# INFLUENCE OF JOB SATISFACTION ON JOB PERFORMANCE OF SECONDARY SCHOOL BUSINESS EDUCATION TEACHERS IN OSUN AND OYO STATES, NIGERIA

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DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
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## DECLARATION

I declare that the work in this dissertation titled Influence of Job Satisfaction on Job Performance of secondary school Business Education Teachers in Osun and Oyo states, Nigeria, has been carried out by me in the Department of Vocational and Technical Education. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Adedoyin ABOLARIN Date

## CERTIFICATION

This dissertation titled INFLUENCE OF JOB SATISFACTION ON JOB PERFORMANCE OF SECONDARY SCHOOL BUSINESS EDUCATION TEACHERS IN OSUN AND OYO STATES, NIGERIA, written by Adedoyin ABOLARIN, meets the regulations governing the award of the degree of Master of Business Education Degree in the department of Vocational and Technical Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literacy presentation.

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## DEDICATION

This work is dedicated to my beloved husband, Andrew Abolarin, and our children, Iyanuoluwa and Iyinoluwa.

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## OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, some important terms as they apply to this work, are defined below:

**Job Satisfaction:** Job satisfaction means how happy an individual is with his or her job.

**Job Performance**: Job performance is the way people do their job.

**Condition of Service:** This simply means salary, fringe benefits, in-service training and promotion.

**Salary**: This means the pay workers receive for the service rendered at the end of the month.

**Fringe benefits**: This simply means transport, housing and medical allowances.

**In-service Training**: This refers to the opportunity to upgrade oneself and go for further studies while in service.

**Promotion**: This means elevating a staff from one level to another.

**Working Relationship**: This means the way and manner both the teachers and their employers relate and deal with each other.

**Physical Working Environment**: This is described as the environment in which people work.

**Societal Attitude towards teaching**: This is referred to as people's thoughts, feelings and behavior towards teaching.

## ABSTRACT

This study was carried out on the Influence of job satisfaction on job performance of secondary school business education teachers in Osun and Oyo states, Nigeria. Seven objectives, Seven research questions were raised to guide the study, while Seven null hypotheses were formulated and tested at 0.05 level of significance. In order to achieve the purpose for the study, descriptive survey research design was adopted. The total population of the study was two thousand three hundred and twenty four business education teachers, and the sample of four hundred and sixty five respondents were drawn from the twelve zones where the schools were located using random sampling techniques. Data were collected using self-designed questionnaire. Descriptive Statistics of mean and standard deviation were used to analyze research questions while Pearson Product Moment Correlation was used to test all the null hypotheses at the significant level of 0.05. The findings among others revealed that the teachers were dissatisfied with the working relationship with employer, also salary and fringe benefits had significant influence on job performance of secondary school business education teachers in Osun and Oyo states. The researcher recommended among others, that Osun and Oyo state governments should ensure the payment of salary and fringe benefits of secondary schools business education teachers in the states without any problem.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Osun and Oyo states are part of the thirty six (36) states that made up Nigeria. Osun state has thirty (30) local governments with five hundred and eighty (580) public secondary schools and one thousand nine hundred and twenty seven (1,927) business education teachers. Oyo state has thirty-three (33) local governments with nine hundred and forty nine (949) public secondary schools and three hundred and ninety seven business education teachers. Osun and Oyo states are located in south-west part of Nigeria.

Job satisfaction describes how happy an individual is with his or her job. The happier people are with their jobs, the more satisfied they are said to be. Job satisfaction can be considered as one of the deciding factors when it comes to effectiveness and efficiency of workers. The logic is that a satisfied employee makes a happy employer, and a happy employee is a successful employee. In line with this, Statt (2004) defines job satisfaction as the extent to which a worker is contented with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. According to Armstrong (2006) job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitude towards a job indicate job satisfaction, negative and unfavourable attitudes towards the job indicate job dissatisfaction.

Job satisfaction is generally seen as the effective orientation of individuals towards work roles that they are currently occupying in other word a person could be said to be satisfied to the extent that his job fulfils his dominant needs and is consistent with his expectations and values. Job satisfaction can also be seen as a

worker's sense of achievement and success on the job. Kaliski (2007) ascribes to this, stressing that job satisfaction is generally perceived to be directly linked to productivity as well as to personal well- being. By implication Job satisfaction implies doing a job one enjoys doing well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work.

On the other hand job involves the interaction between an individual and his work environment. The working environment sets basic requirements for the individual, just these requirements can bring about satisfaction or dissatisfaction for him.

Job performance is the way employees perform their work. It is an individual output in terms of quality and quantity expected from every employee in a particular job. In line with this Abdullahi (2011) job performance is the effectiveness or ineffectiveness of teachers as regard to discharging their responsibilities in the teaching learning situation. Business education teachers are teachers who teach subjects such as business studies, commerce, shorthand and typing, marketing and accounting in secondary schools. Samaila (2004) defined a professional teacher (business educator) as one who knows his/her subject matter very well practically and theoretically. He should be knowledgeable and strong not only in his avowed individual subject area, but also in the teaching and learning process.

The public esteem of teachers of all categories is very low and this attitude has greatly influenced the manner teachers go about their work, which consequently has a devastating effect on each student. This also results in the employment of young teachers who see teaching as a stepping stone to other more creative, satisfying and respectable jobs. Salawu in Fadokun (2004) supported this claim by stating that throughout history, teaching as a profession, is expected to occupy a high degree of

importance. That is why the desire to find effective and qualified teachers has persisted. According to Umego (1992) teaching should be made attractive so as to relate its status to what obtains in other professions that enjoy high level of importance.

However, teachers are key facilitators of knowledge and play a vital role in nation building. In order to make teachers comfortable and satisfied with their jobs, factors such as teaching resources, working conditions, salary, professional recognition, promotion, working environment, leadership, supervision and interpersonal relationship needs to be made possible so that school administrators and other educational stakeholders can adjust school environment, accordingly to foster satisfaction amongst teacher.

In addition the researcher observed that teachers' needs, desire and expectation might not be met in these states and this has made teachers go on strike to express their feelings about delay in the payment of salaries, grants and benefits, promotion, poor salary scale to mention a few. In view of this teachers become unhappy with their jobs and have made them to give less attention to their primary assignment which now made the students to be at the receiving end. It has also affected the students' academic performance and made some of them to roam around the streets, their neighborhood and become hawkers on the streets.

On the other hand this has lead some students to drop out of school as a result of unwanted pregnancy while some students utilized these periods to learn some trade such as tailoring and decoration. It is on the basis of the variables discussed so far that the background of this study was built.

## 1.2 Statement of the Problem

Generally, managers all over the world are continually confronted with the problem of how best to make workers perform efficiently and effectively and at the best possible level. It is also the desire of every employer that the employees in his organization be happy and satisfied with their work in order to achieve organizational goals. Thus, the idea of getting business education teachers satisfied so that they can perform their duty diligently could be seen as of great importance to the society. Business education teachers, like other workers, have needs and expectations. If they are not duly met, teaching of business subjects becomes unattractive. However, factors such as promotion, adequate facilities for learning and good leadership of school heads are important variables in how satisfied teachers are with their jobs which ultimately affects their performance.

Education is the bed rock of nation building and for this to be attained school environment has to be properly establish. In Osun and Oyo states there are a lot of secondary schools which includes both public and private. Some parents prefer to send their children to private schools in these states due to the fact that some of the public schools might not be in good conditions such as inadequate classroom, classroom facilities and teaching resources as well as inadequate staff, staffrooms and staff room facilities while some parents still send their wards to these public schools due to the economy situation of the country which might make them not to be able to afford the cost of private schools and this has lead to mass enrolment of students, their by making the schools to be populated. In addition the manpower in terms of teachers might not be adequate such that teachers who retired are not replaced and this has lead to a heavy workload on the teachers presently in service.

However an ideal teaching environment is expected to be an environment that is conducive. The condition of service is satisfactory, working relationship that exists between teachers and their supervisors and within themselves as teachers is cordial; there is availability and adequate classrooms, classroom facilities such as chairs, desks, chalk and blackboard. Also the instructional materials that are needed such as textbooks, charts and pictures are made available. Promotions take place as at when due, also all allowances and salaries are paid at the right time but this may not be so in Osun and Oyo states as well as our teaching environment of today.

In addition prior to the present administration, the civil servant welfare which the teachers are part of it was a paramount thing. Salaries were paid promptly, retirement entitlements were not delayed. Pupils population were limited to thirty (30) per class which brought about many arms in schools and this lead to the promotions of many teachers and increase in employment. Also the minimum wage was signed and approved by the last administration.

Moreover this may no longer be the case in these states. This made the researcher assumed that presently the minimum wage has not been effective for workers above level 6 which logically means that office workers including teachers at this level have not been beneficiaries of the minimum wage and this made the teachers to feel that they are not being properly taken care of talk less of being motivated for the best performance in the job. Also the states and the teachers are faced with a lot of problems such as students poor academic performance, administrative problems, inadequate classroom, classroom facilities, poor salary scale delay in the payment of staff salaries, grants and benefits, promotion bottle necks, handling of discipline, lack of respect for teaching profession and student's poor attitude towards learning.

It is on the basis of these problems that the researcher assessed the influence of job satisfaction on the job performance of secondary school business education teachers in Osun and Oyo state, Nigeria.

### 1.3 Objectives of the Study

The general objective of the study is to assess the influence of job satisfaction of secondary school business education teachers on their job performance in Osun and Oyo states. The specific objectives were to:

1. assess how salary influences job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
2. investigate how fringe benefits influence job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
3. determine how in-service training influences job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
4. assess how promotion influences job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
5. investigate how working relationship with employer influences job performance of business education teachers in secondary schools in Osun and Oyo states Nigeria.
6. determine how physical working environment influences job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.

7. determine how societal attitude towards teaching influences job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.

### 1.4 Research Questions

In line with the specific objectives, the following research questions were answered:

1. What is the influence of salary on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
2. What is the influence of fringe benefits on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
3. What is the influence of in-service training on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
4. What is the influence of promotion on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
5. What is the influence of working relationship with employer on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
6. What is the influence of physical working environment on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?
7. What is the influence of societal attitude towards teaching on job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria?

### 1.5 Research Hypotheses

In line with the specific objectives, the following hypotheses were formulated and tested in the course of the study.

1. Salary has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
2. Fringe benefits have no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
3. In-service training has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
4. Promotion has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
5. Working relationship with employer has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
6. Physical working environment has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.
7. Societal attitude towards teaching has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.

## 1.6 Significance of the Study

The result of this study will benefit the government of Osun and Oyo states, business education teachers, business students and the society in the following areas:

Firstly, the findings will be valuable tools to Osun and Oyo states government for improving the general working conditions of business education teachers in the states. This will bring about continuity and less turnover of teachers in the system. Also when the teachers are satisfied they will perform better.

Business education teachers will benefit from the result of the study which will serve as a guide in arranging for measures to ameliorate job performance so as to promote quality teaching of business subjects in Osun and Oyo states secondary schools.

The result of the study will also serve as an eye opener to business students and this will encourage them to improve and be serious with their studies to do their best, so as to bring better job satisfaction to their teachers. It will also create a better learning condition for student.

Finally, the findings will enable the society to see teachers as part of the society and that the teachers train their children to become future leaders so as to make the country a better place to be. Also the teachers help in molding the lives of these children to become responsible in life.

## 1.7 Basic Assumption

For the purpose of the study the following assumptions were made:

1. Better conditions of service can influence job performance of business education teachers.
2. Students' performance can have favourable or adverse influence on job satisfaction of business education teachers.
3. Business education teachers can be satisfied or dissatisfied with their job.

## 1.8 Delimitation of the Study

The researcher delimited the study to four hundred and sixty five (465) business education teachers in Osun and Oyo states. Public secondary schools in Osun and Oyo states were chosen for the study because they have similar characteristics and mode of operation. Business education teachers who teach accounting, commerce, typing and shorthand, and business studies were chosen as the target for the study in order to assess the influence of job satisfaction on the teachers' job performance. This was due to the reason that these are the subjects relating to business and are taught by business education teachers.

Although there are many factors that influence job satisfaction of employees, the researcher considered the following factors; condition of service (salary, fringe benefits, in-service training and promotion) working relationship with employers, physical working environment and societal attitude towards teaching to assess the job satisfaction of business education teachers and how they influences their job performance in Osun and Oyo states. Condition of service comprises of different factors from which the researcher delimited it to salary, fringe benefits, in-service

training, and promotion. This is because the researcher feels that they are among the most important factors of motivation in job satisfaction as well as in job performance.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE

This chapter reviewed papers, journals, articles, and other publications related to the scope of this study under the following subheadings.

2.1 Theoretical Framework

2.2 Concept of Job Satisfaction

2.3 Concept of Job Performance

2.4 Conditions of service and Job Performance

2.4.1 Salary, Fringe benefits and Job Performance

2.4.2 Promotion and Job Performance

2.4.3 In-service training and Job Performance

2.5 Working relationship and Job Performance

2.6 Physical working environment (conditions) and Job Performance

2.7 Societal attitude and Job Performance

2.8 Job Satisfaction and Business education teacher

2.9 Review of Empirical Studies

2.10 Summary of Reviewed Literature

## 2.1 Theoretical Framework

This study is based on Herzberg's two-factor theory of motivation because the researcher feels that it is among the most important theories that relate to job satisfaction and job performance. Motivation is an internal force, dependent on the needs that drive a person to achieve. Schulze and Steyn (2003) affirmed that in order to understand people's behaviour at work, managers or supervisors must be aware of the concept of needs or motives, which will help "move" their employees to act.

According to Robbins (2001), motivation is a needs-satisfying process, which means that when a person's needs are satisfied by certain factors, the person will exert superior effort toward attaining organizational goals.

The main focus of this study, however, is on Herzberg's theory of motivation. Herzberg's motivation-hygiene theory, also known as the two-factor theory, has received widespread attention as having a practical approach toward motivating employees. In 1959, Herzberg published his analysis of the feelings of 200 engineers and accountants from over nine companies in the United States. These professionals were asked to describe experiences in which they felt either extremely bad or exceptionally good about their jobs and to rate their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), whereas responses about bad feelings are associated with job context (hygiene factor). Motivators involve factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors are extrinsic to the job, such as interpersonal relationships, salary, supervision and company policy (Herzberg in Robert 2001).

Herzberg perceived motivational and hygiene factors to be separated into two dimensions affecting separate aspects of job satisfaction. This belief differed from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum (Herzberg in Robert 2001). Hygiene factors prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. On the other hand, motivators are the real factors that motivate employees at work. Under Herzberg's (1966) theory, workers who are satisfied with both motivation and hygiene factors would be top performers, and those who are dissatisfied with both factors would be poor performers.

**Herzberg's Two-Factor Theory of Motivation**

| **Dissatisfiers:** | **Satisfiers:** |
|---|---|
| Factors mentioned most often by dissatisfied employees. | Factors mentioned most often by satisfied employees |
| 1. Company policy and administration | 1. Achievement |
| 2. Supervision | 2. Recognition |
| 3. Relationship with supervisors | 3. Work self |
| 4. Work condition | 4. Responsibility |
| 5. Salary | 5. Advancement |
| 6. Relationship with peers | 6. Growth |
| 7. Personal life | |
| 8. Relationship with subordinates | |
| 9. Status | |
| 10. Security | |

**Source:** Robert Kreitner (2001)

## 2.2 Concept of Job Satisfaction

Job satisfaction is how content an individual is with his or her job and is often an important goal for many organizations. Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows.

According to Mullins (2005) job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.

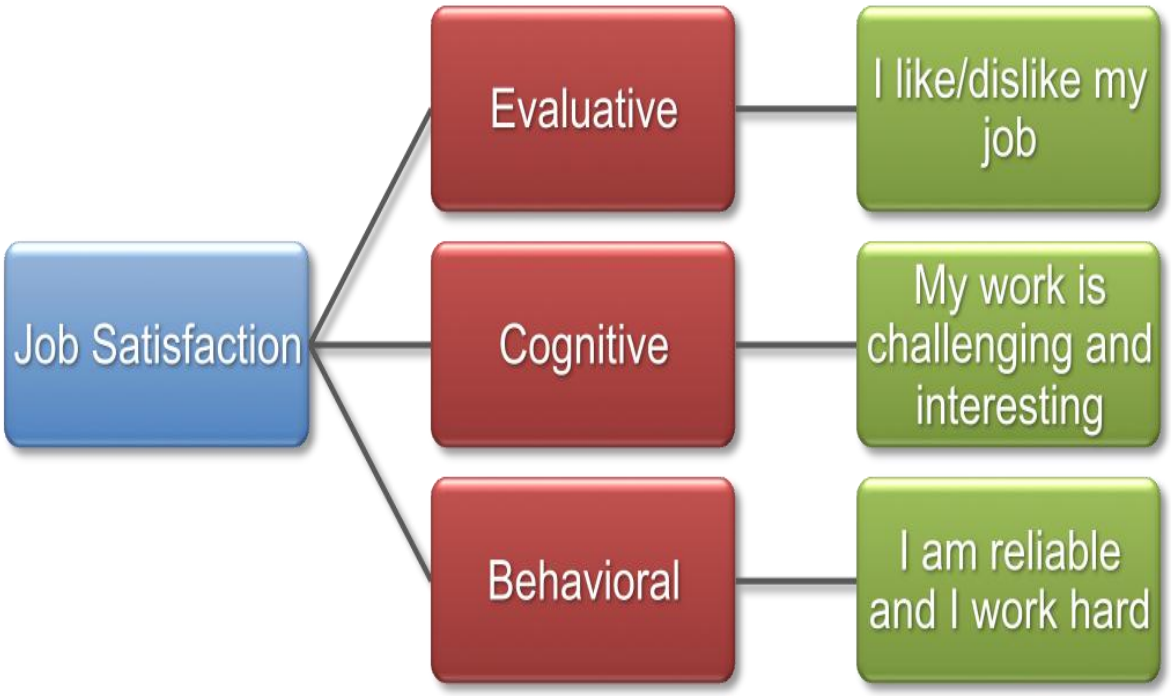
George and Jones (2008) job satisfaction is the collection of feelings and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction, in addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay. Aziri (2011) consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs.

### Components and Types of Job Satisfaction

The most widely accepted explanation of job satisfaction was presented by Locke in Bernstein and Nash (2008) who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". According to Bernstein and Nash (2008) job satisfaction has emotional, cognitive and behavioral components. The **Emotional Component** refers to feelings

regarding the job, such as boredom, anxiety, or excitement. The **Cognitive Component** of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the **Behavioral Component** includes people's actions in relation to their work. These actions may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein and Nash, 2008).

**Components of job satisfaction**




**Source:** (The Pennsylvania State University, 2010).

There are two types of job satisfaction which are based on the level of employees' feeling regarding their jobs. The first, and most studied, is **Global Job Satisfaction**, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job."). The second is **Job Facet Satisfaction,** which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage."). (Mueller and Kim, 2008). Also measurements of job facet satisfaction may be helpful in identifying, which specific aspect of a job requires improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover (Mueller and Kim, 2008).

### 2.3 Concept of Job Performance

Job performance is an individual output in terms of quality and quantity expected from every employee in a particular job. Different authors have different approaches towards defining job performance. Some of the cited definitions on job performance are analyzed in the text that follows.

According to Viswesvaran and Ones (2000) work performance are scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals.

. Bono, Judge, Patton and Thoresen (2001) said job performance is the way employees perform their work. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if

an employee should be fired. Individual performance is most of the time determined by motivation and the will and ability to do the job.

Abdullahi (2011) job performance is the effectiveness or ineffectiveness of teachers as regard to discharging their responsibilities in the teaching learning situation.

## 2.4 Conditions of service and Job Performance

### 2.4.1 Salary, Fringe benefits and Job Performance

Pay refers to the amount of financial compensation that an individual receives, as well as the extent to which such compensation is perceived to be equitable. According to Luthans in Ayeni, Kareem and Oyebamiji (2013), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Previous researches (Ojokuku and Sajuyigbe, 2009; Sajuyigbe, Olaoye and Adeyemi 2013) discovered that pay is one of the most significant variables in explaining job performance and satisfaction. Frye (2004) also found that there is positive relationship between pay and performance. It was further concluded that pay plays vital role in human capital intensive firms to attract and retain expert workforce.

In the research carried out by Sajuyigbe, Olaoye, and Adeyemi (2013), Tessema and Soeters (2006) they found that pay has significant impact on job satisfaction and performance. Lambert, Hogan, Barton and Lubbock (2001) finding was in line with previous researchers who agreed that financial rewards have a significant impact on job satisfaction and performance. They concluded that, the greater the financial reward, the less worry employees have concerning their financial state, thereby enhancing their impression of their self-worth to the organization.

According to Robbins (2003), employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations. Oshagbemi (2000) amongst UK academics established a statistically significant relationship between pay and employee job satisfaction. Society for Human Resource Management (2011) further contends that compensation has often remained one of the top five job satisfaction factors most important to employees; more than job security and relationship with immediate supervisor.

### 2.4.2. Promotion and Job Performance

Robbins (2003) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. (Nguyen, Taylor and Bradley, 2003) concluded that job satisfaction is the result of promotion opportunities in the organization. Teseema and Soeters (2006) also discovered that there is positive relationship between promotion practices and perceived performance of employee.

The finding of Sajuyigbe, Olaoye and Adeyemi (2013) agreed with other researchers that, many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. If organizations want to accelerate performance of employees in the organization, fair promotional opportunities should be given to employees (Park, Mitsuhashi, Fey and Bjorkman, 2003).

According to Mar'at in Sopiah (2013) one thrust of employees in work at a company or organization is the opportunity to progress. It is human nature that in

general they require a change for the better, more advanced than the current position obtained. Therefore, the employee wants an advance in life. Progress in this regard is promotion. This understanding is strengthened by Ranupanjojo and Husnan in Sopiah (2013) that "promotion is a shift from one position to another position higher accompanied with an increase in salary or wages and other rights".

### 2.4.3 In-service training and Job Performance

Rose (2001) indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. Study leave can be provided for those employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge.

Robbins (2003) refer to the work itself as "the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results". Jobs matched with the competencies and that are mentally stimulating are liked by the employees.

## 2.5 Working relationship and Job Performance

Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership.

The autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, & Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

Society for Human Resource Management (2011) revealed that employees value relationships with their supervisors more than benefits and compensation. Supervisors are always keen to develop a positive relationship with their subordinates to enable them learn their employees' strengths and weaknesses, making it easier for them to use the benefits of their employees' talents for the good of the organization.

Brunetto and Farr-Wharton (2002) concluded that supervision of the immediate manager increases the level of job satisfaction and performance. The productivity and performance of subordinates can be improved with managerial actions and supervision. Sajuyigbe, Olaoye and Adeyemi (2013) noted that recognition of the achievements by the supervisors leads toward job satisfaction and performance. Similar result was reported by Okpara (2004) that supervision plays significant roles in job satisfaction and performance. Ojokuku and Sajuyigbe (2009) also noted that productivity and performance of the subordinates is significant toward the managerial actions and supervision of the workers.

## 2.6 Physical working environment (conditions) and Job Performance

The work environment can be described as the environment in which people are working. It involves all the aspects which act and react on the body and mind of an employee. Spector (2008) found that work environment is an important determinant of job satisfaction and performance of employees. Working condition was also found to be better determinant of job satisfaction and performance by the researchers (Carlan, 2007; Ellickson and Logsdon, 2001). Luthans in Ayeni, Kareem and Oyebamiji (2013), has the same view that working conditions has a moderate impact on the employee's job satisfaction and performance. He said that if working conditions are good, for instance – clean and attractive surroundings, employees will find it easier to carry out their jobs. On the other hand, if the working conditions are poor like hot and noisy surroundings, employees will find it difficult to get their work done and thereby experience dissatisfaction.

Sajuyigbe,Olaoye and Adeyemi (2013) also maintained that working conditions are only likely to have a significant impact on job satisfaction and performance when, for example, the working conditions are either extremely good or extremely poor. Chandrasekar (2011) examined that the workplace environment has impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees they get de-motivated and their performance also is affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

According to Mar'at in Sopiah (2005) nonfinancial compensation stemming from the work environment such as social status may be the pride of the employees

and a pleasant working environment. The employees care about the working environment both for personal comfort or to ease the task well. For most employees, work also fills the need for social interaction. Therefore, it can be concluded that friendly and supportive co-workers will provide increasing job satisfaction. Working environment is the environment that surrounds the concrete and the abstract one. The work environment is the closest intended work environment that is directly felt by the employees.

Roelofsen (2002) indicated that improving the working environment reduces complaints and absenteeism while increasing productivity. Baron and Greenberg in Juma, Jacqueline, Kabare and Samuel (2013) contended that workers would desire working conditions that will result in greater physical comfort and convenience. The absence of such working conditions amongst other things can impact negatively on the workers' mental and physical well being.

## 2.7 Societal attitude and Job Performance

Societal attitudes can be refer to as the evaluative statements or judgments made concerning objects, people, or events. Maertz (2004) found that the perceived desires and expectations of family and friends better predicted turnover intentions for collectivists than did measures of employees' personal attitudes.

## 2.8 Job Satisfaction and Business Education Teacher

There are number of definitions of job satisfaction, but a simple definition of job satisfaction was given by Hoppock (2011) who defined job satisfaction as "any combination of psychological and environmental circumstances that causes the person truly to say I am satisfied with my job". Such psychological environmental circumstance may include the nature of the job, the pay, the propensity for growth and

advancement on the job. This definition suggests that the satisfaction of business education teacher with the work will not come from one source but a combination of many sources as well. Failure to recognize this fact, the school administrator may find it difficult to satisfy their business education teachers.

In his view, Ekong (2003) said job satisfaction cannot be directly pinned down to productivity as one can say that it has much bearing on achieving the general organization goal. Previous studies on job satisfaction seem to suggest that job satisfaction of employees seem to affect their performance on the job. Many organization and psychologists seem to be interested to realize that by taking the interest of the worker seriously, management is indirectly taking up the goals of their organization seriously.

Business education teachers like other workers have needs. The needs are what they aspire to fulfill. Hence, job need implies job satisfaction. According to Lawler in Armstrong (2006) satisfaction comes about when some of our needs or desires are met. This also is in line with "expectancy" theory of Vroom (2002), who suggested that every worker goes to his place of work with certain desires or needs. When these needs and expectations are met he is said to be satisfied, he puts in his best, but when the needs are not satisfied , he contribute little to his work.

The researcher view that a worker who likes his job will work more efficiently and enthusiastically. This idea also applied to educational context, as business education teacher who finds their jobs satisfying will work harder. This will in turn create a better learning condition for students. Blum in kaliski (2007) said that attaining job satisfaction will be greater where an individual's needs, abilities and objectives can be marched to a job that fulfills them. This means that people go to

their organizations with certain needs and objectives. Their satisfaction with the job therefore, depends on the realization of those needs or objectives.

## 2.9 Review of Empirical Studies

The Empirical studies of this study discussed the work of nine different researchers that were related to the study.

Umego (1992) conducted a study of Job satisfaction among teachers of post primary institution, in zaria, metropolitan area of Kaduna state. The statement of the problem in this study was that teachers in Zaria metropolitan area feel that they were not getting commensurate reward for their job and that other people are better rewarded without working as hard as teachers. The study tried to find out if there was any relationship between some teacher variables; some factors that cause job satisfaction or dissatisfaction of post-primary school teachers in Zaria metropolitan area of Kaduna state and their job satisfaction.

In Umego's study five research questions were formulated and seven hypotheses were advanced. The target population for the study was not indicated and according to Umego sampling was not necessary since there were only eleven (11) schools located within Zaria metropolitan area of Kaduna state which include Zaria city, Tundun wada , Gaskiya, Sabon Gari, Samaru, Basawa, Wusasa, and Bomo areas. The research design was survey method and a five point rating scale questionnaire was used as the instrument for data collection. The questionnaire was divided into two sections, A and B. Section A contains five (5) questions on personal information while section B contains seventeen (17) questions on job satisfaction factors.

Umego employed three major statistical techniques in analyzing the data and computing the results of the findings. One-way analysis of variance to test hypotheses

1, 3, and 4; the Manny-white u-test for testing hypotheses 2, while the Correlation coefficient was used to test hypotheses 5, 6 and 7. At the end of the analyses three of the hypotheses were retained while four hypotheses were rejected. The study revealed that teacher's age, gender, qualification and years of experience had no influence on the job performance of the teachers while salaries, provision of school facilities and the leadership of school heads influenced the job satisfaction of the teachers in the state. Based on these findings it was recommended that salaries should be improved and paid regularly, adequate provision of learning facilities as well as administrative policies should be improved on.

The observation about the study was that Umego did not state the target population of teachers in Zaria metropolitan area of Kaduna state and no sampling method was used to select the respondents used for the research. Also the reliability of the instrument was not carried out but was only validated by experts and administered directly to the group concerned. However, the present study is related to that of Umego in the area of design and discussion of the same independent variable (job satisfaction). Meanwhile, the two studies are not the same in the area of scope, sampling techniques, statistical tool for analysis, job satisfaction factors and the subject teachers considered.

Bello (2000) conducted a study on Factors influencing job satisfaction of business teachers in Nigerian colleges of education. The statement of the problem in this study was that the business teachers are not satisfied with the teaching job and this made them to migrate to other sectors of the economy. The unstable academic environment of the higher institutions and few numbers of business teachers in both federal and state colleges of education in Nigeria together with the workload are also part of the problem. The study was designed to examine the relationship between

factors of job satisfaction and job satisfactions of business teachers in Nigerian colleges of education.

In Bello's study six research questions were raised and seven research hypotheses were formulated. The research design adopted was survey research method. The target population for the study consists of two hundred and forty four (244) business teachers in the seventeen (17) federal colleges of education and twenty three (23) state colleges of education that offers business education in Nigeria. The sample size was one hundred and forty (140) business teachers and a simple stratified random sampling method was used for the selection. A combined moderated questionnaire made-up of two sets of questionnaires by Hoppick and Courger/Zawacki survey instrument were used as a basis for data collection for the study.

The analysis of data was done using three statistical tools; Frequency and Percentage were used for analyzing teacher variables; Pearson Product Moment Correlation was used to determine the relationship between job satisfaction and each of the seven variables stated by the researcher. The seven hypotheses formulated were retained indicating that the business teacher's job satisfaction did not depend on the variables identified for the study. The business teacher's job satisfaction was independent to the variables for the study. The study revealed that the work performed, job advancement prospects in the school environment, teachers recognition, working conditions and benefits, administrative policy and supervision, salary and social interaction among business teachers were not a source of job satisfaction to them. Based on these findings it was recommended that good working conditions and prompt payment of salary and benefits should be put in place by both federal and state government.

In Bello's study, specific objectives were not stated; also assumptions were not made. The level of significance at which the hypotheses were to be accepted or rejected was not stated. Empirical studies were not carried out too. However, the present study is related to that of Bello because both discussed the job satisfaction of business teachers, adopted the same research design, sampling method and one of the statistical tools for analysis. Meanwhile, the present study differs from that of Bello in the area of population, sample size and institutions used.

Bukar and Buba (2006) conducted a study on Teachers job satisfaction and students academic achievement in Gombe state senior secondary schools, Nigeria. The main purpose of the study was to determine the relationship between teachers job satisfaction and students academic achievement in Gombe state senior secondary schools. The problem was the poor performance of students in SSCE examination. It was recorded that the SSCE results indicated that only 1.06%, 1.97%, 4.30%, 1.27%, and 2.6% respectively of the students that sat for the SSCE examination got five (5) credits and above including Mathematics and English language (Gombe State Ministry of Education 2002 qouted by Buba , 2005).

In Bukar and Buba five hypotheses were formulated. The target population of the study was all the teachers in the state senior secondary schools. Simple random sampling technique was used to select twenty (20) senior secondary schools and seven hundred and forty (740) teachers among two thousand eight hundred and ninety two (2892) teachers in the school system as sample for the study. Teachers Job Satisfaction Questionnaire (TJSQ) and relevant information from official records were used for data collection. A five (5) point likert-scale type of questionnaire was adopted and the test for reliability of the instrument was carried out.

Descriptive statistics of mean, standard deviation, person product moment correlation coefficient were used to analyze the data at level of significance of 0.05. The study revealed that there was a significant relationship between teachers' remuneration/financial benefits, teaching/training facilities, welfare packages/teachers job satisfaction and students academic achievement in Gombe state senior secondary schools (1998-2002). The correlations were significant and the null hypotheses were therefore, rejected. Based on these findings, it was recommended that the state government should improve teachers' condition of service and provide adequate effective instructional materials for teaching and learning.

The present research work is related to that of Bukar and Buba in the aspect of teachers' job satisfaction, sampling technique and statistical tool for analysis. Meanwhile, the present study differ from that of Bukar and Buba in the area of teachers used, population, sample size and factors of job satisfaction considered.

Chukwuemeka (2006) conducted a study on Teaching profession gender job satisfaction: A study of teachers in Enugu state school system. This study investigated the level of job satisfaction among male and female teachers in Enugu state school systems. The problem was that thousands of the best brains had left the teaching service, a good number of teachers saw teaching as a stepping – stone while searching for more lucrative jobs.

In the study two specific objectives were raised and two hypotheses were formulated. The study made use of survey research design. The study was conducted in all the six educational zones of Enugu state which consists of two hundred and fifty eight (258) secondary schools. Stratified sampling technique was adopted to select three hundred (300) teachers from each educational zone. The research instruments

used for data collection were questionnaire, face-to-face interview, observation and relevant records from the various schools in the six educational zones.

The statistical tool used for data analysis was Chi-square ($X^2$) at level of significance of 0.05. The null hypotheses were rejected. The study revealed that female teachers are more satisfied with teaching profession than their male counterparts. Also more male teachers leave the teaching profession than their female counterparts. Based on this finding it was recommended that the state should employ more of female teachers than the male teachers.

The present research work is related to that of Chukwuemeka in the area of job satisfaction of secondary school teachers. Nevertheless, the present study differs from that of Chukwuemeka in the area of sampling technique, statistical tool for analysis, sample size and scope. Chukwuemeka investigated gender job satisfaction and teaching profession which is not so in the present study.

Abdullahi (2011) conducted a study on Influence of teaching facilities and teachers' qualification on job performance of business education teachers in secondary school Kebbi states. The statement of the problem in the study was that inadequate facilities, poor performance of students in examination and teachers qualifications affect the performance of business education teachers in the state.

In the study three research questions were raised and three hypotheses were postulated. Survey research design was used. The population for the study was two thousand two hundred and fifty nine (2,259) and a sample size of three hundred and sixty (360) was selected using simple random sampling of hart-draw in selecting respondents. Questionnaire was used for data collection. The data collected were analyzed using simple percentages and the hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMC). The three hypotheses were

rejected. The study revealed that teaching facilities and teachers qualification influenced job performance of business education teachers in the state. Based on these findings it was recommended that adequate provision of teaching facilities should be made.

The present study is related to that of Abdullahi in the area of research design, statistical tool for analysis and it examined the same dependent variable in terms of job performance. However, the present study differs from that of Abdullahi in the area of sample size, sampling technique and the independent variable used.

Ayob, Lo, Ngui and Voon (2011) conducted a study on Influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. The purpose of this study was to determine the aspects of transactional and transformational leadership that affect employee's job satisfaction in the public sector in Malaysia. Also two dimensions of job satisfaction were examined, namely working condition and working assignment. In this study two specific objectives were stated and four hypotheses were developed by the researchers.

The population for the study was three hundred (300) Malaysian executives working in public sectors. The research design used was survey method; the sample size for the research was two hundred (200) and convenient sampling method was used. The measuring instrument for data collection from the employees was in the form of questionnaires which consists of close-ended questions and few open-ended questions and is divided into four sections. Section 1 consists of eleven (11) items measuring the personal profile and demographic characteristics of respondents. Section 2, 3 and 4 consist of 42 items measuring superiors' leadership styles and job satisfaction among the employees using a 7- point Likert scale.

The researcher employed five (5) major statistical techniques in analyzing the data and computing the results of the findings and this includes Percentage for demographic characteristics of respondents, Mean and Standard deviation was used for analyzing leadership and job satisfaction variables, Pearson correlation was used to determine whether the subscales were independent measure of the same concept, Multiple regression analyses were carried out to test the hypothesized relationships between the dimensions of leadership styles and job satisfaction components. The four hypotheses formulated were supported by the findings and the results showed that transformational leadership style had a positive relationship with job satisfaction whereas transactional leadership style had a negative relationship with job satisfaction in government organization. Based on the finding it was recommended that transactional leadership style should be improved on.

The observation about Ayob, Lo, Ngui and Voon study was that the test for validity and reliability of the measuring instrument was not carried out and it was not stated. Nonetheless, the present research work is related to that of Ayob, Lo, Ngui and Voon in the area of research design and statistical tool for data analysis. Meanwhile, the present study differs from that of Ayob, Lo, Ngui and Voon in the area of the factors that influence job satisfaction, sampling techniques, statistical tool and institution used.

Annierah , Datu , Kamarulzaman and Maeda (2013) conducted a study on Work Performance and Job Satisfaction among Teachers of Division of Cotabato City in Mindanao, Philippines. This study attempted to find out the relationship of work performance and job satisfaction among the teachers of Division of Cotabato City.

In the study three research questions were raised. Descriptive correlation design was used. The sample size was two hundred (200) elementary teachers from

twelve selected public schools. Survey questionnaire was used for data collection. The data collected were analyzed using descriptive statistics such as group frequency distribution, percentile, mean and standard deviation. The researcher also used Pearson Product Moment Correlation Coefficient to determine the correlation between job satisfaction and work performance. Based on the findings of the study, it was concluded that the teachers of Division of Cotabato City displays a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the area of work performance. The teachers of Division of Cotabato City were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with his/her job is also a productive one.

The observation about Annierah , Datu , Kamarulzaman and Maeda study was that hypotheses were not stated; also assumptions were not made, sampling technique was not indicated as well as empirical studies were not carried out too. However the present study is related to that of Annierah, Datu , Kamarulzaman and Maeda in the area of statistical tool for analysis. Meanwhile, the present study differs from that of Annierah, Datu , Kamarulzaman and Maeda in the area of scope and research design.

Ayeni, Kareem and Oyebamiji (2013) conducted a study on Impact of job satisfaction dimensions on job performance in a small and medium enterprise in Ibadan, south west, Nigeria. This research paper examined the impact of job satisfaction dimensions on job performance of Small and Medium Enterprises' employees in Ibadan metropolis. In the study one hypothesis was formulated. Simple random sampling technique was adopted to collect data from one hundred and five (105) respondents from three different sectors using structured questionnaire. The

statistical techniques used to analyze the data were Pearson Product Moment Correlation Coefficient and Multiple Regressions Analysis. The result showed that job satisfaction dimensions have significant effect on job performance. It was found that job satisfaction dimensions jointly and independently predict job performance, which accounted for 33% variance of job performance. Based on these findings it was recommended that small and medium enterprises operators should use these job satisfaction dimensions as policy instruments for retention and as strategies which have the tendency to reduce employee turnover and enhance job performance.

Ayeni, Kareem and Oyebamiji did not state specific objectives and research questions; also assumptions were not made. The level of significance at which the hypothesis was to be accepted or rejected was not stated. Nevertheless, the present research work is related to that of Ayeni, Kareem and Oyebamiji in the area of sampling technique and statistical tool used. Meanwhile, the present study differs from that of Ayeni, Kareem and Oyebamiji in the area of sample size and scope.

James and Shagufta (2013) conducted a study on The influence of rewards and job satisfaction on employees in the service industry, Ghana. The purpose of this study was to find out the relationship between employees' rewards, and the dimension of their job satisfaction in the service sector, the role of job satisfaction and rewards was explored with samples from workers in two large Ghanaian private organizations. The implications of job satisfaction on customer satisfaction and loyalty towards organizations were also investigated. Two hypotheses were formulated.

The population for the study was one hundred and twenty (120) employees that were randomly selected the instrument for data collection was a self constructed questionnaire which consists of closed and open-ended questions using a mixture of four and five-point rating scales. The data was analyzed and interpreted using

descriptive and Chi-square to test the hypotheses of the study. The result of the findings showed that rewards induced positively on job satisfaction of employees. Additionally the findings revealed that job satisfaction of employees stimulated their loyalty to the organization. However, a very high level of employee dissatisfaction was recorded for employee pay and the amount of work they do. Based on these findings it was recommended that managers should provide fair opportunities for all categories of staff, show concern for their employees through regular meetings, provide good working environment for employees, organize training and seminars to increase or sharpen the skills of employees, and that regular salary increases by managers should be put in place. The present research work is related to that of James and Shagufta in the area of job satisfaction. Meanwhile, the present study differs from that of James and Shagufta in the area of sample size and statistical tool.

**2.10 Summary of Reviewed Literature**

In this chapter, the theoretical framework – the two factor theory of motivation on which the study was anchored upon was discussed. Literature related to the study was reviewed and the review was done in stages which includes concept of job satisfaction and concept of job performance. Literature on job satisfaction, components and types was reviewed. Job satisfaction is how content an individual is with his or her job. Job satisfaction has emotional, cognitive and behavioral component. Types of job satisfaction are global job satisfaction and job facet satisfaction.

Literature on factors of job satisfaction was reviewed. The Job satisfaction derived by a teacher had great influence on the teacher's job performance. Conditions of service, working relationship, physical working environment and societal attitude are part of the factors that brings about satisfaction or dissatisfaction to an employee.

Conditions of service can be referred to as the circumstances or situation in which people work. It comprises of salary, benefits, in-service- training and promotion to mention a few as its package. Working relationship is the way and manner in which both the employer and the employees behave towards one another as well as deal with each other. Physical working environment can be described as the environment in which people work. Societal attitude can be referred to as people's thoughts, feelings and behavior towards objects, people or events.

In addition literature on job performance was reviewed. Job performance had been defined in various ways by researchers. However, there was a general agreement among them that Job performance is an output in terms of quality and quantity, which contributes to organizational goals.

The review enabled the researcher to know the gap left out in the previous research studies. To the best of the researchers knowledge, from all the empirical studies reviewed, there was no specific one that had addressed the influence of job satisfaction on job performance of secondary school business education teachers in Osun and Oyo states. Therefore, the result of this study has filled the identified gap.

# CHAPTER THREE

# RESEARCH METHODOLOGY

This chapter discussed the research methodology that was adopted by the researcher to conduct the research under the following sub headings.

3.1 Research Design

3.2 Population of the study

3.3 Sample size and sampling procedure

3.4 Instrument for data collection

3.4.1 Validation of the instrument

3.4.2 Pilot study

3.4.3 Reliability of research instrument

3.5 Procedure for data collection

3.6 Procedure for data analysis.

## 3.1 Research Design

The design used for the study was descriptive survey research design. This method is considered appropriate because it provides modality for obtaining information from a sample size and generalizing the findings obtained from analysis of the sample to the entire population. The use of survey method has been attested to by Asika and Osuala (2001) as being a useful means of obtaining data which are derived from questionnaire and interview, and attempt to document current condition to describe what exerts at the moment. For the purpose of carrying out this research, questionnaire was used to collect relevant information.

## 3.2 Population of the Study

The target population for this study was two thousand three hundred and twenty four (2,324) Business education teachers in public secondary schools in Osun and Oyo states. The breakdown of this is as shown in Table 3.1

**Table 3.1 Population of the Study**

| S/NO | SCHOOL ZONE | NO OF BUSINESS EDUCATION TEACHERS |
|---|---|---|
| 1. | Oyo | 78 |
| 2. | Leaf road | 103 |
| 3. | Moniya | 94 |
| 4. | Ogbomoso | 40 |
| 5. | Saki | 47 |
| 6. | Eruwa | 35 |
| 7. | Osogbo | 534 |
| 8. | Ilesa | 336 |
| 9. | Ede | 208 |
| 10. | Ife | 317 |
| 11. | Ikirun | 211 |
| 12. | Iwo | 321 |
| Total | | 2,324 |

**Source**: Oyo State Teaching Service Commission and Osun State Ministry of Education, Science and Technology, Department of Planning, Research and Statistics (2014).

The schools were grouped into six zones in each state; number 1-6 are the zones for Oyo state while number 7-12 are the zones for Osun states. The total population was two thousand three hundred and twenty four (2,324).

## 3.3 Sample Size and Sampling Procedure

The sample size for the research was four hundred and sixty five (465) business education teachers which is 20% of the total population of two thousand three hundred and twenty four (2,324). This was based on Sheka (2011) that 15 – 30% of the population is a fair sample for entire population when using descriptive survey research design. The sampling technique used for the research was stratified random sampling. The population was naturally stratified through the zones. The sample was selected using simple random method by obtaining a soft copy of the list of the staff from the ministry of education in the two states. The list was printed out, torn into pieces according to the serial number with the name of the staff written in front of it. The papers torn were rolled and a neutral person was asked to pick 80 pieces for the business education teachers in Oyo state and 385 pieces for the business education teachers in Osun state. The name of the teachers that appeared on the papers chosen was given the questionnaire to fill in each state. The breakdown of this is as shown in Table 3.2

**Table 3.2 Sample size for the Study**

| S/NO | SCHOOL ZONES | NO OF TEACHERS | NO OF BUSINESS EDUCATION TEACHER SAMPLE |
|---|---|---|---|
| 1. | Oyo | 78 | 16 |
| 2. | Leaf road | 103 | 21 |
| 3. | Moniya | 94 | 19 |
| 4. | Ogbomoso | 40 | 8 |
| 5. | Saki | 47 | 9 |
| 6. | Eruwa | 35 | 7 |
| 7. | Osogbo | 534 | 107 |
| 8. | Ilesa | 336 | 67 |
| 9. | Ede | 208 | 42 |
| 10. | Ife | 317 | 63 |
| 11. | Ikirun | 211 | 42 |
| 12. | Iwo | 321 | 64 |
| Total | | 2324 | 465 |

**Source**: Field sample computed (2014).

The sample was calculated from the data on table 3.1 using 20% of the population per zone, this was based on Sheka (2011) that 15 – 30% of the population is a fair sample for entire population when using descriptive survey research design.

### 3.4 Instrument for Data Collection

The instrument used to gather information for the study was a self designed questionnaire. It was tagged influence of job satisfaction on job performance of secondary school business education teachers (Appendix iii). The questionnaire contained thirty four (34) items designed to get information for the study. The questionnaire was designed on four point rating scale of very satisfied, satisfied,

dissatisfied and very dissatisfied. The respondents were required to indicate their satisfaction on a 4 point rating scale. The categories of the rating and their values were very satisfied (4 points), satisfied (3 points), dissatisfied (2 points) and very dissatisfied (1 point).

In the instrument, salary (Appendix iii) sought information used to answer research question 1, fringe benefits (Appendix iii) sought information used to answer research question 2, in-service training (Appendix iii) sought information used to answer research question 3, promotion (Appendix iii) sought information used to answer research question 4, working relationship (Appendix iii) sought information used to answer research question 5, physical working environment (Appendix iii) sought information used to answer research question 6 and societal attitude towards teaching (Appendix iii) sort information used to answer research question 7. In the interpretation of data analysis, very satisfied and satisfied, were merged as satisfied while dissatisfied and very dissatisfied were merged as dissatisfied. The mean score of 2.50 was used as a bench mark for decision, (4+3+2+1/4=2.5).

### 3.4.1 Validation of the instrument

The designed questionnaire was validated by three experts in the research field of Vocational and Technical Education from Ahmadu Bello University, Zaria not below the rank of senior lecturer. This was to determine the content and the face validity of the research instrument. All corrections and suggestions made by the experts were effected before the final copy was produced.

### 3.4.2 Pilot Study

With a letter of introduction from the Head of the Department of Vocational and Technical Education Ahmadu Bello University, Zaria (Appendix i), the pilot study was carried out in Kwara state using the designed questionnaire. The purpose of this pilot study was to test the reliability of the instrument for the study. Fifteen (15) business education teachers were used for the pilot study. Kwara state was used because it has similar characteristics with the states under study. The questionnaire was corrected and vetted.

### 3.4.3 Reliability of Research Instrument

The data collected from the pilot study were analyzed statistically using spearman rank, in order to determine the consistency and reliability coefficient of the instrument. The result of the analysis revealed a reliability coefficient of 0.71 which showed that the instrument is reliable. This is in accordance with Warren (2003) that states that co-efficient not less than 0.6 is reliable.

## 3.5 Procedure for Data Collection

With the letter of introduction from the Head of the Department of Vocational and Technical Education Ahmadu Bello University, Zaria (Appendix i), the researcher visited the schools where the selected teachers fell in and this was done with the aid of four trained research assistants. Two research assistants were given 80 copies of the questionnaire to administer to business education teachers selected in Oyo state while the researcher and the other two research assistants took 385 copies of the questionnaire and administered them to business education teachers selected in Osun state.

In the course of data collection twenty five (25) business education teachers were absent from school, ten (10) of them were on maternity leave while thirty (30) of the respondents misplaced the copy of the questionnaire given to them, this made it impossible for the researcher to retrieve all the copies administered. At the end of the exercise four hundred (400) copies out of four hundred and sixty five (465) copies of the questionnaire were retrieved. The research instrument was administered and collected within six weeks.

### 3.6 Procedure for Data Analysis

The data collected in the study were subjected to different statistical test. The research questions were analyzed using descriptive mean and standard deviation while the hypotheses were analyzed and tested using Person Product Moment Correlation (PPMC). This is in line with Crawley (2007) that PPMC is an adequate and appropriate tool for measuring relationship between two variables. All the null hypotheses were tested at 0.05 level of significant.

**Decision Rule:** In answering the research questions very satisfied and satisfied, were merged as satisfied while dissatisfied and very dissatisfied were merged as dissatisfied. A weighted mean score of 2.50 and above was regarded as satisfied while below 2.50 was considered as dissatisfied. The rejection or acceptance of the hypothesis was based on r-critical (table value) and r-calculated, when r-critical value is greater than r-calculated value at 0.05 level of significance the hypothesis was considered accepted and when r-critical value is less than equal to r-calculated value at 0.05 level of significance the hypothesis was rejected.

# CHAPTER FOUR

# PRESENTATION AND ANALYSIS OF DATA

This chapter presented the result of the findings under the following sub headings:

4.1 Answer to Research Questions

4.2 Test of Null Hypotheses

4.3 Summary of Major Findings

4.4 Discussion of Findings

## 4.1 Answers to Research Questions

The major objective of this study determined the influence of job satisfaction on job performance of secondary school business education teachers in Osun and Oyo states. The objective was decomposed into sub-objectives and investigated with research questions as follows: To answer research questions all the variables were collated, computed and their mean derived as follows:

**Research Question One: What is the influence of salary on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 1-3 in the questionnaire were used to answer research question one in Table 4.1. The summary was presented in Table 4.1

**Table 4.1 Mean of Influence of Salary on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF SALARY ON JOB PERFORANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 1. | Rate your satisfaction with regards to your salary | 2.4 | 1.0 | |
| 2. | How satisfied are you with the regular payment of your salary? | 2.9 | 0.72 | Satisfied |
| 3. | How satisfied are you with your salary when compared with the salary of other people with similar qualification and experience in other professions? | 3.0 | 0.99 | |
| | Grand Mean | 2.8 | | |

**Source: Field Study, 2015**

Table 4.1 presented the results of data used to determine the influence of salary on job performance of secondary school business education teachers. The result revealed that salary influenced the job performance of secondary school business education teachers. The summary of the analysis showed a grand mean of 2.8 which was above the bench mark (2.5). However from the Table of 4.1 it was revealed that business education teachers were satisfied with the regular payment of their salary while they were dissatisfied with the salary they received.

**Research Question Two: What is the influence of fringe benefits on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 4 and 5 were used to answer research question two in Table 4.2. The summary was presented in Table 4.2

**Table 4.2 Mean of influence of Fringe benefits on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF FRINGE BENEFITS ON JOB PERFORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 4. | Rate your satisfaction with regards to your fringe benefits ( housing, medical, transport allowance) | 2.4 | 0.79 | |
| 5. | Rate your satisfaction on the regular payment of your fringe benefits (transport, housing , and medical). | 3.1 | 0.95 | Satisfied |
| | Grand Mean | 2.7 | | |

**Source: Field Study, 2015**

Table 4.2 presented the results of data used to determine the influence of fringe benefits on job performance of secondary school business education teachers. The result revealed that fringe benefits influenced job performance of secondary school business education teachers. The summary of the analysis showed a grand mean of 2.7 which was above the bench mark (2.5). However from the Table of 4.2 it was revealed that business education teachers were satisfied with the regular payment of their fringe benefits while they were dissatisfied with the amount of the fringe benefits they received.

**Research Question Three: What is the influence of in-service training on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 6-9 were used to answer research question three in Table 4.3. The summary was presented in Table 4.3

**Table 4.3 Mean of Influence of In-service training on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF IN-SERVICE TRANINIG ON JOB PERFORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 6. | How satisfied are you with the study leave with pay when on course? | 3.0 | 0.88 | |
| 7. | How satisfied are you with the arrangement by the ministry of education to send business teachers for programmes such as seminar, conferences in your school? | 2.9 | 0.92 | Satisfied |
| 8. | Rate your satisfaction with regards to your In-service training. | 2.4 | 0.73 | |
| 9. | The Ministry of education encourages and supports professional growth among teachers in your school by organizing in-service courses and / or supporting individual's efforts to advance academically and professionally. How satisfied are you with this? | 2.4 | 0.80 | |
| | Grand Mean | 2.7 | | |

**Source: Field Study, 2015**

Table 4.3 presented the results of data used to determine the influence of in-service training on job performance of secondary school business education teachers. The result revealed that in-service training influenced secondary school business education teachers. The summary of the result of the analysis showed a grand mean of 2.7 which was higher than the bench mark (2.5). However from the Table of 4.3 it was revealed that business education teachers were satisfied with their study leave pay and the arrangement by the ministry to send them for seminars and conferences while they were dissatisfied with the in-service training.

**Research Question Four: What is the influence of promotion on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 10-12 were used to answer research question four in Table 4.4. The summary was presented in Table 4.4

**Table 4.4 Mean of Influence of Promotion on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF PROMOTION ON JOB PERFORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 10. | Rate your satisfaction with regards to your Promotion. | 2.4 | 0.73 | |
| 11. | Rate your satisfaction with regards to your promotion when compared with your colleagues in other professions who have similar qualifications with you. | 3.1 | 0.91 | Satisfied |
| 12. | Rate your satisfaction on the regularity of your promotion. | 3.0 | 1.04 | |
| | Grand Mean | 2.8 | | |

**Source: Field Study, 2015**

Table 4.4 presented the results of data used to determine the influence of promotion on job performance of secondary school business education teachers. The result revealed that promotion influenced job performance of secondary school business education teachers. The summary of the analysis showed a grand mean of 2.8 which was higher than the bench mark (2.5). However from the Table of 4.4 it was revealed that business education teachers were satisfied with the regularity of their promotion while they were dissatisfied the promotion itself.

**Research Question Five: What is the influence of working relationship with employer on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 13-19 were used to answer research question five in Table 4.5. The summary was presented in Table 4.5

**Table 4.5: Mean of Influence of Working Relationship with Employer on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF WORKING RELATIONSHIP ON JOB PERORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 13. | How satisfied are you with the personal relationship between you and your co-staff? | 2.3 | 0.49 | |
| 14. | How satisfied are you with the personal relationship between you and your principal? | 2.4 | 0.57 | |
| 15. | Rate your satisfaction on the freedom of expression of your thought to your principal as regards Business subjects. | 2.2 | 0.60 | |
| 16. | Rate your satisfaction on the part you play in making decisions and policies on the curriculum and the teaching of your subjects. | 2.4 | 0.93 | Dissatisfied |
| 17. | Rate your satisfaction on the support the principal gives you when in problem with students and their parents. | 2.2 | 0.58 | |
| 18. | Rate your satisfaction on the chance for social interaction among co-teachers in your school. | 2.3 | 0.61 | |
| 19. | Rate your satisfaction on the respect which You e njoy from co-teachers and teachers in other disciplines. | 2.2 | 0.43 | |
| | Grand Mean | 2.3 | | |

**Source: Field Study, 2015**

Table 4.5 presented the outcome of data used to determine the influence of working relationship with employer on job performance of secondary school business education teachers. The result revealed that working relationship with employer had no influence on job performance of secondary school business education teachers. The summary of the analysis showed a grand mean of 2.3 which was less than the bench mark (2.5). However from the Table of 4.5 it was revealed that business education teachers were dissatisfied with the personal relationship between them, their co-staff, and principal. Also business education teachers were dissatisfied with the part they play in making decisions and policies on the curriculum.

**Research Question Six:** **What is the influence of physical working environment on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 20-26 were used to answer research question six in Table 4.6. The summary was presented in Table 4.6

**Table 4.6: Mean of Influence of Physical Working Environment on Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF PHYSICAL WORKING ENVIRONMENT ON JOB PERFORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 20. | Availability and adequacy of classrooms in your school how satisfied are you? | 2.3 | 0.79 | |
| 21. | Rate your satisfaction on the availability & adequacy of classroom facilities such as chairs, desks, blackboard in your school. | 2.1 | 1.01 | |
| 22. | Availability of instructional materials such as textbooks, audio visuals, visual aids how satisfied are you? | 1.9 | 0.67 | |
| 23. | Rate your satisfaction on the availability and adequacy of recreational facilities in the school. | 1.9 | 0.72 | Dissatisfied |
| 24. | Rate your satisfaction on the availability and adequacy of business laboratories and facilities (typewriters, computers). | 1.7 | 0.71 | |
| 25. | The provision of fund to purchase teaching materials by your school authority how satisfied are you? | 1.9 | 0.87 | |
| 26. | How satisfied are you with the availability and adequacy of staff rooms and its facilities in your school? | 2.1 | 0.85 | |
| | Grand Mean | 2.0 | | |

**Source: Field Study, 2015**

Table 4.6 presented the outcome of data used to determine the influence of physical working environment on job performance of secondary school business education teachers. The result revealed that physical working environment had no influence on job performance of secondary school business education teachers. The

summary of the analysis showed a grand mean of 2.0 which was less than the bench mark (2.5). However from the Table of 4.6 it was revealed that business education teachers were dissatisfied with the availability and adequacy of classrooms, classroom facilities, instructional materials, recreational facilities, business laboratory and its facilities as well as staff rooms and its facilities..

**Research Question Seven: What is the influence of societal attitude towards teaching on job performance of business education teachers in secondary schools in Osun and Oyo States, Nigeria?**

Data generated from items 27-34 were used to answer research question seven in Table 4.7. The summary was presented in Table 4.7

**Table 4.7: Mean of Influence of Societal Attitude towards Teaching and Job Performance of Business Education Teachers**

| S/N | INFLUENCE OF SOCIETAL ATTITUDE TOWARDS TEACHING ON JOB PERFORMANCE | $\overline{X}$ | SD | DECISION |
|---|---|---|---|---|
| 27. | How satisfied are you with societal attitude towards your income as a business teacher? | 2.3 | 0.75 | |
| 28. | Rate your monetary satisfaction regarding how your family, friends and colleagues value you as a business teacher. | 2.4 | 0.75 | |
| 29. | How satisfied are you with societal attitude/value towards your profession? | 2.5 | 0.82 | |
| 30. | How satisfied are you with government's attitude towards your profession? | 2.3 | 0.76 | Dissatisfied |
| 31. | How satisfied are you with the appreciation your society shows for your work as business teacher? | 2.2 | 0.79 | |
| 32. | How satisfied are you with the respect the society shows for you as business teacher? | 2.3 | 0.89 | |
| 33. | Rate the prestige which business education teachers enjoy in the states (Oyo & Osun | 2.4 | 0.67 | |
| 34. | Rate the recognition given to you as a business teacher by other professional workers in your environment. | 2.5 | 0.84 | |
| | Grand Mean | 2.4 | | |

**Source: Field Study, 2015**

Table 4.7 presented the outcome of data used to determine the influence of societal attitude towards teaching on job performance of secondary school business education teachers. The result revealed that societal attitude towards teaching profession had no influence on job performance of secondary school business education teachers. The summary of the analysis showed a grand mean of 2.4 which was less than the bench mark (2.5). However from the Table of 4.7 it was revealed that business education teachers were satisfied with the societal attitude towards teaching profession and the recognition given to them by other professional workers while they were dissatisfied with societal attitude towards their income, the attitude

of the government towards the teaching profession as well as the prestige they enjoyed in the states.

## 4.2 Test of Null Hypotheses

The hypotheses formulated tested the relationship between some factors of job satisfaction and job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis One:** **Salary has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers to determine the significance of its relationship. Table 4.8 showed the relationship between salary and job performance of business education teachers.

**Table 4.8: PPMC Test of Relationship between Salary and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Salary | 6.40 | .849 | 0.721 | 0.195 | 0.000 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.8 revealed that the r-calculated value of 0.721 which was obtained in the test at 398 degree of freedom was higher than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.000 ($p<0.05$). Since the r-calculated value was greater than the r-critical value, hypothesis one was hereby rejected. This indicated that salary had significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Two:** **Fringe benefits have no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers to determine the significance of its relationship. Table 4.9 showed the relationship between fringe benefits and job performance of business education teachers.

**Table 4.9: PPMC Test of Relationship between Fringe benefits and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Fringe benefits | 4.42 | 1.691 | 0.842 | 0.195 | 0.000 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.9 revealed that the r-calculated value of 0.842 which was obtained in the test at 398 degree of freedom was higher than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.000 ($p<0.05$). Since the r-calculated value was greater than the r-critical value, hypothesis two was hereby rejected. This indicated that fringe benefits had significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Three:** **In-service training has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers to determine the significance of its relationship. Table 4.10 showed the relationship between in-service training and job performance of business education teachers.

**Table 4.10: PPMC Test of Relationship between In-service training and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| In-service training | 10.69 | 2.267 | 0.801 | 0.195 | 0.000 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.10 revealed that the r-calculated value of 0.801which was obtained in the test at 398 degree of freedom was higher than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.000 ($p<0.05$). Since the r-calculated value was greater than the r-critical value, hypothesis three was hereby rejected. This indicated that in-service training had significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Four:** **Promotion has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers in order to determine the significance of its relationship. Table 4.11 showed the relationship between promotion and job performance of business education teachers.

**Table 4.11: PPMC Test of Relationship between Promotion and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Promotion | 6.82 | .903 | -0.729 | 0.195 | 0.000 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.11 revealed that the r-calculated value of -0.729 which was obtained in the test at 398 degree of freedom was higher than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.000 ($p<0.05$). Since the r-calculated value was greater than the r-critical value, hypothesis four was hereby rejected. This indicated that promotion had significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Five:** **Working relationship with employer has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers in order to determine the significance of its relationship. Table 4.12 showed the relationship between working relationship with employer and job performance of business education teachers.

**Table 4.12: PPMC Test of Relationship between Working Relationship with Employer and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Working Relationship with Employer | 18.968 | 3.2323 | 0.085 | 0.195 | 0.090 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.12 showed that the r-calculated value of 0.085 which was obtained in the test at 398 degree of freedom was lower than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.090 ($p>0.05$). Since the r-calculated value was less than the r-critical value, hypothesis five was therefore retained. This indicated that working relationship with employer had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Six:** **Physical working environment has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers in order to determine the significance of its relationship. Table 4.13 showed the relationship between physical working environment and job performance of business education teachers.

**Table 4.13: PPMC Test of Relationship between Physical Working Environment and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Physical working environment | 17.415 | 3.3677 | 0.053 | 0.195 | 0.294 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.13 revealed that the r-calculated value of 0.053 which was obtained in the test at 398 degree of freedom was lower than the r-critical value of 0.195 at 0.05 alpha level of significant. The observed significant level for the test was 0.294 ($p>0.05$). Since the r-calculated value was less than the r-critical value, hypothesis six was therefore retained. This indicated that physical working environment had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

**Null Hypothesis Seven:** **Societal attitude towards teaching has no significant influence on the job performance of business education teachers in secondary schools in Osun and Oyo states, Nigeria.**

This hypothesis was tested with data collected from business education teachers to determine the significance of its relationship. Table 4.14 showed the relationship between societal attitude towards teaching and job performance of business education teachers.

**Table 4.14: PPMC Test of Relationship between Societal Attitude towards teaching and Job Performance of Business Education Teachers**

| Variables | $\overline{X}$ | SD | r-cal | r-crit | p-value |
|---|---|---|---|---|---|
| Societal attitude towards teaching | 21.285 | 4.561 | 0.089 | 0.195 | 0.074 |
| Job Performance | 59.59 | 12.705 | | | |

**Source: Field Study, 2015**

Table 4.14 indicated that the r-calculated value of 0.089 which was obtained in the test at 398 degree of freedom was lower than the r-critical value of 0.195 at 0.05

alpha level of significant. The observed significant level for the test was 0.074 ($p>0.05$). Since the r-calculated value was less than the r-critical value, hypothesis seven was hereby retained. This indicated that societal attitude towards teaching had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states.

### 4.3 Summary of Major Findings

1. Research question one revealed that salary influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.8. The test of hypothesis one indicated an r-calculated value of 0.721 against an r-critical value of 0.195. The p-value obtained was 0.000, which was significant at 0.05. Hypothesis one was therefore rejected.
2. Research question two revealed that fringe benefits influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.7. The test of hypothesis two indicated an r-calculated value of 0.842 against an r-critical value of 0.195. The p-value obtained was 0.000, which was significant at 0.05. Hypothesis two was therefore rejected.

3. Research question three revealed that in-service training influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.7. The test of hypothesis three indicated an r-calculated value of 0.801 against an r-critical value of 0.195. The p-value obtained was 0.000, which was significant at 0.05. Hypothesis three was therefore rejected.

4. Research question four revealed that promotion influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.8. The test of hypothesis four indicated an r-calculated value of -0.729 against an r-critical value of 0.195. The p-value obtained was 0.000, which was significant at 0.05. Hypothesis four was therefore rejected.

5. Research question five revealed that working relationship with employer had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.3. The test of hypothesis five indicated an r-calculated value of 0.085 against an r-critical value of 0.195. The p-value obtained was 0.090 which was not significant at 0.05. Hypothesis five was therefore retained.

6. Research question six revealed that physical working environment had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.0. The test of hypothesis six indicated an r-calculated value of 0.053 against an r-critical value of 0.195. The p-value obtained was 0.294, which was not significant at 0.05. Hypothesis six was therefore retained.

7. Research question seven revealed that societal attitude towards teaching had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.4. The test of hypothesis seven indicated an r-calculated value of 0.089 against an r-critical value of 0.195. The p-value obtained was 0.074 which was not significant at 0.05. Hypothesis seven was therefore retained.

## 4.4 Discussion of Major Findings

The study was carried out on the influence of job satisfaction on job performance of secondary school business education teachers. Seven research questions were answered while seven null hypotheses were tested to determine the relationship that existed between the factors of job satisfaction and job performance as well as how significant they were. The responses obtained from the views of the respondents were subjected to descriptive and inferential statistics which was used to answer the research questions and tested the research hypotheses. This section discussed the findings so established.

The outcome of research question one in Table 4.1 revealed that salary influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.8 which was higher than the bench mark (2.5).This was also confirmed by the result of hypothesis one in Table 4.8 which showed that there was a relationship that existed between salary and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed significantly influenced the job performance of business education teachers in secondary schools positively. The r-calculated value showed that salary had a high influence with a percentage of 72.1; this could be as a result of their satisfaction towards the salary they earned. This finding was in line with Tessema and Soeters, (2006) who reported that pay has significant impact on job satisfaction and performance and that there is positive relationship between promotion practices and perceived performance of employee. This finding agree with Ojokuku & Sajuyigbe (2009); Sajuyigbe, Olaoye and Adeyemi (2013) who described that pay is one of the most significant variables in explaining job

performance and satisfaction. This finding was also in line with Frye (2004) who also found out that there is positive relationship between pay and performance.

The result of research question two in Table 4.2 revealed that fringe benefits influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.7 which was higher than the bench mark (2.5). This was further confirmed by the result of hypothesis two in Table 4.9 which showed that there was a relationship that existed between fringe benefits and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed significantly influenced the job performance of business education teachers in secondary schools positively. The r- calculated value showed that fringe benefits had a high influence with a percentage of 84.2; this could be as a result of their satisfaction towards the fringe benefits they earned. This finding was in line with Society for Human Resource Management (2011) who contends that compensation has often remained one of the top five job satisfaction factors most important to employees; more than job security and relationship with immediate supervisor.

This finding was in line with Tessema and Soeters, (2006) who reported that pay has significant impact on job satisfaction and performance and that there is positive relationship between promotion practices and perceived performance of employee. This finding agreed with Ojokuku & Sajuyigbe (2009); Sajuyigbe, Olaoye and Adeyemi (2013) who described that pay are one of the most significant variables in explaining job performance and satisfaction. This finding was also in line with Frye (2004) who also found out that there is positive relationship between pay and performance.

The result of research question three in Table 4.3 revealed that in-service training influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.7 which was higher than the bench mark (2.5). This was further confirmed by the test of hypothesis three in Table 4.10 which showed that there was a relationship that existed between in-service training and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed significantly influenced the job performance of business education teachers in secondary schools positively. The r- calculated value showed that in-service training influenced with a high percentage of 80.1; this could be as a result of the satisfaction the teachers had for the opportunities given to them to improve themselves. This finding was in line with Rose (2001) who indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. He said study leave can be provided for those employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge. Also this finding was in line with Sajuyigbe,Olaoye and Adeyemi (2013) who pointed out that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

The result of research question four in Table 4.4 revealed that promotion influenced job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.8 which was higher than the bench mark (2.5).

This was further confirmed by the result of hypothesis four in Table 4.11which showed that there was a relationship that existed between promotion and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that a significant positive influence existed and had significantly influenced the job performance of business education teachers in secondary schools. The r- calculated value showed that promotion influenced with a percentage as high as 72.9. This finding was in line with Tessema and Soeters, (2006) who reported that pay has significant impact on job satisfaction and performance and that there is positive relationship between promotion practices and perceived performance of employee. Also the finding agreed with Park, Mitsuhashi, Fey and Bjorkman (2003) who said that, if organizations want to accelerate performance of employees in the organization, fair promotional opportunities should be given to employees.

The outcome of research question five in Table 4.5 revealed that working relationship with employer had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.3 which was lower than the bench mark (2.5). This was also confirmed by the result of hypothesis five in Table 4.12 which showed that there was a relationship that existed between working relationship with employer and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed had not significantly influenced the job performance of business education teachers in secondary schools. This finding contradicted the report of Ojokuku and Sajuyigbe, (2009) who noted that productivity and performance of the subordinates is significant toward the managerial actions and supervision of the workers. This finding also

disagreed with Society for Human Resource Management (2011) who said that employees value relationships with their supervisors more than benefits and compensation.

The result of research question six in Table 4.6 revealed that physical working environment had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.0 which was below the bench mark (2.5). This was also confirmed by the result of hypothesis six in Table 4.13 which showed that there was a relationship that existed between physical working environment and job performance of secondary school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed had not significantly influenced the job performance of business education teachers in secondary schools. Although they were dissatisfied with the physical working environment, this could be that they do not attach much importance to the environment and that they rated other factors of satisfaction higher than the physical working environment. This finding was in line with Chandrasekar (2011) who pointed out that the workplace environment has impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees they get de-motivated and their performance also is affected.

The outcome of research question seven in Table 4.7 revealed that societal attitude towards teaching had no influence on job performance of secondary school business education teachers in Osun and Oyo states with a grand mean of 2.4 which was below to the bench mark (2.5). This was also confirmed by the result of hypothesis seven in Table 4.14 which showed that there was a relationship that existed between societal attitude towards teaching and job performance of secondary

school business education teachers in Osun and Oyo states. The Person Product Moment Correlation test revealed that the relationship that existed had not significantly influenced the job performance of business education teachers in secondary schools. This could be that the teachers were indifferent to the attitude of the society towards teaching profession, there by attaching less consideration to it. This finding contradicts Maertz (2004) who said that the perceived desires and expectations of family and friends better predicted turnover intentions for collectivists than did measures of employees' personal attitudes.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was organized under the following sub-headings

5.1 Summary

5.2 Contribution to knowledge

5.3 Conclusion

5.4 Recommendations

## 5.1 Summary

This study was a descriptive survey research design; it was conducted to assess the Influence of job satisfaction on job performance of secondary school business education teachers in Osun and Oyo states, Nigeria. Seven specific objectives and seven research questions were stated. In order to meet these objectives and answer research questions, seven null hypotheses were formulated and tested at an alpha value of 0.05 level of significant. Literature related to the study was reviewed. Data were collected from 400 business education teachers. Descriptive Mean and Standard Deviation were used to answer the research questions and Pearson Product Moment Correlation statistical tool was used to test the null hypotheses.

The seven research questions were answered and this revealed that secondary school business education teachers in Osun and Oyo states were satisfied with the salary, fringe benefits, promotion and in-service training while they were dissatisfied with the working relationship with employer, physical working environment and societal attitude towards teaching. From the seven hypotheses

formulated, hypothesis one, two, three and four were rejected because r-calculated value was greater than r-critical value at 398 degree of freedom and $p<0.05$ while hypothesis five, six and seven were retained because r-calculated value was less than r-critical value at 398 degree of freedom and $p>0.05$. The result revealed that salary, fringe benefits, in-service training and promotion had significantly influenced the job performance of secondary school business education teachers in Osun and Oyo states while working relationship with employer, physical working environment and societal attitude towards teaching had no significant influence. The study therefore recommended that salary, fringe benefits, in-service training, promotion should be maintained while working relationship with employer, physical working environment and societal attitude towards teaching should be improved upon.

## 5.2 Contribution to Knowledge

The study established that:

1. Salary had significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.000$).
2. Fringe benefits had significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.000$).
3. In-service training had significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.000$).
4. Promotion had significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.000$).

5. Working relationship with employer had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.090$).

6. Physical working environment had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.294$).

7. Societal attitude towards teaching had no significant influence on job performance of secondary school business education teachers in Osun and Oyo states ($p = 0.074$).

## 5.3 Conclusion

Based on the findings, it was concluded that salary, fringe benefits, in-service training and promotion influenced job performance of secondary school business education teachers in Osun and Oyo states, Nigeria.

## 5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Osun and Oyo states governments should ensure that payment of salary of business education teachers is done without any problem.

2. Osun and Oyo states governments should ensure that fringe benefits entitlement of business education teachers are accorded to them.

3. Osun and Oyo states governments should continue to make in-service training available to business education teachers.

4. Osun and Oyo states governments should ensure that business education teachers are promoted when they are due.

5. Principals and school heads in Osun and Oyo states should have good and cordial working relationship with business education teachers in the states.

6. The physical working environment in Osun and Oyo states secondary schools should be improved upon and put in good condition by the state governments.

7. The society should improve on the regard and prestige given to the teaching profession so as to serve as a form of motivation to business education teachers.

## 5.4 Suggestions for Further Study

The researcher suggested that this study could be carried out on students' academic achievements in the two states.

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Appendix i


# DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

## AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

## FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London ) FPSN
Head of Department: Dr. I. M Haruna PGDE, (ABU), MSc (Bulgaria)


Your Ref:_____

Our Ref: M.ED/EDUC/9110/2011-2012

27th March, 2013
Date:_____

*Letter Of Identification*

**ABOLARIN ADEDOYIN – M.ED/EDUC/9110/2011-2011**

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: ***Influence of Job Satisfaction on Job Performance of Secondary School Business Education Teachers in Osun and Oyo States, Nigeria.***

Please, kindly give her every assistance she may require.

**Dr. I. M. Haruna**
**HEAD OF DEPARTMENT**

Appendix ii

Dept. of Vocational and Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria, Nigeria.

Dear Respondent,

REQUEST TO COMPLETE QUESTIONNAIRE

I am an M. Ed (Business Education) student of the above mentioned institution. I am currently conducting a research on "Influence of Job Satisfaction on Job Performance of Secondary School Business Education Teachers in Oyo and Osun states, Nigeria". The research is part of the requirement for the award of master's degree.

Kindly spare some of your precious time and complete the attached questionnaire. Be assured that whatever information you give will be treated confidentially and used for research purpose only.

Thanks for your anticipated assistance and cooperation.

Yours sincerely,

Abolarin Adedoyin

Appendix iii

**Questionnaire on Influence of Job Satisfaction on Job Performance of Secondary School Business Education Teachers in Osun and Oyo States, Nigeria**

You are required to tick (√) the most appropriate column by indicating your opinion regarding the following statements in the space provided.

| S/NO | INFLUENCE OF SALARY ON JOB PERFORMANCE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 1. | Rate your satisfaction with regards to your salary. | | | | |
| 2. | How satisfied are you with the regular payment of your salary? | | | | |
| 3. | How satisfied are you with your salary when compared with the salary of other people with similar qualification and experience in other professions? | | | | |

| S/NO | INFLUENCE OF FRINGE BENEFITS ON JOB PERFORMANCE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 4. | Rate your satisfaction with regards to your fringe benefit. | | | | |
| 5. | Rate your satisfaction on the regular payment of your fringe benefits (transport, housing, medical). | | | | |

| S/NO | INFLUENCE OF IN-SERVICE TRAINING ON JOB PERFORMANCE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 6. | How satisfied are you with the study leave with pay when on course? | | | | |
| 7. | How satisfied are you with the arrangement by the ministry of education to send business teachers for programmes such as seminar, conferences in your school? | | | | |
| 8. | Rate your satisfaction with regards to your in-service training | | | | |
| 9. | The Ministry of education encourages and supports professional growth among teachers in your school by organizing in-service courses and / or supporting individual's efforts to advance academically and professionally. How satisfied are you with this? | | | | |

| S/NO | INFLUENCE OF PROMOTION ON JOB PERFORMANCE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 10. | Rate your satisfaction with regards to your promotion. | | | | |
| 11. | Rate your satisfaction with regards to your promotion when compared with your colleagues in other professions who have similar qualifications with you. | | | | |
| 12. | Rate your satisfaction on the regularity of your promotion. | | | | |

| S/NO | INFLUENCE OF WORKING RELATIONSHIP ON JOB PERFORMANCE | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 13. | How satisfied are you with the personal relationship between you and your co-staff? | | | | |
| 14. | How satisfied are you with the personal relationship between you and your principal? | | | | |
| 15. | Rate your satisfaction on the freedom of expression of your thought to your principal as regards Business subjects. | | | | |
| 16. | Rate your satisfaction on the part you play in making decisions and policies on the curriculum and the teaching of your subjects. | | | | |
| 17. | Rate your satisfaction on the support the principal gives you when in problem with students and their parents. | | | | |
| 18. | Rate your satisfaction on the chance for social interaction among co-teachers in your school. | | | | |
| 19. | Rate your satisfaction on the respect which you enjoy from co-teachers and teachers in other disciplines. | | | | |

| S/NO | INFLUENCE OF PHYSICAL WORKING ENVIRONMENT ON JOB PERFORMANCE | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 20. | Availability and adequacy of classrooms in your school how satisfied are you? | | | | |
| 21. | Rate your satisfaction on the availability & adequacy of classroom facilities such as chairs, desks, blackboard in your school. | | | | |
| 22. | Availability of instructional materials such as textbooks, audio visuals, visual aids how satisfied are you? | | | | |
| 23. | Rate your satisfaction on the availability and adequacy of recreational facilities in the school. | | | | |
| 24. | Rate your satisfaction on the availability and adequacy of business laboratories and facilities (typewriters, computers). | | | | |
| 25. | The provision of fund to purchase teaching materials by your school authority how satisfied are you? | | | | |
| 26. | How satisfied are you with the availability and adequacy of staff rooms and its facilities in your school? | | | | |

| S/NO | INFLUENCE OF SOCIETAL ATTITUDE ON JOB PERFORMANCE | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 27. | How satisfied are you with societal attitude towards your income as a business teacher? | | | | |
| 28. | Rate your monetary satisfaction regarding how your family, friends and colleagues value you as a business teacher. | | | | |
| 29. | How satisfied are you with societal attitude/value towards your profession? | | | | |
| 30. | How satisfied are you with government's attitude towards your profession? | | | | |
| 31. | How satisfied are you with the appreciation your society shows for your work as business teacher? | | | | |
| 32. | How satisfied are you with the respect the society shows for you as business teacher? | | | | |
| 33. | Rate the prestige which business education teachers enjoy in the states (Oyo&Osun). | | | | |
| 34. | Rate the recognition given to you as a business teacher by other professional workers in your environment. | | | | |

Appendix iv

Summary of Responses to Questionnaire

Respondent Rating on Research Question One

| SN | INFLUENCE OF SALARY ON JOB PERFORMANCE | VS 4 | S 3 | DS 2 | VDS 1 | N | CF 10 | $\overline{X}$ 2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Rate your satisfaction with regards to your salary. | 32 | 224 | 22 | 122 | 400 | 966 | 2.4 | 1.0 | Satisfied |
| 2. | How satisfied are you with the regular payment of your salary? | 96 | 180 | 98 | 26 | 400 | 1146 | 2.9 | 0.72 | |
| 3. | How satisfied are you with your salary when compared with the salary of other people with similar qualification and experience in other professions? | 186 | 62 | 132 | 20 | 400 | 1214 | 3.0 | 0.99 | |
| Grand Mean | | 314 | 466 | 252 | 168 | 1200 | 3326 | 2.8 | | |

Respondent Rating on Research Question Two

| SN | INFLUENCE OF FRINGE BENEFITS ON JOB PERFORMANCE | VS<br>4 | S<br>3 | DS<br>2 | VD<br>1 | N | CF<br>10 | $\overline{X}$<br>2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 4. | Rate your satisfaction with regards to your fringe benefit. | 40 | 122 | 200 | 38 | 400 | 964 | 2.4 | 0.79 | Satisfied |
| 5. | Rate your satisfaction on the regular payment of your fringe benefits (transport, housing, medical). | 176 | 92 | 118 | 14 | 400 | 1230 | 3.1 | 0.95 | |
| Grand Mean | | 216 | 214 | 318 | 52 | 800 | 2194 | 2.7 | | |

Respondent Rating on Research Question Three

| SN | INFLUENCE OF IN-SERVICE TRAINING ON JOB PERFORMANCE | VS<br>4 | S<br>3 | DS<br>2 | VD<br>1 | N | CF<br>10 | $\overline{X}$<br>2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 6. | How satisfied are you with the study leave with pay when on course? | 118 | 210 | 32 | 40 | 400 | 1026 | 3.0 | 0.88 | Satisfied |
| 7. | How satisfied are you with the arrangement by the ministry of education to send business teachers for programmes such as seminar, conferences in your school? | 108 | 168 | 84 | 40 | 400 | 1144 | 2.9 | 0.92 | |
| 8. | Rate your satisfaction with regards to your in-service training. | 12 | 174 | 160 | 54 | 400 | 944 | 2.4 | 0.73 | |
| 9. | The Ministry of education encourages and supports professional growth among teachers in your school by organizing in-service courses and / or supporting individual's efforts to advance academically and professionally. How satisfied are you with this? | 32 | 164 | 156 | 48 | 400 | 980 | 2.4 | 0.80 | |
| Grand Mean | | 270 | 716 | 432 | 182 | 1600 | 4274 | 2.7 | | |

Respondent Rating on Research Question Four

| SN | INFLUENCE OF PROMOTION ON JOB PERFORMANCE | VS 4 | S 3 | DS 2 | VD 1 | N | CF 10 | $\overline{X}$ 2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 10. | Rate your satisfaction with regards to your promotion. | 14 | 180 | 162 | 44 | 400 | 964 | 2.4 | 0.73 | |
| 11. | Rate your satisfaction with regards to your promotion when compared with your colleagues in other professions who have similar qualifications with you. | 168 | 112 | 104 | 16 | 400 | 1232 | 3.1 | 0.91 | Satisfied |
| 12. | Rate your satisfaction on the regularity of your promotion. | 194 | 48 | 130 | 28 | 400 | 1208 | 3.0 | 1.04 | |
| Grand Mean | | 376 | 340 | 396 | 88 | 1200 | 3404 | 2.8 | | |

Respondent Rating on Research Question Five

| SN | INFLUENCE OF WORKING RELATIONSHIP ON JOB PERFORMANCE | VS 4 | S 3 | DS 2 | VD 1 | N | CF 10 | $\overline{X}$ 2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 13. | How satisfied are you with the personal relationship between you and your co-staff? | - | 126 | 266 | 8 | 400 | 918 | 2.3 | 0.49 | |
| 14. | How satisfied are you with the personal relationship between you and your principal? | 4 | 152 | 228 | 16 | 400 | 944 | 2.4 | 0.57 | |
| 15. | Rate your satisfaction on the freedom of expression of your thought to your principal as regards Business subjects. | 4 | 120 | 244 | 32 | 400 | 896 | 2.2 | 0.60 | |
| 16 | Rate your satisfaction on the part you play in making decisions and policies on the curriculum and the teaching of your subjects. | 40 | 152 | 120 | 88 | 400 | 944 | 2.4 | 0.93 | |
| 17 | Rate your satisfaction on the support the principal gives you when in problem with students and their parents. | 4 | 110 | 256 | 30 | 400 | 888 | 2.2 | 0.58 | Dissatisfied |
| 18 | Rate your satisfaction on the chance for social interaction among co-teachers in your school. | - | 126 | 270 | 4 | 400 | 922 | 2.3 | 0.61 | |
| 19 | Rate your satisfaction on the respect which you enjoy from co-teachers and teachers in other disciplines. | - | 86 | 308 | 6 | 400 | 880 | 2.2 | 0.43 | |
| Grand Mean | | 52 | 872 | 1692 | 184 | 2800 | 6392 | 2.3 | | |

Respondent Rating on Research Question Six

| S/N | INFLUENCE OF PHYSICAL WORKING ENVIRONMENT ON JOB PERFORMANCE | VS 4 | S 3 | DS 2 | VD 1 | N | CF 10 | $\overline{X}$ 2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 20. | Availability and adequacy of classrooms in your school how satisfied are you? | 20 | 128 | 184 | 68 | 400 | 900 | 2.3 | 0.79 | Dissatisfied |
| 21. | Rate your satisfaction on the availability & adequacy of classroom facilities such as chairs, desks, blackboard in your school. | 12 | 96 | 212 | 80 | 400 | 840 | 2.1 | 1.01 | |
| 22. | Availability of instructional materials such as textbooks, audio visuals, visual aids how satisfied are you? | 4 | 60 | 230 | 106 | 400 | 762 | 1.9 | 0.67 | |
| 23. | Rate your satisfaction on the availability and adequacy of recreational facilities in the school. | 4 | 72 | 212 | 112 | 400 | 768 | 1.9 | 0.72 | |
| 24. | Rate your satisfaction on the availability and adequacy of business laboratories and facilities (typewriters, computers). | 4 | 48 | 180 | 168 | 400 | 688 | 1.7 | 0.71 | |
| 25. | The provision of fund to purchase teaching materials by your school authority how satisfied are you? | 4 | 72 | 188 | 136 | 400 | 744 | 1.9 | 0.87 | |
| 26. | How satisfied are you with the availability and adequacy of staff rooms and its facilities in your school? | 28 | 84 | 192 | 96 | 400 | 844 | 2.1 | 0.85 | |
| Grand Mean | | 76 | 560 | 1398 | 766 | 2800 | 5546 | 2.0 | | |

Respondent Rating on Research Question Seven

| SN | INFLUENCE OF SOCIETAL ATTITUDE ON JOB PERFORMANCE | VS 4 | S 3 | DS 2 | VD 1 | N | CF 10 | $\overline{X}$ 2.5 | SD | Decision |
|---|---|---|---|---|---|---|---|---|---|---|
| 27. | How satisfied are you with societal attitude towards your income as a business teacher? | 8 | 152 | 172 | 68 | 400 | 900 | 2.3 | 0.75 | |
| 28. | Rate your monetary satisfaction regarding how your family, friends and colleagues value you as a business teacher. | 20 | 174 | 162 | 44 | 400 | 970 | 2.4 | 0.75 | Dissatisfied |
| 29. | How satisfied are you with societal attitude/value towards your profession? | 34 | 194 | 120 | 52 | 400 | 1010 | 2.5 | 0.82 | |
| 30 | How satisfied are you with government's attitude towards your profession? | 16 | 132 | 188 | 64 | 400 | 900 | 2.3 | 0.76 | |
| 31. | How satisfied are you with the appreciation your society shows for your work as business teacher? | 20 | 100 | 200 | 80 | 400 | 860 | 2.2 | 0.79 | |
| 32. | How satisfied are you with the respect the society shows for you as business teacher? | 50 | 84 | 200 | 66 | 400 | 918 | 2.3 | 0.89 | |
| 33. | Rate the prestige which business education teachers enjoy in the states (Oyo&Osun). | 8 | 192 | 168 | 32 | 400 | 976 | 2.4 | 0.67 | |
| 34. | Rate the recognition given to you as a business teacher by other professional workers in your environment. | 32 | 212 | 96 | 60 | 400 | 1016 | 2.5 | 0.84 | |
| Grand Mean | | 188 | 1240 | 1306 | 466 | 3200 | 7550 | 2.4 | | |

SN - Serial number

VS - Very Satisfied

S - Satisfied

DS - Dissatisfied

VDS - Very Dissatisfied

N - Number of Frequency

CF - Cumulative Frequency

X - Mean

SD - Standard Deviation