



## Job Satisfaction and Teacher's Performance in Practical Agriculture in Secondary Schools in Akwa Ibom State

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### Abstract

*This paper examines the relationship between job satisfaction and teachers' performance in practical agriculture in secondary schools in Akwa Ibom State. A structured questionnaire based on four point rating scale was used for data collection, a simple random sampling techniques was used to select respondents for this study. Face validity of the instrument was done by three research experts, two from the Department of Vocational Education and one from Test and Measurement Unit of the Department of Educational Foundation, Guidance and Counseling, University of Uyo, Uyo for clarity, appropriateness of language and suitability in line with the objectives of the study and hypotheses. Cronbach alpha coefficient was used to determine the reliability of the instrument and the correlation coefficient index of 0.88 was obtained. Three hypotheses were tested using Pearson Product Moment Correlation ( $r$ ) analysis. The results revealed that there were significant relationship between job satisfaction and teachers' performance in pre-planting operation, planting operation and post-planting operation. Based on these findings, it is recommended among others, that state government through the state secondary education board should give special incentive packages such as hazard allowance, inconvenience allowance; overtime allowance etc to agricultural science teachers to raised their take-home pay in order to sustain their job satisfaction in farm practical.*

**Key words:** Job Satisfaction, Teacher's Performance, Practical Agriculture

### Introduction

Agricultural science is a discipline that deals with the goals and problems of production of crops, livestock as well as the processing, storage and marketing of the products to consumers. Job (2011:A) asserted that agricultural science is the application of the basic pure and applied sciences to agriculture and extends into the relationship and contributions of the basic pure and applied sciences to the production of crops and livestock as well as off-farm agricultural engagements. Practical agriculture places a demand on the knowledge and skills of production, processing, storage and marketing of agricultural produce/products.

The general objective of agricultural science at the secondary school level is the preparation of students for occupation in agriculture. To achieve this objective according to Umoh and Etuk (2003), the "guided discovery" method of teaching is being recommended such that learning by doing is emphasized. This will enable the students to produce enough food and other agricultural products for themselves and their community. Job (2011:A) noted that in the



new syllabus envisaged for West African Senior Secondary Certificate Examination (WASSCE), more emphasis is being placed on practical agriculture than ever before. Practical agriculture is to complement formal classroom theoretical lessons and these practical activities are to be displayed under the direct supervision of an agricultural educator who should not only function as a teacher but also as a farm manager.

Based on this fact, Olaitan, and Mama (2001) noted that a well trained agricultural science teacher should be able to impact agricultural knowledge and relevant skills to students through practical agriculture. Ikot and Udo (2015), observed that agriculture training in schools, rather than producing youths with skills turn out a growing number of unskilled, unproductive and disillusioned youth, who parade the streets for white collar jobs because instructions in agricultural science in most cases do not match theories with practicals. Williams and Ekong (2014) observed that the failure of agricultural science to produce skilled manpower is attributed to the theoretical orientation and the general attitude of teachers and students towards practical farming.

Agricultural science teachers used to be very hard working personnels, devoted all their attention to both classroom and farm practical activities and endeavoured to inculcate the spirit of discipline, industry and dignity of labour in the students. Kuponiyi and Agboje (2001) observed that those were the days when teachers were satisfied with what they earned, and their take-home packages were able to settle their needs. These motivated the teachers and made them to do their work to the best of their abilities.

Things had since changed. The ever-degenerating conditions of service for the teachers and the economic situation in the country calls for the satisfaction of agricultural science teachers situation needs such as payment of hazard allowance, overtime allowance and other incentives. Absence of such incentives, according to Job (2011B) will result in lack of job satisfaction, hence poor performance of teachers' instructional functions in practical agriculture. Ntukidem (2014) reported that zeal and fulfillment of one's intension and achievement is a function of one's effective input and determination, and the measure of degree this achievement is a function of the satisfaction one derive from his or her job. In order to improve teachers' job satisfaction and their performance, it is imperative to note that amount of money teachers receive for their services is important to them, not only financially for what it will buy but also psychologically for what it will provide them in terms of status and recognition within and outside the organization.

Ime (2013) mentioned that since money represents a qualifiable measure of teachers' worth, they are quite sensitive about the amount of pay they receive in return for their contributions on the job and how this amount compares with what other employees are receiving for their contributions. Job satisfaction according to Nkereuwem (2014) is not a matter of need fulfillment, though an individual needs may be fulfilled, his feeling of satisfaction will depend very much on whether he thinks that he compares favourable with other people in similar jobs, position or places. Job satisfaction is universal and in order to clearly measure it in terms of school, one needs to understand the nature of the concept of human needs and be aware that it is only when such needs are satisfied that one can simply say "I am satisfied".



Job satisfaction is the condition that makes the teacher feels alright and put in his best in the job. Job satisfaction in the context of this study has to do with the situational need of the agricultural science teachers that may motivate them to put up excellent performance in practical farm activities. These needs according to Bello (2011) and Smarth (2012) include: payment of hazard allowance, (in lieu of injuries and disease infection from the farm), overtime allowance, (for extra time spent working in the farm) inconvenience allowance and award for excellent performance.

Performance is the conversion of the inert potentials into positive activities. Teachers' performance here refers to their ability to co-ordinate instructional delivery through the application of relevant methods of instruction resulting in the acquisition of relevant skills and attitudinal change by the leaders.

Poor performance of teachers will result in poor performance of students and lack of skills required for entry-level into agricultural employments. There is therefore the need to ensure teachers' job satisfaction in order to enhance their performance in practical agriculture in secondary schools. This motivated teacher will in turn produce youth who will acquire practical skills to exploit our rich agricultural potentials in the state.

## **Statement of the Problem**

Presently, there is little or no farm practical activities in secondary schools throughout Akwa Ibom State. Students who could read agriculture textbooks well though have never involved in school farm activities are now passing WASSCE in agricultural science creditably. They do without acquiring any entrepreneurial skills because students are no longer given their individual portion of land to carry out practical activities under the guidance of agricultural science teachers. The researcher observed that teachers only limit their instructional functions to the classroom while neglecting the important aspect of imparting knowledge and skills on the field. Observed that this reduce agricultural science studies to a status of non practical subject. Agricultural science is a practical oriented subject that demands skills acquisition by the students. The students can only acquire the skills if the teacher's performance in practical activities is enhanced.

Appraising the entire secondary school agricultural programme presently in the state, one notices a general backward trend as far as farm practical is concerned. This is due to the fact that only students on punishment and those who are not actively involved in sport during the sport hours are the ones that are sent to the farm to work. These unwholesome practice make practical work in agriculture clumsy and haphazard thereby depriving the students the opportunity of skill acquisition in agriculture which has impacted negatively on the acquisition of saleable, life-coping skills by students. Agricultural science teachers do not appear to be excited by their work which shows in delivery of incomplete subject matter, and present unprepared lessons while allowing practical works to suffer. Such teachers abandon the school farm while always contemplating having the slightest opportunity to quit teaching for "greener pastures". If agriculture is believed to be the "key" to progress and development as well as source of food for the nation, then the agricultural science teachers who impart the necessary skills to the students holds the "key". They should be well equipped and ready to impart relevant (practical) skills to



the students through effective performance in practical agriculture. Their performance therefore will rise when they derive satisfaction in their job.

To this end, this study seeks to identify some indices of job satisfaction and correlate the, with performance of teachers in various practical activities in the school farm ranging from pre-planting operation to post-planting operations with a view to motivating them to improve their performance in practical agriculture.

## **Purpose of the study**

The study intends to investigate the relationship between job satisfaction and teachers' performance in practical agriculture in secondary schools in Akwa Ibom State. Specifically, the study sought to determine: -

1. The relationship between job satisfaction and teachers' performance in pre-planting operation.
2. The relationship between job satisfaction and teachers' performance in planting operation.
3. The relationship between job satisfaction and teachers' performance in post-planting operations.

## **Research Hypotheses**

1. There is no significant relationship between job satisfaction and teachers' performance in pre-planting operations.
2. There is no significant relationship between job satisfaction and teachers' performance in planting operations.
3. There is no significant relationship between job satisfaction and teachers' performance in post-planting operations.

## **Methodology**

The study used a survey research design. The researcher considered this design appropriate for the study since it is concerned with exploring people's opinion by the use of questionnaire. The study was carried out in secondary schools in Akwa Ibom State. Akwa Ibom State is one of the rich agrarian states in Nigeria, the land is suitable for extensive agriculture. The population of the study comprised all the 593 agricultural science teachers in the 241 public secondary schools in Akwa Ibom State. Random sampling technique was used to obtain a sample size of 360 agricultural science teachers from 10 educational zones in the state. A 20 item researcher developed questionnaire titled "Job Satisfaction and Teachers' Performance in Practical Agriculture Questionnaire (JSTIPAQ)" was used for data collection. The instrument followed a 4-point rating scale of strongly agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) having 1-4 points respectively. The instrument was subjected to face validation by three experts in the University of Uyo: one lecturer in the unit of measurement and evaluation and two in agricultural education unit of the Department of Vocational Education. Test-retest reliability technique was used to determine the consistency of the instrument. The two set of



scores were computed using Pearson Product Moment Correlation and a reliability coefficient of 0.88 was obtained. The instrument was administered by the researcher with the help of research assistants. The completed questionnaires were collected on the spot. 332 questionnaires were properly filled and returned giving the percentage return rate of 91%. The data collected were analyzed using Pearson’s Product Moment Correlation Coefficient for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance.

## Results

**Research Hypothesis 1:** There is no significant relationship between job satisfaction and agricultural science teachers’ performance in pre-planting operations in secondary schools in Akwa Ibom State.

**Table 1:** Pearson’s Product Moment Correlation Coefficient and t-test analysis of the relationship between job satisfaction and agricultural science teachers’ performance in pre-planting operation in secondary schools in Akwa Ibom State.

Variables	$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	r-cal	t-cal
	$\Sigma y$	$\Sigma y^2$			
Job satisfaction (X)	9400	161930			
Agricultural science teachers’ pre-planting operating (Y)	36455	2427341	623714	1.77*	4.209**

\*\* significant at 0.05 alpha level;  $df = 548$ ;  $crit - r = 0.88$ ;  $crit t = 1.965$ ;  $N = 550$

Table 1 shows a significant r-value of 1.77 as compared with the critical r-value of 0.88 at .05 alpha level with 548 degree of freedom. In order to make inferences, the significant r-value of 1.77 was subsequently converted to a t-value using t-test. The result therefore yielded a t-value of 4.209 at .05 alpha level with 548 degree of freedom. Hence, the null hypothesis that there is no significant relationship between job satisfaction and agricultural science teachers’ performance in pre-planting operation in secondary schools in Akwa Ibom State was rejected.

**Research Hypothesis 2:** There is no significant relationship between job satisfaction and agricultural science teachers’ performance in planting operations in secondary schools in Akwa Ibom State.

**Table 2:** Pearson’s Product Moment Correlation Coefficient and t-test analysis of the relationship between job satisfaction and agricultural science teachers’ performance in planting operation in secondary Schools in Akwa Ibom State.

Variables	$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	r-cal	t-cal
	$\Sigma y$	$\Sigma y^2$			
Job satisfaction (X)	9525	166189			
planting operation in secondary School (Y)	36455	2427341	631664	0.89*	2.092**

\*\* significant at 0.05 alpha level;  $df = 548$ ;  $crit - r = 0.88$ ;  $crit t = 1.965$ ;  $N = 550$



Analysis in Table 2 shows a significant r-value of 0.89 as compared with the critical r-value of 0.88 at alpha level and 548 degree of freedom. In order to make inference, the significant r-value of 0.89 was subsequently converted to a t-value using t-test. The result, therefore yielded a t-value of 2.092 which is greater than the critical t-value of 1.965 at .05 alpha level with 548 degree of freedom. Hence, the null hypothesis that, there is no significant relationship between job satisfaction and agricultural science teachers’ performance in planting operation in secondary school in Akwa Ibom State was rejected.

**Research Hypothesis 3:** There is no significant relationship between job satisfaction and agricultural science teachers’ performance in post-planting operations in secondary schools in Akwa Ibom State.

**Table 3:** Pearson’s Product Moment Correlation Coefficient and t-test analysis of the relationship between job satisfaction and agricultural science teachers’ performance in post-planting operation in secondary School in Akwa Ibom State.

Variables	$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	r-cal	t-cal
	$\Sigma y$	$\Sigma y^2$			
Job satisfaction (X)	9768	174936	647933	1.23*	2.901**
post-planting operation in secondary Schools (Y)	36455	2427341			

\*\* significant at 0.05 alpha level; df = 548; crit – r=0.88; crit t = 1.965; N = 550

Data in Table 3 indicates a significant r-value of 1.23 as compared with the critical r-value of 0.88 at .05 alpha level with 548 degree of freedom. In order to make inferences, the significant r-value of 1.23 was subsequently converted to a t-value using t-test. The result, therefore yielded a t-value of 2.901 which is greater than the critical t-value of 1.965 at .05 alpha level with 548 degree of freedom. Hence the null hypothesis that, there is no significant relationship between job satisfaction and agricultural science teachers’ performance in post-planting operation in secondary Schools in Akwa Ibom State was rejected.

### Discussion of Findings

The result of the findings of data analysis in Table I showed a significant relationship leading to the rejection of the null hypothesis that says there is no significant relationship between job satisfaction and agricultural science teachers’ performance in pre-planting operation in secondary schools.

This result differs from the finding of Ime (2013) who found no relationship between job satisfaction and performance. But this finding is in line with the findings of Nkereuwem (2014) who found that a worker’s performance on the job is a function of the satisfaction he receives from his job, that no matter the extent of a worker’s competence and skill development, he remains ineffective so long as there is no incentive or motivation to convert his ability to performance. This implies that the performance of agricultural science teachers in pre-planting operations will be high as their job satisfaction is high. The alternative effect for agriculture



teacher's satisfaction becomes very important given their responsibility to provide effective teaching and skills to youth and adult in agriculture.

The result of the study in Table 2 revealed that job satisfaction and agricultural science teacher performance in practical agriculture is significantly related. This result is in consonance with the findings of Okoro (2001) who observed a significant relationship between job satisfaction and teachers' performance in planting operations in Cross River State. The implication is that the willingness and determination of agricultural science teachers to perform creditably in perpetuating the skill or act of planting calls for a high level of job satisfaction. Ntukidem (2014) maintained that planting operations require observation of planting dates, marking planting distances, sowing, considering the seed rate and tools to be used. He explained that only a satisfied teacher will be able to take the pains to do it accordingly.

The result of finding in Table 3 indicates that there is significant relationship between job satisfaction and agricultural science teachers' performance in post-planting operation in secondary schools. This finding is in agreement with the finding of Smarth (2012) who observed that if workers perceive that they are being paid fairly in line with their skill, experience and labour then they are more likely to be satisfied with their job than those who perceive that they do not receive fair compensation. In line with this, Ekpo and Inyang (2010) noted that only agricultural science teachers who derive satisfaction in their job will emphasize the effective use of fertilizers, pesticides and herbicides at the right time, using the right type and right method of application for instance. Therefore, job satisfaction affects agricultural science teachers' performance in post-planting operation.

## Conclusion

From the research findings, it was discovered that there is a significant relationship between job satisfaction and agriculture teachers' performance in all levels of practical agriculture in secondary schools. The positive relationship between these variables means that effort should be made to motivate and enhance teachers' job satisfaction to convert their competence and skills into performance in practical agriculture. Teachers' good performance will help the student to acquire skills in agriculture before they graduate from secondary school.

## Recommendations

Based on the results of the study, the following recommendations were made:

- (1) State government through the State Secondary Education Board should give special incentive packages such as hazard allowance, inconvenience allowance; overtime allowance etc to agricultural science teachers to raised their take-home pay in order to sustain their job satisfaction in farm practicals.
- (2) State Government through the Ministry of Education should give excellence award to the best performing teachers in farm practical to ginger their interest in practical activities.
- (3) School principals should establish model school farms and provide the necessary facilities for practical agriculture to enable the teachers imparts productive skills to the students.



- (4) State Government through the State Secondary Education Board should organize continuous training and development of agricultural science teachers to cope with full integration of information technology into agricultural science teaching and learning.

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