



Global Scientific JOURNALS

GSJ: Volume 9, Issue 4, April 2021, Online: ISSN 2320-9186

www.globalscientificjournal.com

**RELATIONSHIP BETWEEN JOB SATISFACTION, CAREER MOTIVATION AND
TEACHERS PERFORMANCE IN KAURA NAMODA EDUCATIONAL ZONE OF
ZAMFARA STATE: IMPLICATION FOR COUNSELLING**

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Abstract

The study examined relationship between job satisfaction, career motivation and Teacher performance in Kaura Namoda Education zone of Zamfara State. A total number 7 public secondary schools were used for the study. The study also used 251 teachers who were selected from the schools. A self-designed questionnaire, entitled “job satisfaction, career motivation and Teacher performance Questionnaire (JSCMTPQ) was used to collect data for the study. Four research questions and four null hypothesis were used. Pearson product moment order correlation coefficient as well as regression were used for data analyses. The major findings of the study revealed that there is significant relationship between job satisfaction, career motivation and teacher performance. It was recommended among others that teachers should be encouraged morally and financially, in term of promotions, in service training and career information and motivation.

Keyword words: Job satisfaction, career motivation and Teacher performance

Introduction

The yearning for satisfaction runs through every point of human life. Salawu, (2008) defined job satisfaction, “as the extent or degree a person is satisfied with the job he is doing, in terms of the salary, self-actualization, prestige of the job, autonomy, control and condition of job” (p.6). Locke in Salawu, (2008) defines job satisfaction “as the appraisal of one’s job as attaining or allowing the attainment of one’s important job values, providing these values are congruent with or help fulfill one’s basic needs”.

Need and environment are agreed to play a very important role in the determination of man’s behaviour, Uba, (1987) and Maslow cited in Davies, (2006) identify seven important needs of human beings. Rated in their order of priority, these include physiological, safety, love, and affection, achievement, self-esteem, aesthetic and self-actualization needs. The ascending of these needs is summed up in the word ‘Motivation’. Motivation involves need, wants and satisfaction. Motivation refers specifically, “to the drive and effort to satisfy an identified want or goal”. Satisfaction on the other hand, refers to “a state of contentment experienced when a

particular want is satisfied". The issue of job satisfaction and career motivation has been given much attention over the years. This is because the importance of such concepts cannot be over emphasized. When there came the emergence of large formal organizations, which made management more complex followed by shift in social values, there arose the need for adjustments in the pattern of management.

Career motivation should be understood in terms of the relationships among individual characteristics, career decisions and behaviors, and situational conditions. Several authors have pointed to the need for theoretical models linking these variables over time (Brousseau, 1983; Dubin, 1978). Toward this end, this paper begins to develop a theory of career motivation by outlining an integrative, holistic framework for understanding psychological and organizational career-related variables and processes.

Performance is a term that has to do with the effectiveness, productivity, and quality of goods and services turned out of a production process. From the economics stand and point, productivity is a ratio of some unit of output to some unit of input (Novit, in Abbas, 2012). Also when referring to education, Adeyemo, (1999) defined performance as creating or producing knowledge or information or any other thing which have economics, social, physical, religious, vocational and educational values for the benefit of individuals and society at large.

However, judging from the point of view of performance, teachers performance can be defined as a measure of the efficiency with which all the overall process of teaching and learning utilizes its labor force. Of course it is a known fact that labor force in education industry comprises mainly of teachers. According to Manga, (2004), all process of education should be undertaken by teachers towards the end of goal of imparting knowledge and skills to learners. The teacher is left with the significant task of implementing the school curriculum to meet the

needs of the learners. Hence to an extent the quality of the learning outcome is an index of the quality of implementing the curriculum by the teacher in the classroom. This is so especially since ineffective may result in defective learning and consequently poor learning outcomes, a productive teacher therefore is one who strives to implement the curriculum in such a way as to bring about a productive learner. Teacher performance is defined in terms of repertoire; how competent a teacher is depends on the repertoire of competencies he/she possesses. Teacher effectiveness refers to the effect that the teacher performance has on pupils. It is the bottom line, like teacher performance, teacher effectiveness depends in the large part on the context in which the teacher performs. In addition, it depends on the responses pupils make-on what pupils do (Rao, in Yakub, 2014). Teacher performance is the ability of the teacher to perform his teaching task with adequate knowledge of the subject matter and teaching methodologies and good preparation of lesson to produce a desired change in the learner (Shehu in Abbas, 2012). Added to this is the ability of the teacher to discharge his duties with minimal wastage of time, energy, money and other resources. Manga, (2004) conducted a research on teachers' characteristics and operational efficiency in Kebbi State, Nigeria. His study aimed at examining the nature of operational difficulties encountered by teachers and the extent to which the characteristics of teachers inhibit their efficiency within and outside the classroom. It also sought to examine the consequences of teachers' inefficiency and proffer possible remedies. In conducting the sited study, a simple survey was carried out in Kebbi State. 150 teachers were randomly selected and sampled from 30 secondary schools from both rural and urban centers. All subject areas were represented. A structured test method using Pearson's Product Moment Correlation was used and yielded a coefficient of 0.86. Responses were tallied and the frequencies were converted to simple percentages. Only the views of simple majority were reflected in discussing each of the

variables investigated in the study. Personal observations and experiences were applied in interpreting the findings.

Teacher performance at school level is a complicated and complex task in the education industry. Some teacher performance as subjective and also question the criteria used. It seems teacher's performance is poorly conceptualized and often misunderstood. The problem that led to this study is poor perception of the relationship between job satisfaction, career motivation and teacher performance in some Senior Secondary School in Kaura Namoda Education zone of Zamfara State, the researcher noted that some teachers are not performing on their jobs, leave teaching jobs for other jobs, e.g. immigration, customs, civil defence and host of others. These motivated the researcher to find out what motivate them to leave their former job (teaching), these may be lack of job satisfaction? career motivation? Among others and this resulted to inefficiency among some teachers in education and suggest possible solution to improve the standard of education through teachers' performance.

The problems of finding ways of improving teacher performance in school in Kaura Namoda Education zone of Zamfara State has been a challenge to the stakeholders. Meanwhile effective teacher performance is needed in this "information age" where schools are committed to a process of continual instructional improvement.

Research Questions

To guide the study, the following research questions were raised:

1. Is there any relationship between Job Satisfaction and Career Motivation?
2. Is there any relationship between Job Satisfaction and Teacher Performance?
3. Is there any relationship between Career Motivation and Teacher Performance?

4. Is there any relationship between Job Satisfaction, Career Motivation and Teacher Performance?
5. What is the implication of the study for counselling?

Objectives of the Study

This study found that:

1. Relationship between Job Satisfaction and Career Motivation.
2. Relationship between Job Satisfaction and Teacher Performance.
3. Relationship between Career Motivation and Teacher Performance.
4. Relationship between Job Satisfaction, Career Motivation and Teacher Performance
5. The implication of the study for counselling

Research Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between Job Satisfaction and Career Motivation.
2. There is no significant relationship between Job Satisfaction and Teacher Performance.
3. There is no significant relationship between Career Motivation and Teacher Performance.
4. There is no significant relationship between Job Satisfaction, Career Motivation and Teacher Performance.

Methodology

This study used a correlational research design. This was chosen because this type of research design deals with measuring relationship between two or more variables for the purpose of making prediction about relationship. This type of research design or method was found relevant and applicable because of the assertion of Olayiwola (2007) that, correlational study is

the study of relatedness of two groups. Correlational study involves measuring two variables and determines the degree of relationship that exists between them so that is what the present study is looking for. The population of this study consists of all the Senior Secondary School Teachers in Kaura Namoda Educational Zone of Zamfara State with a total number of 15 Senior Secondary Schools with a population of 338 teachers. The schools are presented in the table 1.

Table 1: Population of the Study

S/N	Name of Schools	Population of Teachers
1.	Government Secondary School Sabon Gari	31
2.	Government Secondary School Kaura Namoda	49
3.	Namoda Secondary School	41
4.	Government Technical School Kaura	89
5.	Government Girls Secondary School Kaura Namoda	29
6.	Government Day Secondary School Kasuwar Daji	20
7.	Government Day Secondary School Kurya	16
8.	Government Day Secondary School Katsaura	10
9.	Government Day Secondary School Rututu	18
10.	Government Day Secondary School Magami	8
11.	Government Day Secondary School D. Kade	7
12.	Government Day Secondary School Sakaji	4
13.	Government Day Secondary School Banga	5
14.	Government Day Secondary School Mailalle	8
15.	Government Day Secondary School Dan Isa	3
Total		338

The samples of this study was drawn from the 15 Government owned Secondary Schools in Zamfara State. Purposive sampling technique was employed to select 7 Senior Secondary Schools in Kaura Namoda Educational zone of Zamfara State. A purposive or judgment sampling is a technique used for the study based on the assumption that with good judgment, one can handpick element of cases in a population, which are satisfactory in relation to one's needs. Fraenkel and Wallen (2000) opined that purposive sampling is a non-random sample used when those to be selected have the requisite information, Nworgu (2006) noted that purposive sampling specifies element which satisfy some predetermined criteria for selection, for example,

possessing certain characteristics relevant to the study. Nworgu explained further that these criteria to be used are usually the matter of the researcher's judgment, and that the researcher could exercise his judgment in relation to what he/she thinks would constitute a representative sample with the research purpose.

The sample size of this study consisted of seven Senior Secondary Schools with teachers' participant numbering 251. All the 251 teachers were selected with the aid of Research Advisor (2006) as sample size for the study since they are few in number.

Table 2: Sample Size of the Study

S/No	School Size	No. of Teachers	Sample Size
1.	Government Day Secondary School Sabon Gari	31	31
2.	Government Secondary School Kaura Namoda	49	49
3.	Government Technical School Kaura	89	89
4.	Namoda Secondary School	41	41
5.	Government Day Secondary School Kasuwar Daji	20	20
6.	Government Day Secondary School Kurya	16	16
7.	Government Day Secondary School Banga	5	5
	Total	251	251

Research Instruments

For the purpose of this study, three questionnaires were used by the researcher to elicit information from the respondents. The questionnaires are:

- i. Researcher Designed Job Satisfaction Questionnaire (JSQ). To measure job performance.
- ii. Researcher Designed Teacher Performance Questionnaire (TPQ). To measure teacher performance.
- iii. Researcher Designed Career Motivation Questionnaire (CMQ) to measure career motivation.

Validity of the Job Satisfaction (JS), Teacher Performance (TP) and Career Motivation (CM)

To determine the validity of the instrument, the instrument was subjected for scrutiny to the lecturers and experts in the Faculty of Education and Extension Service, Usmanu Danfodiyo University Sokoto who adjudged that the items possessed content validity.

Reliability of the Job Satisfaction (JS), Teacher Performance (TP) and Career Motivation (CM)

The questionnaire contained 28 items, 12 items for job satisfaction JS, 6 items for Teacher Performance (TP) and 10 items for Career Motivation (CM). The instrument was administered to 20 teachers in Gusau Metropolis at an interval of four weeks between the first and the second test, the result of the test re-test produce high coefficient alpha of .86 and .82 respectively. This was considered to be good enough to the present study.

Scoring of the Job Satisfaction (JS), Teacher Performance (TP) and Career Motivation (CM)

The scoring of the JS, TP and CM was based on a four Likert-type score at response pattern of: (4) Strongly Agreed (SA), (3) Agreed (A), (2) Strongly Disagreed (SD) and (1) Disagreed (D). All the 10 items are positive statements. The total score to be obtained by each teacher will then be added up to represent the score on the scale. The highest score obtainable is $(4 \times 28) = 112$ while the lowest possible score obtainable is 28.

Method of Data Analysis

The analysis of data was based on the research hypotheses earlier formulated. Hypothesis 1-3 were subjected to Pearson Product Moment Correlation coefficient statistics and while hypothesis 4 was subjected Multiple regression analysis was adopted for use.

Data Presentation and Analysis

H₀₁: There is no significant relationship between job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State.

Table 3: Relationship between Job Satisfaction and Career Motivation of Teachers in Kaura Namoda Education Zone of Zamfara State (N= 251)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Job Satisfaction	251	24.74	5.63	.344	.000	Significant
Career Motivation	251	18.98	3.19			

From the result of table 3, job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State were positively related and significant, Pearson's $r = .344$, $p = .000$. This indicates that there is significant relationship between job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State was rejected. This means that job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State were significantly related.

H₀₂: There is no significant relationship between job satisfaction and teachers' performance in Kaura Namoda Education Zone of Zamfara State.

Table 4: Relationship between Job Satisfaction and Teachers' Performance in Kaura Namoda Education Zone of Zamfara State (N= 251)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Job Satisfaction	251	24.74	5.63	.337	.000	Significant
Teachers' Performance	251	23.87	5.68			

From the result of table 4, job satisfaction and teachers' performance in Kaura Namoda Education Zone of Zamfara State were positively related and significant, Pearson's $r = .337$, $p = .000$. This indicates that there is significant relationship between job satisfaction and performance of teachers in Kaura Namoda Education Zone of Zamfara State because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between job satisfaction and performance of teachers in Kaura Namoda Education Zone of Zamfara State was rejected. This means that job satisfaction and performance of teachers in Kaura Namoda Education Zone of Zamfara State were significantly related. This means that job satisfaction is an important determinant of teachers' performance.

H₀₃: There is no significant relationship between career motivation and teachers' performance in Kaura Namoda Education Zone of Zamfara State.

Table 5: Relationship between career motivation and teachers' performance in Kaura Namoda Education Zone of Zamfara State (N= 251)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Career Motivation	251	18.98	13.19	.433	.000	Significant
Teachers' Performance	251	23.87	5.67			

From the result of table 5, career motivation and teachers' performance in Kaura Namoda Education Zone of Zamfara State were positively related and significant, Pearson's $r = .433$, $p = .000$. This indicates that there is significant relationship between career and performance of teachers in Kaura Namoda Education Zone of Zamfara State because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between career motivation and performance of teachers in Kaura Namoda Education

Zone of Zamfara State was rejected. This means that career motivation and performance of teachers in Kaura Namoda Education Zone of Zamfara State were significantly related. This means that career motivation is an important determinant of teachers' performance.

H₀₄: Job satisfaction is not significantly more related to teachers' performance than career motivation of teachers in Kaura Namoda Education Zone of Zamfara State.

Table 6: Job Satisfaction and Career Motivation in Relation to Teachers Performance

Variables	R	R ²	Adjusted R ²	SE	F	β	T	P-value
Job Satisfaction	.337	.114	.110	5.35	31.922	.337	5.650	.000
Career Motivation	.477	.228	.221	5.01	36.521	.359	6.047	.000

A look at the squared part correlations revealed that job satisfaction accounted for 1.14% of the variance in teachers' performance $R^2_{adj} = .110$, $F(1, 249) = 31.922$, $p < .05$. And career motivation accounted for 2.28% of the variance in teachers' performance $R^2_{adj} = .221$, $F(2, 248) = 36.521$, $p < .05$. Thus, the significant results of the procedure indicated that career motivation was able to account for significant amount of variance in the dependent variable (teachers' performance). Although job satisfaction is a related variable to teachers' performance, analysis of regression coefficients indicated that career motivation, $\beta = .359$, $t = 6.049$, $p < .05$ emerged as the more predictor of the teachers' performance than job satisfaction. Thus, it can be concluded that career motivation is more related to teachers' performance than job satisfaction among teachers in Kaura Namoda Education Zone of Zamfara State.

Summary of Findings

The study investigated the relationship between job satisfactions, career motivation and teacher performance in Kaura Namoda of Zamfara State. Based on the research questions and hypotheses tested and interpreted, the result from the analyses can be summarized as follows:

1. There is significant relationship between job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State
2. There is significant relationship between job satisfaction and teacher performance in Kaura Namoda Education Zone of Zamfara State.
3. There is significant relationship between career motivation and teacher performance in Kaura Namoda Education Zone of Zamfara State..
4. Career motivation is more related to teachers' performance than job satisfaction among teachers in Kaura Namoda Education Zone of Zamfara State.

Discussion of Findings

Based on the data collected and analysis of the result in this study, the findings revealed the following:

The result in table 3 revealed that job satisfaction and career motivation are significantly related. This conformed to Herzberg, (1966) put forward the two factor theory of job satisfaction. He stressed the factors which causes job satisfaction separate and distinct from those cause job dissatisfaction. The factors causing job satisfaction which he terms motivators are basically high level factors such as those relating to satisfaction with the job itself. Davies, (2006) salary has both economic and social values. It presents employees, what their supervisors think of them is more than mere economic terms. It is also an indication of one employee's relative status compared with other employees. It has many values as it has possessors.

The result in table 4 revealed that job satisfaction and teacher performance are significantly related. This study is in accordance with the findings of Ejiogu, (2005) wages and

fringe benefits have been described as important criteria whereby workers judge whether a job is good or poor one. He further reports that cash bonuses served as the best incentive towards productivity especially when such bonus were made contingent upon performance. According to Ejiogu and Harries, (2005) monetary reward was consistently cited as major need of Nigerian workers. They reported that 85% out of the 120 teachers they interviewed did care about decision making but rather claimed that as long as they were paid well and regularly, they would go on with their jobs happily. Katz & Kahn, (1983) report that government and private organization should provide monetary incentives to workers in under-developed and developing countries to enable them perform well and derive the satisfaction they desire from their jobs.

The result in table 5 revealed that career motivation and teacher performance are significantly related. This study is in accordance with the findings of Campbell & Pritchard, (1976) work motivation is a construct that generally refers to motivation to do one's current job. The term managerial motivation refers to the desire to engage in and meet managerial role requirements (e.g. exerting leadership, conducting routine administrative activities).

Conclusion

From the findings of this study, it can be concluded that:

1. Job satisfaction and career motivation of teachers in Kaura Namoda Education Zone of Zamfara State were significantly related. This is because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between job satisfaction and career motivation was rejected.
2. Job satisfaction and teacher performance in Kaura Namoda Education Zone of Zamfara State were significantly related. This is because the p-value (.000) is less than the .05 level of

3. significance. Therefore, hypothesis which states that there is no significant relationship between job satisfaction and performance of teachers was rejected. This means that job satisfaction is an important determinant of teacher's performance.
4. Career motivation and performance of teachers in Kaura Namoda Education Zone of Zamfara State were significantly related. This is because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between career motivation and performance of teachers was rejected
5. Career motivation is more related to teachers' performance than job satisfaction among teachers in Kaura Namoda Education Zone of Zamfara State

Recommendations

In view of the above findings, it was recommended that:-

1. Non-governmental organizations (NGOs) should help in providing loan scheme, sponsoring in-service training, refresher courses/workshops, etc.
2. Government should improve remunerations, promotions, in service training, etc.
3. Government and Non-governmental Organizations should synergize to make sure that teachers are satisfied and motivated through the provision of loan, sponsoring of in-service training, refresher courses/workshops, improved remunerations and promotions.
4. Government need to improve teachers' remuneration, make regular promotion of teachers and sponsor in-service training of the teachers.

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