Boosting Students' Achievement in Economics in Senior Secondary Schools in Ibadan, Oyo State: The role of Teachers' Job Satisfaction

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Abstract

*This study examined the influence of teachers' job satisfaction on students' achievement in Economics in Ibadan, Oyo state. The design adopted was the survey research design. The population of this study comprised all Economics teachers and all senior secondary two (SS II) students offering Economics in Ibadan, Oyo state. The sample for the study consisted of 30teachers and 600 students from the selected senior secondary schools. Two instruments used for data collection were Teachers' job satisfaction questionnaire (r=) and Economics Achievement Test (r=). Inferential statistics was used to analyse data for the study with the aid of Statistical Package for Social Sciences 23 (SPSS). Data were analysed using. Findings revealed that teachers' job satisfaction (working conditions, recognition, and compensation) had a significant positive significant contribution (R^2 = **267, $F_{(2,27)}$ = 9.01)** to students' achievement in Economics in Ibadan, Oyo state. The results also indicated that working conditions **(β = 0**.85)**,** recognition **(β** = 0.12), and compensation **(β** = 0.10) relatively contributed to students' achievement in Economics. Based on the findings, it was concluded that all three dimensions of teachers' job satisfaction considered in this study are factors that influenced students' achievement in Economics in senior secondary school in Ibadan, Oyo state. The study, therefore, recommended that for improved performance of students in Economics, efforts should be made by stakeholders to improve on teachers' job satisfaction.*

Keywords: Achievement**,** Economics, Job satisfaction, Secondary schools in Ibadan

Introduction

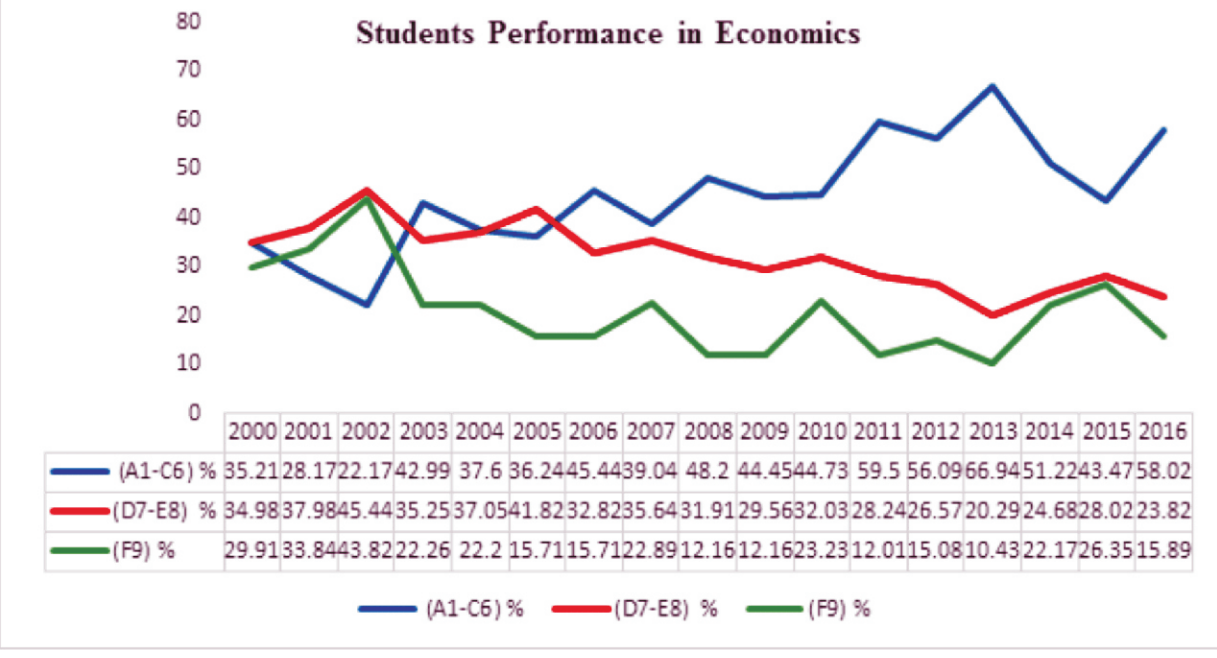
Economics has been recognised as a universal subject that is concerned with human behaviour such as how people earn their income and make choices between alternatives to satisfy their wants (Galle, Saleh, and Abraham, 2023) and cuts across all disciplines in the world and every facet of nation-building and its citizenry (Akinsanya, 2012; Michael, 2014). It is viewed as a subject that focuses on the production, distribution, and consumption of goods and services, and analyses the choices that individuals, businesses, governments, and the nation make to allocate resources. The study of Economics helps people in understanding human behaviour and in cultivating analytical and argumentative skills that are crucial for winning a job in the present-day job market (Jana, 2018).

Although this subject is intellectually challenging, it has, however, held its leading position among other social science subjects taught at the senior secondary school (SSS) level. Wion (2008) noted that the purpose of studying Economics is to create responsible citizens and effective decision-makers and that the knowledge of Economics is an indispensable tool that all should possess to be effective in the management of resources. Ede (2015) asserts that the knowledge gained from Economics as a subject at secondary schools enables people to manage resources effectively as well as be in the right position to understand and analyse Economic policies and programmes of the government.

A central focus of Economics is how to allocate scarce resources to meet desired goals; indeed, a standard definition of Economics is the study of allocation under scarcity. More specifically, Economics studies the production, distribution, and consumption of goods and services, which are both a key driver of development (increasing standards of living through the provision of food, housing, and other basic human requirements) and a main cause of current changes in earth systems. Economics, combined with earth system sciences, is crucial for understanding both the positive and negative impacts of alternatives and the trade-offs involved. Combined with other social and behavioural sciences, is crucial for understanding how it might be possible to shift human behaviour toward achieving sustainable development. Economics has well-developed fields in development economics; **to better the fiscal, economic, and social conditions of developing countries**, ecological economics*; the informed management of resources and socio-environmental interactions to satisfy objective needs and subjective desires in a process that does not destroy the basis of their provision* environmental economics; studies the economic effects of environmental policies around the world. Its main focus is on the efficient allocation of environmental and natural resources and how alternative environmental policies deal with environmental damage, such as air pollution, water quality, toxic substances, solid waste, and global warming., and natural resource economics; focuses on the supply, demand, and allocation of the Earth's natural resources to create a more efficient economy with large bodies of research relevant to sustainable development challenges. The application of economic principles and empirical findings is a central component in the quest to meet the aspirations of humanity for a good life given the finite resources of the earth. Thus, the relevance of Economics in the psycho-social, economic, political, and technological

development of a nation and the life of individuals cannot be underrated.

However, despite the prominence attached to the teaching and learning of Economics in our educational system, students' achievement in the subject in secondary schools in Nigeria has remained an issue of concern to all stakeholders (Ajagun 2000). The achievement of students at the Senior School Certificate Examinations (SSCE) revealed that the objectives of teaching Economics have not been accomplished in secondary schools in Nigeria which has not been encouraging (Adu, 2012; Ovbighodua, 2014). Figure 1 shows the trend of a seventeen (17) year record of students' enrolment and performance in the West African Secondary School Certificate Examination (WASSCE) in Economics on a yearly basis between the years 2000 and 2016. As indicated in the figure, the percentage of students who had between A1-C6, which are the requirements for admission into tertiary institutions in Nigeria is low and fluctuating. This suggests that the performance of a sizeable number of students was low. The results show the percentage of grades A1 – C6 to total enrolment of 35.21% in 2000 while the rest of the candidates (64.79%) had between pass and F9. This trend of low performance continued till the year 2007. However, the figures rose to 48.20%, in 2008. The figures for Grades A1 – C6 continued to fluctuate between 44.45% and 44.73% from 2009 and 2010. It rose above average, 59.50% in years 2011 and 66.94 in 2013 respectively, but fell to 43.47% in 2015 and thereafter rose to 58.02% in 2016. Thus the performance oscillates between below average and a little above average. This kind of performance is not good for sustainable educational system and economic development of a nation in particular.



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
(A1-C6) %	35.21	28.17	22.17	42.99	37.6	36.24	45.44	39.04	48.2	44.45	44.73	59.5	56.09	66.94	51.22	43.47	58.02
(D7-E8) %	34.98	37.98	45.44	35.25	37.05	41.82	32.82	35.64	31.91	29.56	32.03	28.24	26.57	20.29	24.68	28.02	23.82
(F9) %	29.91	33.84	43.82	22.26	22.2	15.71	15.71	22.89	12.16	12.16	23.23	12.01	15.08	10.43	22.17	26.35	15.89

Source: WAEC Test Development and Research Unit, Lagos, Nigeria

Conceivably, the persistent fluctuation of students' achievement in Economics could be ascribed to a number of factors including teacher-related factors that influence their students and the teaching-learning process such as teachers' job satisfaction (Abd-El-Fattah 2010; Michaelowa, 2002; Olsen and Anderson, 2004). Teachers' job satisfaction has a significant influence on effective delivery and quality teaching with a significant immediate effect on students' academic achievement. Teachers who show more satisfaction with their jobs also show greater performance while working (Asif, Fakhra, Tahir, and Shabbir, 2016).

This is because students' academic achievement in Economics is one of the indices for measuring the quality of teaching and learning of Economics. According to Steinmayr, Meibner, Weidinger and Wirthwein (2015), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals which were the focus of activities in instructional environments, specifically in school, college, and university. The issue of declining academic achievement of students in Nigeria Secondary schools has attracted much interest among stakeholders in the education sector in Nigeria. It is a commonly accepted fact that the level of students' academic achievement will in the long run determine the level of social and economic development of any society or country, including Nigeria (Mushtaq and Khan, 2012).

Teachers' job satisfaction is crucial to the long-term growth of any educational system around the world. When teachers are satisfied with their job, it goes a long way in influencing their morale, motivation, and general willingness to maximise their

teaching potential with utmost commitment (Yukl, 2003). Armstrong (2006) describes job satisfaction as the feelings attitudes or preferences of individuals regarding work. Teachers' satisfaction or fulfillment can be encouraged by shaping the school culture into the atmosphere of democracy and cooperative learning (Koh, 1995; Marks and Louis, 1997). Higher teaching enthusiasm, which is dependent on teachers' satisfaction has been found to predict three aspects of instruction quality that underlie student achievement, namely; the degree of cognitive challenge and activation offered to students, the degree of learning support provided through individual monitoring of the learning process, and efficient classroom management.

A number of studies revealed that satisfied teachers have higher job performance ratings and produced students who are achievers (Agharuwhe, 2014; Hanushek, 2006; Kearney, 2008), whereas, other researcher did not find a significant relationship between teacher's satisfaction and student performance with the addition of environmental factors and work atmosphere(Lee, Tan, and Javalgi 2010). Although the conclusions were inconsistent, it shows, at least in part, that the relationship between teacher's satisfaction and student achievement is influenced by many factors. Kunter, Baumert, Voss, Klusmann, Richter and Hachfeld. (2013) showed that teachers' motivation which is predicted by teachers' job satisfaction is an important precursor for teachers' provision of learning supports. In a study conducted by Iqbal, Fakhra, Farooqi and Shabbir (2016), teachers' job satisfaction was divided into six dimensions which are income, promotion, work itself, colleague relationship, work environment and supervision behaviour, however in this study, teachers' job satisfaction will focus on three dimensions; namely, working condition, recognition and compensation.

According to Padilla (1993), unfavorable working conditions in an organization are associated with high rates of employee down-tooling, which is an indication of job dissatisfaction. Robbins, Odendaal, and Roodt (2003) define 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. Thus, work itself' refers to the number and nature of the functions and tasks required of individual employees, which differ considerably from one role to another (Hanushek, Kain, and Rivkin, 2004) and that the work content is usually a major factor of job satisfaction as is the individual's interest in the work, the scope for innovation and employee independence (Hanushek et al., 2004; Jain, 2005; Sargent and Hannum, 2005). A study conducted by Mokaya, Wageki, and Karanja (2013) on the effects of working conditions on employee satisfaction in the hotel industry revealed that employee satisfaction is enhanced when an organization provides an employee with training and development opportunities, improvement of working conditions, and terms of service.

Numerous educational studies have found that working conditions have contributed to teachers' satisfaction. On working conditions, **the** findings of **Gitonga (2012)** showed that there is a strong relationship between working conditions and school performance in secondary school. That is, performance in secondary schools may be explained by the dominant working conditions. Working conditions factor (provision of teaching learning resources), contributes less than a half to student school performance in secondary schools. This is because working conditions provided conducive learning atmosphere for teachers to perform better, hence students' improved performance in the examinations. The work environment in certain studies were found to be better determinant of job satisfactions (Carlan, 2007; Ellickson and Logsdon, 2001).

A key outcome that employees routinely seek is recognition, which Grote, (2002) refers to as an effective motivation tool that validates their efforts to help the organization succeed, (Besterfield, Besterfield-Michna, Besterfield, Besterfield-Sacre, Urdhwareshe and Urdhwareshe, 2011). Recognition can provide employees with feedback and support, thus improving their performance. It can be financial (Lester, 1987) or verbal (Chevalier, 2011). Employees do not always respond to the same type of recognition; some will prefer monetary rewards, while others will desire positive supervisory feedback (Jain, 2005; Cook, 2008) or societal recognition (Pride, Hughes and Kapoor, 2008).

Recognition realistically plays a key role in determining job satisfaction (Saiti, 2007; Daft, 2008) depending on the link between an employee's input and the acknowledgment by the employer (Wolverton and Gmelch, 2002). Thus, when workers see their efforts being recognised, the quality of their work improves (Besterfield et al., 2011). As these teachers progress and receive praise for their work from their principal, their job satisfaction intensifies (Doran, McCutcheon, MacMillian, Hall, Pringle, Smith and Valenta, 2004). Conversely, when recognition is not forthcoming, job satisfaction may weaken (Persson, Hallberg and Athlin, 1993). Studies have revealed an inconsistent relationship between recognition and satisfaction. Many educational researchers (Kearney, 2008; Popoola, 2009; Sharma and Jyoti, 2009) have found recognition to be a source of satisfaction. More recently, Karavas (2010) found that teachers in Greece were generally happy with the recognition they received from the school and parents. Moreover, more than half were satisfied with their status in society and almost half were satisfied with the recognition received at school, from their employers or school governing bodies.

Compensation which in this study is used interchangeably with salary, pay or remuneration is a primary concern of individuals seeking work. Workers' remuneration is an incentive central to their personal finances and their social standing. Unless workers are

happy with their salary, their attitudes and behaviour may be affected, so it is crucial that employers set pay at a satisfactory level (Mhozya, 2007; Milkovich and Newman, 2008; Singh and Loncar, 2010). Therefore, remuneration is a key factor in determining teachers' job satisfaction. Its significance is greater than the purchasing power it confers, as it may also signal achievement, respect, or failure (Gruneberg, 1979). The two-factor theory (Herzberg, 1957) suggests that increasing pay could prevent worker dissatisfaction, while equity theory (Adams, 1963) states that people will be satisfied when they view a reward structure such as pay as fair. Conversely, pay inequity is linked to low satisfaction (Sweeney, 1990). Similarly, expectancy theory (Vroom, 1964) views pay as a reward that should meet workers' expectations.

Statement of the problem.

Several Studies have shown fluctuations in academic achievements of students in economics. The performance is generally a bit above average, which shows that performance is not yet impressive despite efforts put up by researchers to improve it. This study therefore investigated the influence of Teachers job satisfaction (work condition, recognition and compensation) on achievement in Economics.

Purpose of the study

The purpose of this study was to investigate the influence of teachers' job satisfaction on students' achievement in Economics in Ibadan, Oyo state. The study also sought to determine the composite and relative contribution of teachers' job satisfaction to students' achievement in Economics in senior secondary schools in Ibadan, Oyo state.

Research Questions

1. What is the composite contribution of teachers' job satisfaction (work condition, recognition, and compensation) on students' achievement in Economics in senior secondary schools in Ibadan, Oyo state?
2. What are the relative contributions of teachers' job satisfaction (work condition, recognition, and compensation) in the prediction of students' achievement in Economics in Ibadan Oyo State?
3. Which of the teachers' job satisfaction variables (work condition, recognition, and compensation) influenced students' achievement in Economics most?

Methodology

Non-experimental design of survey type was used for the study. The population of this study comprised all Economics teachers and all senior secondary two (SS II) students offering Economics in Ibadan, Oyo state. The multi-stage sampling procedure was adopted. Using simple random sampling, two (2) local governments were randomly selected from the study area. Afterward, thirty (30) senior secondary schools were randomly chosen from the selected local governments, that is, fifteen (15) schools from each of the local governments. One (1) Economics teacher was purposively selected from each of the selected schools, making a total of thirty (30) Economics teachers. Also, twenty (20) SSII students were randomly chosen from each of the selected schools. Thus, thirty (30) teachers and six hundred (600) students from the selected senior secondary schools make up the sample for the study. Two validated instruments were used to collect data for the study. These are: Teachers job satisfaction questionnaire (r=0.79) and Economics Achievement Test (r=0.76). Data were collected from the senior secondary two students who offer Economics as an elective subject and the Economics teachers in the 30 sampled schools. Two (2) well-trained research assistants were used to administer the instruments. The collection of data for the study lasted for two months.

Data Analysis Procedure: The data were analyzed using inferential statistics.

Results of finding

Research Question 1: What is the composite contribution of teachers' job satisfaction (work condition, recognition and compensation) on students' achievement in Economics in senior secondary schools in Ibadan, Oyo state?

Table 1: Regression Analysis on the Composite Contribution of **Teachers' job satisfaction to Students' Achievement in Economics**

R=.517					
R Square = .267					
Adjusted R square = .207					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	227.851	2	113.926	9.010	.000b
Residual	341.394	27	12.644		
Total	569.245	29			

Denotes significant relationship at 0.05 level.

As shown in table 1, the multiple correlation coefficient (R) indicates the linear relationship between independent variables: teachers' job satisfaction variables (work conditions, recognition, and compensation), and students' achievement in Economics were 0.517, R^2 thewas .267, while the adjusted R^2 was 0.207. This implies that when put together, all predictor variables accounted for about 27 per cent of the variance in students' achievement in Economics. This leaves the remaining 73% to other factors that were outside this study. Further verification of the significant joint contribution of the independent variables to students' achievement in Economics using regression ANOVA produced $F_{(2,27)} = 9.010$; $p < 0.05$. Since the p-value is greater than 0.05, an inference can be made that the observed variation in the dependent variable is statistically significant. So, there was a positive significant combined contribution of teachers' job satisfaction variables to students' achievement in Economics in Ibadan, Oyo state.

Research Question 2: What are the relative contributions of the predictor variables (teachers' job satisfaction) in the prediction of students' achievement in Economics in Ibadan, Oyo State?

Table 2: Coefficients indicating Relative Contributions of teachers' job satisfaction to students' achievement in Economics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	65.745	17.941		3.665	0.000
Working Condition	2.146	0.772	0.851	2.781	0.011
Recognition	1.207	0.812	0.120	1.603	0.010
Compensation	0.813	0.161	0.102	2.378	0.002

Table 2 shows the beta weights indicating the relative contributions of the independent variables to students' achievement in Economics. The three independent variables were found to have positive statistically significant relative contributions to students' achievement in Economics. The table shows that working conditions has the highest beta value (0.851), meaning that the contribution of working conditions is 85.1%, followed by recognition (0.120) which is a 12.0% contribution, and compensation (0.102) which implies a 10.2% contribution to students' achievement in Economics.

Research Question 3: Which of the teachers' job satisfaction variables (work condition, recognition, and compensation) influenced students' achievement in Economics most?

As indicated in table 2, working conditions is the most potent contributor to students' achievement in Economics, followed by recognition. Compensation is the least predictor of students' achievement. It is worth mentioning that though, working conditions ($\beta = 0.851$, $t = 2.781$, $P < 0.05$), recognition ($\beta = 0.120$, $t = 1.603$, $P < 0.05$), and compensation ($\beta = 0.102$, $t = 2.378$, $P < 0.05$) positively contributed to students' achievement in Economics, however, compensation appears to be more statistically significant than other factors.

Discussion of findings

The results of this study show that in general, teachers' job satisfaction positively influenced students' achievement in Economics in senior secondary schools in Ibadan, Oyo state. More specifically, the findings indicate that teachers' working conditions have a positive significant contribution to students' achievement in Economics. This result is in agreement with Dockel (2003) and Bakotic and Babic (2013) which revealed that the overall working conditions significantly associated with organisational commitment, and that workers under difficult working conditions are dissatisfied and thus experience poor performance. The finding similarly supported Raziq and Maulabakhsh (2014) who admitted that the working environment has a positive impact on the job satisfaction of employees while bad working conditions restrict employees to portray their capabilities and attain full potential. This was further affirmed by Jamal (2016) that there is a strong significant relationship between working conditions and employees' motivation and job satisfaction. Nevertheless, this result is incongruous with Pilarta (2015) finding which indicated that the working conditions of the school does not show any effect on the work performances of teachers in terms of students' achievement.

Furthermore, the result of this study indicates that recognition has a positive and statistically significant relationship with and predicted students' achievement in Economics. The significant contribution of recognition to the prediction of students' achievement is in harmony with studies of Kearney (2008), Popoola (2009), and Sharma and Jyoti (2009) who discovered that recognition is a source of satisfaction. By the same token, this study lends credence to Usman (2010) discovery that employees are less motivated if an organization neglects the

aspects of recognition and the employees are highly motivated when there are sufficient growth opportunities, positive feedback, and good relationship with colleagues.

Finally, the result of this study revealed that compensation not only has a positive contribution to students' achievement in Economics but is more statistically significant. The finding reflects previous studies that pay contributes positively to job satisfaction (Mora, Garcia-Aracil, and Vila, 2007; Kearney, 2008; Tickle, Chang, and Kim, 2011) and that increasing pay could prevent worker dissatisfaction. This implies that when teachers are well remunerated, their job satisfaction is enhanced, thus, the quality of their work improves and this in the long run enhances their students' achievement. Therefore, the findings of this study have established that compensation has a positive and is an influential contributor to students' achievement in Economics.

Conclusion and recommendations

The study provides evidence for the importance of teachers' job satisfaction to students' academic achievement in secondary school subjects like Economics. The results obtained from this study are considered statistically significant. Based on the findings, it was concluded that all the three dimensions of teachers' job satisfaction considered in this study are important variables contributing to students' achievement in Economics in senior secondary school in Ibadan, Oyo state.

On the basis of the findings and conclusion of this study, it was, therefore, recommended that the government should continue to establish and maintain supportive and appealing working conditions of senior secondary teachers so that they can focus on students' educational needs and overall achievement. Government should motivate teachers to be dedicated and develop positive outlook toward their teaching assignment by improving their social recognition and ensure prompt and improved salary payment. Ministry of Education should organize and carry out periodic inspection to ensure that teachers are satisfied with their teaching job. Parents should constantly recognise the role of teachers and support them both materially and morally

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