in which relationships are assessed without manipulating independent variables or randomly assigning participants to different conditions. The design was suitable in examining the relationship between teachers' job satisfaction and teachers' job performance in senior secondary schools in Yobe State Nigeria. Because it was used in obtaining information that is related to the degree of relationship between two or more variables. (Kerlinger & Lee 2000, Cohen & Manion, 2009).

### **Population and sample of the Study**

The population of the study was 3,522 participants comprising 48 principals and 3,474 Teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning, research and statistics, Yobe State Teaching Service Board Damaturu, 2017).



The sample size for the study was 359 participants comprising 20 principals and 339 teachers computed using Taro Yamane's method. The researcher used stratified random sampling technique to draw the sample needed for the study in two education zones in the state (Potiskum and Damaturu Education Zone). The three education zones in the study area will be used as strata. Hence, simple random sampling by lucky dip will be employed to select 20 participating schools for this study. Odekunle (2013) stated that sampling is very necessary when there is infinitely large number to be managed within the time and financial constraint.

Structured questionnaire was used to collect the data from the field. The questionnaire was divided into three sections: the first section solicit for information on demographic data, the second section was on teachers' job satisfaction and the third section was on teachers' job performance. In determining the validity of the instrument 'however, the researchers supervisor and other professional in the department of education, school of post-graduate, Yobe State University will validate the content of the instrument.

The reliability of the two instruments was determined through trial testing in GDSS Gashua and GSS Gashua Yobe State, Nigeria, with the help of one research assistant from each school who were staff of the school. The instrument was administered to the respondents after getting permission from the appropriate authorities of senior secondary' schools in Yobe State through a letter of introduction which the researcher received from Head of Department of Education, Yobe State University, Nigeria. The respondents were asked to complete the instruments on the spot and collected back by the researcher through the research assistants. This enabled the researcher or the research assistant explained any point to the respondents who did not understand the contents of the instruments very well and eliminated the probability of misinterpretation of the questions. The reliability coefficient was obtained using Cronbach's Alpha method to determine the internal consistency of the instrument. The reliability index of 0.84 was obtained for teachers' job satisfaction questionnaire (TJS) and 0.89 for job performance Questionnaire (TJPQ) respectively.

The four (4) research questions was analyzed using descriptive statistic (mean and standard deviation) while the (4) hypotheses was analyzed using simple regression analysis at 0.05 level of significance. It's therefore, suitable for correlating the teachers' job satisfactions variables (salary packages, promotion, in-service allowance and housing facilities) with teachers' job performance variable (mastering of subject matter, lesson delivery, punctuality and updates of schools records).

### **Data Analysis and Result**

Appropriate statistical tools that were used to answer the research questions and hypotheses that was formulated. Results were also discussed in this section.

Research question 1: What is the extent of salary package in Senior Secondary Schools in Yobe State, Nigeria?

Table 1: Mean scores and standard deviation of teachers' opinion on extent of salary package in senior secondary schools in Yobe State, Nigeria.

S/N	Item	n	Mean ( $\bar{x}$ )	Std	Remark
1.	Sufficient salary paid promptly to teachers in school	359	4.30	1.20773	H
2.	Available financial rewards is paid to teachers in school	359	4.06	1.28475	H



3.	Teachers receive ₦30000 minimum wages as salary in this school	359	4.10	1.21343	H
4.	Teachers receive leave grant allowances every year in this school	359	3.80	1.34933	H
5.	Teachers are paid other financial entitlements regularly in this school	359	3.90	1.2958	H
	GRAND MEAN		4.03		H

Key: HL= High Extent, M= Moderate level, R = Remarks and n = Valid number of the respondents  
 Table 1 shows the mean and standard deviation of respondents' opinion on the extent of salary package in Senior Secondary Schools in Yobe State. A grand mean of 4.03 indicates that the salary package is high.

Research question 2: What is the extent of promotion in Senior Secondary Schools in Yobe State, Nigeria?

Table 2: Mean scores and standard deviation of teachers' opinion on extent of promotion in senior secondary schools in Yobe State.

S/N	Item	n	Mean ( $\bar{x}$ )	Std	Remark
1.	Teachers are promoted after every three years in this school	359	4.2000	99655	H
2.	Teachers' salary increase after promotion are implemented in this school	359	4.0333	1.12903	H
3.	Promotion are done through teachers' performance appraisal in this school	359	4.0667	1.14269	H
4.	Teachers are promoted to next position in relation to well done job performance in school	359	4.1667	1.01992	H
5.	Principal recommends teachers that perform better for promotion in this school	359	4.1333	1.19578	H
	GRAND MEAN		4.12		H

Key: HL= High Extent M= Moderate level, R = Remarks and n = Valid number of the respondents  
 Table 2 shows the mean and standard deviation of respondents' opinion on the extent of promotion in Senior Secondary Schools in Yobe State. A grand mean of, 4.12 indicates that the promotion is high.

Research question 3: What is the extent incentive in Senior Secondary Schools in Yobe State, Nigeria?

Table 3: Mean scores and standard deviation of teachers' opinion on extent of in-service allowance in senior secondary schools in Yobe State.

S/N	Item	n	Mean ( $\bar{x}$ )	Std	Remark
1.	Examination allowance is paid regularly in this school	359	3.6667	1.15470	H
2.	Responsibility allowance is paid to teachers regularly in this school	359	3.7667	.81720	H



3.	Leave grant allowances is paid regularly to teachers in this school	359	3.7000	.98786	H
4.	Medical allowances paid often to teachers in this school	359	3.8667	.93710	H
5.	Transport allowance is paid often to teachers in this school	359	3.7000	.98786	H
	GRAND MEAN		3.74		H

Key: HL= High extent, M= Moderate level, R = Remark s and n = Valid number of the respondents  
 Table 3 shows the mean and standard deviation of respondents' opinion on the level of incentive in Senior Secondary Schools in Yobe State. A grand mean of 4.12 indicates that the incentive is high.  
 Research question 4: What is the extent of housing facilities in Senior Secondary Schools in Yobe State, Nigeria?

Table 4: Mean scores and standard deviation of teachers' opinion on extent of housing facilities in senior secondary schools in Yobe State.

S/N	Item	n	Mean ( $\bar{x}$ )	Std	Remark
1.	Teachers receive housing loan in this school	359	3.9333	.78492	H
2.	Teachers access furniture loan regularly in this school	359	3.2000	.88668	H
3.	Government provides comfortable housing for teachers in this school	359	3.9667	.61495	H
4.	Government provides teachers with fittings in this school	359	3.7667	.77385	H
5.	Staff quarters are renovated regularly in this school	359	3.9667	.85029	H
	GRAND MEAN		3.76		H

Key: HL= High extent, M= Moderate level, R = Remark s and n = Valid number of the respondents  
 Table 4 shows the mean and standard deviation of respondents' opinion on the extent of housing facilities in Senior Secondary Schools in Yobe State. A grand mean of 3.76 indicates that the housing facility is high.

Research question 5: What is the extent of teachers' job performance in Senior Secondary Schools in Yobe State, Nigeria?

Table 5: Mean scores and standard deviation of principals' opinion on extent of teachers' job performance in senior secondary schools in Yobe State, Nigeria.

S/N	Item	n	Mean ( $\bar{x}$ )	Std	Remark
1.	Payment of sufficient salary enhances teachers' punctuality in this school	9	2.3659	1.11440	M



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2.	Availability of financial rewards promotes teachers class room management in this school	9	2.3598	1.21855	M
3.	Payment of ₦30,000 minimum wages as salary motivate teachers to update school records in this school	9	2.0610	1.34867	M
4.	Payment of teachers leave grant allowances facilitates teachers' writing of lesson plan regularly in this school	9	2.0152	1.31205	M
5.	Payment of teachers' entitlements enhances teachers' mastery of subject matter in this school	9	2.1951	1.12181	M
6.	Promoting teachers after every three years facilitates teachers to update school records	9	3.3018	1.07105	M
7.	Promotion motivates teachers to update lesson plan in this school	9	3.5549	1.06517 9	H
8.	When promotion are done through performance appraisal it enhance teachers' mastery of subject matter in school	9	3.0610	1.04454	M
9.	Promoting teachers to next position motivate teachers' punctuality in school	9	2.9878	.98296	M
10.	Principal promoting teachers to next position enhance teachers' ability to mastery of subject matter	9	3.4726	1.11667	H
11.	Payment of examination allowances motivate teachers update school records	9	2.2256	1.42424	M
12.	Payment of responsibility allowances facilitates teachers' to update lesson plan in school	9	2.2805	1.42948	M
13.	Payment of leave grant allowances promotes teachers' mastery of subject matter	9	2.3720	1.43634	M
14.	Prompt payment of medical allowances facilitates teachers' punctuality in school	9	2.6098	1.48185	M
15.	Granting transport allowances motivate teachers' to be punctual to class	9	2.4146	1.41379	M
16.	Granting housing loan to teachers' enhances teachers' punctual class	9	3.3018	1.07105	M
17.	Accessing furniture facility by teachers facilitates update of lesson plan in school	9	3.5549	1.06517	H



18.	Provision of comfortable housing for teachers enhances teachers' ability to update school records	9	3.0610	1.04454	M
19.	Provision of fittings in staff quarters enables teachers update lesson plan in school	9	2.9878	.98296	M
20.	Conducive staff quarters promotes teaching delivery in school	9	3.4726	1.11667	M
	GRAND MEAN		2.78		HL

Key: HL- High extent M= Moderate level, R = Remarks and n = Valid number of the respondents

Table 5 shows the mean and standard deviation of respondents' opinion on the extent of teachers' job performance in Senior Secondary Schools in Yobe State. A grand mean of 4'.12 indicates that the teachers' job performance is high.

H<sub>01</sub>: There is no significant relationship between salary package and teachers' job performance in senior secondary schools in Yobe State, Nigeria.

**Table 6a: Summary of the model of salary package and teachers' job performance**

Model	R	R Square	Adjusted Square	R
1	0.737 <sup>a</sup>	.543	540	.99464

b. Predictors: (Constant), SALARYTJP

The result in Table 6 shows how the independent variable explains the variance in the dependent variable. The result shows that salary package and teachers' job performance were found to have a strong positive significant relationship which is indicated by r value = 0.737.

**Table 6b: Summary of ANOVA of salary package and teachers' job performance**

Model	Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	170.551	1	172.395	.000 <sup>b</sup>
	Residual	143.449	145		
	Total	314.000	146		

a. Dependent Variable: SALARY

b- Predictors: (Constant), SALARYTJP

The results show that there is a statistically strong positive significant relationship between salary package and teachers' job performance  $F(1, 145) = 172.395$  p.0.001 since the p-value (0.001) is less than 0.05 levels of significance, the null hypothesis was rejected here ore, there is statistically significant relationship between salary package and teachers job performance in senior secondary schools in Yobe State, Nigeria.



H<sub>02</sub>: There is no significant relationship between promotion and teachers' job performance in senior secondary schools in Yobe State, Nigeria.

**Table 7a: Summary of the model of promotion and teachers' job performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.500	.497	.75565

b. Predictors: (Constant), promoTJP

The result in Table 7 shows how the independent variable explains the variance in the dependent variable. The result shows that promotion and teachers' job performance were found to have a strong positive significant relationship which is indicated by r value = 0.707

**Table 7b: Summary of ANOVA of promotion and teachers' job performance**

Model	Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	83.363	1	145.992	.000 <sup>b</sup>
	Residual	83.367	146		
	Total	166.730	147		

a. Dependent Variable: promotion

b. Predictors: (Constant), promotTJP

The results show that there is a statistically strong positive significant relationship between promotion and teachers' job performance  $F(1, 146) = 145.992, p < 0.005$  since the p - value (0.001) is less than 0.05 levels of significance, the null hypothesis was rejected. Therefore, there is statistically significant relationship between promotion and teachers' job performance in senior secondary schools in Yobe State, Nigeria.

H<sub>03</sub>: There is no significant relationship between incentive and teachers' job performance in senior secondary schools in Yobe State, Nigeria.'

**Table 8a: Summary of the model of incentive and teachers' job performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.637	.637	.58363

b. Predictors: (Constant), incentive TIP

The result in Table 8a shows how the independent variable explains the variance in the dependent variable. The result shows that incentive and teachers' job performance were found to have a positive significant relationship which is indicated by r value = 0.798.

**Table 8b: Summary of ANOVA of in-service allowance and teachers' job performance**

Model	Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	87.741	1	257.590	.000 <sup>b</sup>
	Residual	50.071	147		
	Total	137.812	148		



a. Dependent Variable: inservice allowance

b. Predictors: (Constant), incentive TJP

The results show that there is a statistically strong positive significant relationship between in-service allowance and teachers' job performance  $F(1, 147) = 257.590$ ,  $p > 0.005$  since the p - value (0.001) is less than 0.05 level of significance, the null hypothesis was rejected. Therefore, there is statistically significant relationship between in-service allowance and teachers job performance in senior secondary schools in Yobe State, Nigeria

H<sup>04</sup> There is no significant relationship between housing facility and teachers' job performance in senior secondary schools in Yobe State

**Table 9a: Summary of the model of housing facilities and teachers' job performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.500	497	.75565

b. Predictors: (Constant), inservice allowance TJP

The result in Table 9 shows how the independent variable explains the variance in the dependent variable. The result shows that housing facilities and teachers' job performance were found to have a moderate positive significant relationship which is indicated by r value = 0.707

**Table 9b: Summary of ANOVA of housing facilities and teachers' job performance**

Model	Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	83.363	1	145.992	000 <sup>b</sup>
	Residual	83.367	146		
	Total	166.730	147		

a. Dependent Variable: incentive

b. Predictors: (Constant),

The results show that there is statistically strong positive relationship between incentive and teachers' job performance The results show that there is a statistically strong positive significant relationship between incentive and teachers' job performance  $F(1, 146) = 145.992$ ,  $p > 0.005$  since the p -value (0.001) is less than 0.05 levels of significance, the null hypothesis was rejected. Therefore, there is statistically significant relationship between housing facility and teachers 'job performance in senior secondary schools in Yobe State, Nigeria

### Discussion

This study investigated the relationship between teachers' job satisfaction and job performance in senior secondary schools in Yobe State, Nigeria. Finding from table 1 revealed that salary package in senior secondary schools in Yobe state is high with the grand mean of 4.03. This finding is in line with the opinion of Owen (2003) who noted that performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation. This finding also agreed with the opinion Dessler (2005) who believes that satisfaction is another very important thing in terms of motivation so when employees are satisfied with their job, organization environment,



salaries, rewards, then automatically get motivated and show performance. The finding is also related to the opinion of Lewis and Michael, (2001) whose state that absence of performance-based compensation, and \* the presence of tenure, is one reason why many "school-wide" collaborative education reforms fail. Teachers in a particular school have little incentive to join a school reform team or advance the goals of the team by changing their teaching practice or collaborating in the implementation of reforms.

Finding from tablet revealed that promotion in senior secondary school in Yobe State, Nigeria with the grand mean 4.12 which indicates high promotion in senior secondary schools. This finding is in line with the opinion of Fadeyi, Abayomi, and Rotimi (2015), whose believe that attention should be given, to teachers' welfare, this will bring about positive development in the educational system. It was recommended that teachers . should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved. The study is also relevant to the opinion of Adeyemo, Oladipupo and Omisore (2013), whose observed that the condition of service of teachers, teachers" Fringe benefit payment, and teachers' promotion of in-service training have a direct influence on the student's performance. Ombuya (2015), also observe that motivation strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions that formed the major study variables, were critical in enhancing teachers' commitment to their tasks performance.

Finding from table 3 shows that in-service allowance in senior secondary schools in Yobe State .A grand mean of 3.74 indicates that in-service allowance is moderately high. This finding is in line with the opinion of Kulkarni (2013) who revealed that in this competitive world, training plays an important role in the competent and challenging format of business. Thus, employee training and development programs are important aspects which are needed to be studied and focused on. Alam, and Farid, (201 1) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.-

Finding from table 4 shows the mean and standard deviation of respondents' opinion on housing facilities in senior secondary schools in Yobe State. A grand mean of 3.76 indicates that housing facilities is also high. This finding is relevant to the finding from Ikenyiri and Ihua-maduenyi (2011) examined teachers' assessment of needs effectiveness in Omoku-ivers State, Nigeria. They found out that enhancement of rent allowance (Housing) was a strong predictor of teacher effectiveness in Rivers State primary schools. The study is also in -lme with finding from Adelabu (2005) who found out that various state governments had instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The study further discovered that the majority of the teachers did not receive the housing loans. The researcher recommended that this policy should be implemented to motivate the teachers to enhance their job performance. This °is also- in the opinion of Kadzamira (2006) revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers.

The result in Table 6 shows how the independent variable explains the variance in the dependent variable. The result shows that salary package and teachers' job performance were found to have



a strong positive significant relationship which is indicated by  $r$  value = 0.737. Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered.

The result in Table 7 shows how the independent variable explains the variance in the dependent variable. The result shows that promotion and teachers' job performance were found to have a strong positive significant relationship which is indicated by  $r$  value = 0.707. A study conducted by Fadeyi, Abayomi, and Rotimi (2015), was carried out to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. The paper concludes that if necessary attention is given to teachers' welfare, this will bring about positive development in the educational system. It was recommended that teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.

The result in Table 8 shows how the independent variable explains the variance in the dependent variable. The result shows that in-service allowance and teachers' job performance were found to have a positive significant relationship which is indicated by  $r$ -value 0.798. Matoke, Okibo and Nyamongo (2015), carried out a study to determine the of teacher motivation in public secondary schools in Masaba South Sub-County in Kisii County, Kenya. The study established that development factors had a significant effect on teacher motivation. The study recommended that school managers to sponsor teachers to workshops and seminars in order to motivate them. Schools management should work towards improving the teaching and learning environment. Study findings will assist school managers in formulating competitive -teacher motivational strategies to improve student examination performance and to curb the mass loss of teachers from public secondary schools to more lucrative jobs.

The result in Table 9 shows how the independent variable explains the variance in the dependent variable. The result shows that housing facilities and teachers' job performance were found to have a moderate positive significant relationship which is indicated by  $r$  value = 0.707. Akinmoladun and Oluwoye (2007) carried out an assessment in Lagos metropolis, Nigeria, of why the problems of housing shortages persist in developing countries. The study revealed that housing delivery in Nigeria was beset by several problems. The study concluded that the elitist orientation of the existing housing policy be discouraged and recommended that the people for which the houses are meant should be involved in policy formulation, implementation and review.

### **Conclusion**

Based on the findings of this study, it revealed that salary package, promotion, incentive and housing facility are high in Senior Secondary Schools in Yobe State, Nigeria,

### **Recommendations**

Based on the findings of this study, the following recommendations are made

1. This study recommended that salary packages should be maintained in senior secondary schools in Yobe State, Nigeria.
2. This study also recommend that promotion should be maintained in senior secondary schools in Yobe State, Nigeria.



3. This study again recommend that in-service allowance should be maintained in senior secondary schools in Yobe State, Nigeria.
4. The study finally recommend that housing facilities should also be maintained in senior secondary schools in Yobe State, Nigeria

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