

Exploring the Relationship between Job Satisfaction and English Language Teachers' Effectiveness in Senior Secondary Schools in Oyo State, Nigeria

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Abstract

This paper provides a comprehensive overview of the research on English language teachers in Oyo State, Nigeria. This descriptive survey, which included 2935 students and 180 teachers assesses the personality traits, job satisfaction, and teaching efficacy among Senior Secondary School English teachers in Oyo State, Nigeria. A multistage sampling process was used to choose schools and teachers from Oyo State's five geopolitical zones. The study used questionnaires for data collection, including face validation and pilot trials to ensure validity and reliability. Descriptive statistics (frequency distribution, percentages, and mean) provided answers to research questions, and inferential statistics (Pearson Product Moment Correlation) assessed associations between variables. Relevant educational authorities provided ethical clearances to ensure that ethical research standards are followed. The survey also investigated teachers' perceived efficacy, indicating skills in teaching methods and topic content, as well as certain deficiencies in areas such as extracurricular activities. The study analyzed the relationship between personality features, job satisfaction, and teaching efficacy, focusing on the impact of personal attributes and job satisfaction on teacher performance. The study emphasized the need of increasing job satisfaction through a variety of approaches in order to improve overall teacher performance and educational outcomes. Strategies for government and school administration to boost job satisfaction included greater remuneration, timely promotions, and recognizing teachers' performance.

Keywords: Personality traits, Job satisfaction, Teaching efficacy, English teachers

Introduction

Teachers play a crucial role in the social dynamics of the classroom. Professional educators are responsible for implementing the government's educational, instructional, and associated administrative policies and programs. When it comes to accomplishing the school's goals, teachers are crucial. Teachers are the unsung heroes of education administration because they hold the true product of education and the master key to their students' future career success. Because no education model can provide services above the level of the individuals operating the model, it is impossible to divorce the success of an education system from the success of the instructors who put that system into effect and carry it. A teacher's efficacy is influenced by many factors, including their education, topic knowledge, intelligence, passion for their students, level of job satisfaction, opportunities for professional development, age, and the methods they employ in the classroom. Teachers' expertise, character, and interactions with their students are the most crucial factors in the classroom. Successful educators are individuals who have proven their capacity to help their students learn in ways that will help them succeed (Bhardwaj A., Mishra S., Jain, TK, 2020).

An effective teaching relationship accounts for the needs of all parties involved in the classroom and works to improve the current conditions. How certain aspects of a teacher's pedagogical approach correlate with student learning is the focus of studies examining the effectiveness of teachers. To the extent that a teacher acts in ways that are conducive to the development of students' foundational knowledge, comprehension, work habits, desirable attitude, value judgment, and adequate personal adjustment, that teacher is doing their job well. The classroom teachers play a critical role in achieving educational goals. Effective classroom and student behavior management by teachers are essential for attaining educational goals. Teachers serve as the students' second parents (*in loco parentis*) since teachers have direct interaction with students in the classroom. It is important for teachers to employ effective classroom management tactics in order to avoid disruptive behavior by a small number of pupils in their classrooms (Islam T, Khan MM, Khawaja FN, Ahmad Z. 2018).

Job satisfaction among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the secondary schools. The importance of teachers in a society's well-being cannot be overstated. They serve as guiding lights for students, illuminating the route to academic success. Teachers who are happy in their jobs are better able to carry out their obligations with unshakable attention and dedication. Job happiness is still a major concern in today's interconnected world.

Work satisfaction and teacher effectiveness, together with professional knowledge, core competencies, resource allocation, and pedagogical tactics, are critical cornerstones of any successful educational system, ranking as true drivers of academic accomplishment and overall performance.

Statement of the Problem

Teacher job satisfaction and its impact on teaching effectiveness continue to be major issues in secondary education in Nigeria. Preliminary observations show that public school teachers are dissatisfied, citing poor working conditions, low salary, and a lack of recognition. The purpose of this study is to look into the connection between job happiness and teaching efficacy among English language teachers in Oyo State, Nigeria. This study will specifically: Determine the level of job satisfaction among English language teachers in Oyo State. Examine the efficiency of English language teachers in Oyo State. Investigate the impact of job satisfaction on the performance of English language teachers in Oyo State. By addressing both goals, this study hopes to provide useful insights into the factors influencing teacher performance and to guide policy decisions targeted at enhancing both teacher satisfaction and student outcomes.

Hypotheses

H0: There is no significant relationship between Senior Secondary School English Language Teachers' job satisfaction and their teaching effectiveness in Oyo State

The study will take into consideration all the thirty-three (33) Local Government Areas in Oyo State and focus only on English language teachers in Government Secondary Schools.

Concept of Teaching and Effectiveness

Quality can be defined as the act of satisfying, surpassing, and pleasing the demands and anticipations of customers, while acknowledging that these demands and aspirations may

evolve with time (Aqeel, k., Leong, S., Mustafa, M., and Sabil, S, 2018). The interpretation of the term 'quality' is contingent upon the specific context in which it is employed. It is evident that diverse researchers and interest groups hold varying perspectives on what constitutes quality, hence indicating a lack of consensus regarding the primary areas of focus for improvement. When the term 'quality' is employed in the context of business transactions, it signifies that the product and/or service satisfies the expectations of clients. This notion is also applicable to the usage of 'quality' within an educational setting despite its widespread use in the field of education. However, the precise definition of the term 'quality' remains elusive, and no single definition can fully encapsulate its entirety. In alternative views, the concept of quality instruction has been meticulously defined and comprehended as contingent upon the specific setting and influenced by numerous external circumstances (Aqeel, k., Leong, S., Mustafa, M., and Sabil, S, 2018).

The emphasis is on the significance of inclusive education for disabled students in high-quality schools. A good school values inclusive education and is committed to meeting the needs of all students. Leadership that supports student growth, specialized curriculum, effective teaching methods, and regular program reviews are all important characteristics. Time management, strong student connections, constructive criticism, and assured high achievement are other components of effective inclusive teaching. Positive settings are essential for effective teaching. Therefore, resources and infrastructure all have a large impact on classroom effectiveness. Government funding is instrumental to school infrastructure and resources. This in turn influences the quality of education given, particularly in public-owned schools. This covers factors such as classroom size, which can impact teacher effectiveness and student performance and is frequently influenced by funding constraints (Bastida R, Marimon F, Carreras L., 2018).

Factors Influencing Job Satisfaction

Financial reward

A study on job satisfaction found that while financial benefits were important, other factors such as promotion, recognition, and commitment were equally important. They investigate many components of job satisfaction, which revealed that they included pay, advancement possibilities, perks, security, and job relevance (reference). In order for teachers to attain long-term goals, the study stressed the significance of addressing financial rewards and job happiness. A comparison of college and non-college instructors revealed that the latter had higher work satisfaction (Rosenberg, M. K., & Bonsaksen, T., 2022).

Job Security

Job satisfaction and job security among paramedical staff in private hospitals, finding significant dissatisfaction among them with no significant correlation between job satisfaction and job security (Sekar, J., and Lawrence, A. 2018). Additionally, a survey showed various company benefits, indicating that teachers exposed to such packages might find increased job satisfaction and retention. Schools with better educational facilities produced students with higher grades, highlighting the importance of quality teaching materials in improving academic performance (Sekar, J., and Lawrence, A. 2018).

Recognition of Teachers

Recognition in educational institutions, like elsewhere, is a public acknowledgment of desirable behavior. It plays a significant role in teacher performance and job satisfaction. Recognition builds confidence, demonstrates value, and alleviates stress for employees.

Instituting various recognition schemes is a way to show appreciation and help employees feel valued (Abba, Y., and Isa, A, 2019; T. A. Judge, H. M. Weiss, J. D. Kammeyer-Mueller, & C. L. Hulin, 2018).

Personal Satisfaction

Job satisfaction is a person's assessment of their work environment and whether or not it fits their needs. Job satisfaction is associated with organizational commitment and has an impact on overall effectiveness. It includes both emotional and cognitive aspects and can be influenced by an employee's strengths and areas for development (Abba, Y., and Isa, 2019).

Theoretical Framework

Understanding what motivates people at work is central to job satisfaction theories. Maslow's hierarchy of requirements emphasizes several levels of motivation. These requirements range from fundamental necessities to self-fulfillment. Content theories define needs, drives, and incentives. According to Herzberg's Two-Factor Theory, motivators (work content-related) and hygiene factors (job context-related) are distinct. Whereas, motivators increase satisfaction, while hygiene factors prevent unhappiness. The Two-Factor Theory is praised in the academia for its universality, nevertheless, the theory has been criticized for its lack of empirical data, failure to account for individual differences, and absence of a precise assessment method for job satisfaction components.

The correlation between teacher effectiveness and personality traits like extraversion, agreeableness, and conscientiousness is established, while no significant link exists with neuroticism and openness. Effective teachers show dedication, autonomy, and mentorship, fostering student confidence and participation. However, some teachers display traits that hinder effectiveness, like lower emotional stability and friendliness. Job satisfaction significantly impacts teacher effectiveness, highlighting a need for further exploration (Andra Buela¹, Mamman Joseph C, 2015).

Studies emphasize that effective teachers create engaging, interactive learning environments, demonstrating emotional intelligence, warmth, and adaptability. Personal attributes like friendliness and passion for teaching are valued, surpassing mere empathic understanding. Effective teaching involves various factors, blending personality and ability traits, with personality often a primary determinant (Andra Buela¹, Mamman Joseph C, 2015). Research connects school resources like libraries, textbooks, and infrastructure to academic achievement. Adequate libraries and textbooks significantly impact learning outcomes and well-maintained school buildings can contribute to a positive educational environment. Laboratories play a pivotal role in science education, impacting students' practical learning experiences and academic performance (Greenwald, R., Hedges, L. V., & Laine, R. D. (1996)). However, insufficiently equipped facilities hinder effective teaching and learning.

Summary of Gap in Literature Reviewed

Personality Traits and Teaching Success: A number of personality traits, such as conscientiousness, openness, and agreeableness, have been found to be positively related to teaching success. Dependability, organisation, and a will to succeed are crucial characteristics connected with good performance in a variety of disciplines, including teaching.

Openness: Intellectual curiosity and a readiness to welcome new experiences help teachers improve their training proficiency. Empathy, compassion, and cooperation promote positive classroom interactions and student involvement.

Influence on Teaching Techniques and Efficacy: The following personality qualities have an impact on teachers' approaches and effectiveness:

A pleasant learning atmosphere is created by warmth, friendliness, generosity, and excitement, which encourages student participation and motivation. Effective teaching approaches are frequently linked to specific personality qualities, implying a connection between personality and teaching methods.

Literature Gaps: Long-Term Effects on Job Satisfaction and Efficacy: Although the relationship between personality and initial teaching success is widely known, further research is needed to understand its long-term effects on job satisfaction and maintained effectiveness.

Interventions and Support Systems that are Specific: A better understanding of this complicated relationship can help to guide the creation of focused interventions and support systems for specific personality traits and their possible impact on teachers' careers. Overall, the study emphasises the importance of personality features in determining teaching efficacy and emphasises the need for additional research to investigate the long-term ramifications and develop techniques to support teachers with various personality profiles.

Methodology

Research Design: This is both quantitative and qualitative research design. Description is qualitative while the survey is quantitative.

Population of the Study

The population of the study comprises all government-owned senior secondary school students and their English Language Teachers in Oyo State. The total of two thousand, nine hundred and thirty-five (2935) students and one hundred and eighty (180) English Language Teachers were selected.

Sample and Sampling Techniques

Multistage sampling procedure was used to sample out a portion of the population that was used for the study (reference). Oyo State was divided into five geopolitical zones namely; Ibadan, Ibarapa, Oke-Ogun, Oyo and Ogbomoso and each of these zones represent a cluster in the study.

In each cluster, simple random sampling techniques was used to select three (3) local government because Ibarapa has only three (3) local government which is the lowest number of local governments. Four (4) schools will be purposively selected from all the selected local government in the geographical zones. The reason for this selection is because Olorunsogo Local Government has the least number of schools.

Thus, four (4) schools were used as a benchmark to guarantee all local government in Oyo State are represented.

When there is insufficient knowledge on a population's behaviour (or the distribution of a behaviour) to determine the right sample size, this formula is utilized. Slovin's formula

is as follows: $n = N / (1 + Ne^2)$. Where n denotes the number of samples and N is the total population. Twelve (12) English teachers from the local government were purposively selected from the schools because Olorunsogo local government has the least number of English teachers, twelve (12) schools were use as a benchmark to guarantee all the selected schools in the local government are obliged. Two Thousand Nine Hundred and Thirty-Five (2935) students and one hundred and eighty (180) English language teachers were selected in all. The statistical tools and formula are not clear.

This gave an aggregate of three thousand one hundred and fifteen (3115) sampled students and teachers for the study. The processes are presented below:

Table 1: Simple random sampling techniques was used to select 3 local government in each cluster because Ibarapa has only 3 local government. Therefore, it was used as a bench mark.

S/N	Geographical zones in Oyo State	Local Government selected in the zones	Total number of schools	Total number of English teachers	Total number of SS2 students
A	Ibadan	Ibadan South West	36	39	983
		On Ara	34	78	668
		Lagelu	27	81	3731
2	Ibarapa	Ibarapa Central	11	33	983
		Ibarapa East	11	33	591
		Ibarapa North	8	24	5936
3	Oke-Ogun	Olorunsogo	4	12	719
		Iwajowa	9	27	672
		Oorelope	8	24	4975
4	Ogbomoso	Oriire	18	48	956
		Ogbomoso North	16	48	2503
		Ogo oluwa	13	39	964
5	Oyo	Oyo East	11	40	1908
		Oyo West	12	36	1470
		Afijio	17	48	1155
Total			235	610	28214

Source: Field Work 2023

Validity of the Research Instruments

The questionnaire was subjected to face and content validity.

Reliability of the Research Instruments

The pilot study was carried out to determine the reliability of the instrument and the reliability coefficient value for Teacher's Personality Traits and Job Satisfaction Questionnaire (TPTSQ)

= 0.87 and Perception of Students on Teachers' Teaching Effectiveness Questionnaire (PSTTEQ) = 0.91 was generated meaning the instrument was highly reliable.

Method of Data Analysis

Data was analysed and presented in both descriptive and inferential statistics. Descriptive statistical tools such as frequency distribution, percentages and mean were used to answer the research questions while inferential statistics such as Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the dependent and independents variables of hypothesis. A letter of introduction as postgraduate student of my institution enabled me to contact the principals of the selected secondary schools in Oyo state, Nigeria.

Results and Discussion of Findings

Demographic Characteristics

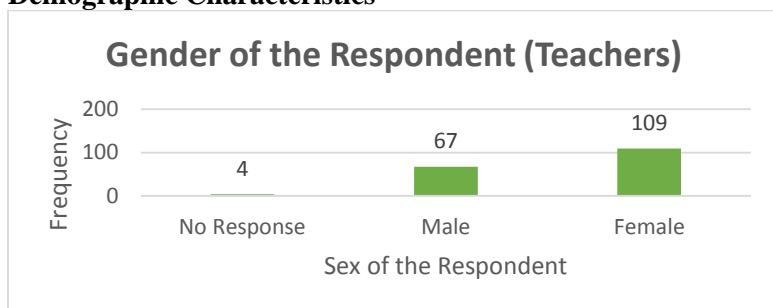


Figure 1 Gender of Teachers

Source: Field Survey, 2023, Ibadan

The study used 180 English Teachers in Oyo State for the study. The analysis result showed that 109 teachers who participated in the study are female, while 67 male English teachers participated in the study.

What is the level of job satisfaction among English teachers in Oyo State?

Table 1.2: Descriptive Statistics showing the Level of Job Satisfaction among English Language Teachers in Oyo State

S/N	ITEMS	SA F (%)	A F (%)	D F (%)	SD F (%)	M	SD	Remark
A	Financial reward							
1	Financial reward is the most important factor that motivate me to achieve the greatest productivity	104 (57.8)	37 (20.6)	26 (14.4)	9 (5.0)	3.27	1.03	High
2	The minimum wage approved by the Federal Government is not paid to me	63 (35.0)	68 (37.8)	27 (15.0)	18 (10.0)	2.93	1.05	Moderate

3	I love my job irrespective of my poor salary	71 (39.4)	55 (30.6)	35 (19.4)	14 (7.8)	2.96	1.08	Moderate
4	My salary is inadequate for me	78 (43.3)	52 (28.9)	28 (15.6)	16 (8.9)	3.00	1.12	Moderate
5	Financial reward does not motivate me to be productive	44 (24.4)	66 (36.7)	55 (30.6)	9 (5.0)	2.74	0.99	Moderate
6	I am satisfied with the salary I earn	42 (23.3)	51 (23.3)	39 (21.7)	43 (23.9)	2.46	1.17	Low
7	I feel free on my job as a teacher	58 (32.2)	78 (43.3)	29 (16.1)	11 (6.1)	2.97	0.97	Moderate
8.	As a teacher, I am promoted when due	54 (30.0)	62 (34.4)	51 (28.3)	8 (4.4)	2.84	0.99	Moderate
B Promotion								
9	Irregular promotion decreases my motivation to work.	72 (40.0)	55 (30.6)	39 (21.7)	10 (5.6)	3.01	1.02	High
10	Promotion does not enhance my motivation to work	45 (25.0)	60 (33.3)	46 (25.6)	24 (13.3)	2.64	1.08	Moderate
11.	Promotion gives me hope for a successful teaching career	90 (50.0)	54 (30.0)	22 (12.2)	10 (5.6)	3.20	0.01	High
C Recognition								
12.	In teaching profession, my position as a teacher offers me recognition for my capabilities and accomplishment.	105 (58.3)	57 (31.7)	10 (5.6)	4 (2.2)	3.42	0.87	High
13.	Recognizing my accomplishment can be an	58 (32.2)	96 (53.3)	17 (9.4)	5 (2.8)	3.11	0.85	High

	important factor for motivation							
14.	Recognizing me for good job can help motivate me to strive for success	68 (37.8)	66 (36.7)	33 (18.3)	7 (3.9)	3.02	1.01	High
15.	Offering me a certificate of recognition is not an important factor of motivation	52 (28.9)	53 (29.4)	53 (29.4)	16 (8.9)	2.72	1.08	Moderate
16.	If I am recognized, I can perform effectively in my teaching	67 (37.2)	72 (40.0)	23 (12.8)	14 (7.8)	3.02	1.01	High
17.	I have participated in workshops and seminars because of my recognition in school	79 (43.9)	58 (32.2)	25 (13.9)	15 (8.3)	3.08	1.03	High
D	Personal Satisfaction							
18.	I enjoy teaching and derive personal satisfaction from the job	98 (54.4)	61 (33.9)	11 (6.1)	8 (4.4)	3.36	0.87	High
19.	Personal satisfaction fosters job loyalty and keeps me happy and motivated	77 (42.8)	76 (42.2)	16 (8.9)	9 (5.0)	3.21	0.88	High
20.	I derive personal satisfaction in my method of teaching	84 (46.7)	70 (38.9)	10 (5.6)	14 (7.8)	3.22	0.94	High
E	Teacher-Students interaction							
21.	My students find it very easy to communicate with me.	98 (54.4)	62 (34.4)	8 (4.4)	10 (5.6)	3.36	0.89	High
22.	Students often come to me for advice and counseling	69 (38.3)	82 (45.6)	19 (10.6)	8 (4.4)	3.16	0.86	High

23..	Aside from school work, I always discuss life issues with my students	79 (43.9)	61 (33.9)	30 (16.7)	8 (4.4)	3.15	0.93	High
24.	Students are always attentive and ask question freely in my class.	83 (46.1)	68 (37.8)	18 (10.0)	9 (5.0)	3.23	0.90	High
F Job Security								
25.	Job security affect my commitment to work	73 (40.6)	68 (37.8)	18 (10.0)	9 (5.0)	3.05	0.98	High
26.	Job security motivate me to work	75 (41.7)	68 (37.8)	24 (13.3)	10 (5.6)	3.12	0.96	High
27.	I feel secure on my job as a teacher	69 (38.3)	77 (42.8)	21 (11.7)	10 (5.6)	3.11	0.93	High
28.	I feel free on my job as a teacher	87 (48.3)	55 (30.6)	23 (12.8)	11 (6.1)	3.17	1.02	High
29.	As a teacher, I am promoted when due	60 (33.3)	70 (38.9)	29 (16.1)	18 (10.0)	2.92	1.02	Moderate
Grand mean							3.05	
High								

Source: Researcher's Field Survey Data (2023)

Note:

SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed, M= Mean, SD= Standard Deviation, n= Number of respondents, Mean response rating classification: Low = 2.00-2.50, Moderate = 2.50-3.00, High = 3.00-3.50

Decision: High

The study highlights major findings about work satisfaction among English teachers in Oyo State. It reveals that monetary compensation and promotion are important elements influencing productivity, since the majority reporting strong agreement or agreement with these features. The study emphasizes the significance of personal happiness, recognition, teacher-student connection, and job security as contributors to total job satisfaction among these teachers. Beyond financial incentives and promotions, factors such as job security, teacher-student interactions, personal satisfaction with teaching methods, and recognition for accomplishments emerge as essential aspects of job happiness.

Research Question Three

What is the pattern of English Teachers Teaching effectiveness in Oyo State?

Table 1.3: Descriptive statistics showing pattern of teaching effectiveness among English language teachers in Oyo State

S/N	Item "My English teacher"	VT F(%)	T F(%)	AT F(%)	NT F(%)	M	SD	Remark
Classroom Management								
1	is competent in the content area in which he or she teaches	1843(62.8)	777(26.5)	187(6.4)	94(3.2)	3.47	0.84	Moderate
2	is competent in the procedures, techniques, and methods of his or her content area.	1534(52.3)	950(32.4)	281(9.6)	144(4.9)	3.30	0.89	Moderate
3	treats all students fairly and establishes an environment that is respectful, supportive, and caring.	1664(56.7)	780(26.6)	319(10.9)	158(5.4)	3.34	0.91	Moderate
4	always find my English teacher class interesting	1754(59.8)	657(22.4)	350(11.9)	153(5.2)	3.35	0.93	Moderate
5	always command decorum and respect from the whole class	1750(59.6)	705(24.0)	311(10.6)	136(4.6)	3.36	0.93	Moderate
6	is very good in essay writing	1871(63.7)	652(22.2)	300(10.2)	88(3.0)	3.45	0.86	Moderate
7	can speak oral English fluently	1866(63.6)	642(21.9)	286(9.7)	121(4.1)	3.44	0.88	Moderate
8	is an expert in letter writing	1771(60.3)	699(23.8)	307(10.5)	110(3.7)	3.37	0.93	Moderate
9	always find means to improve teaching and increase student learning.	1707(58.2)	817(27.8)	294(10.0)	109(3.7)	3.40	0.84	Moderate
10	always encourage us to look for more information online on the topic he is currently teaching	1352(46.1)	825(28.1)	418(14.2)	326(11.1)	3.08	1.04	Moderate
11	hardly hear what my teacher is saying when he/she is teaching	895(30.5)	556(18.9)	324(11.0)	1127(38.4)	2.39	1.29	Low
Evaluation								
12	always do the correction of our test before proceeding to the next topic.	1668(56.8)	682(23.2)	298(10.2)	276(9.4)	3.27	1.00	Moderate
13	always make sure we do the correction of all assignment before starting a new one	1691(57.6)	680(23.2)	377(12.8)	176(6.0)	3.32	0.94	Moderate
14	always takes us out on excursion	593(20.2)	496(16.9)	349(11.9)	1472(50.2)	2.05	1.23	Low
15	always organized quiz competition for us with other schools	1171(39.9)	565(19.3)	477(16.3)	701(23.9)	2.74	1.23	Low
16	always do letter writing competition in my school	1271(43.3)	611(20.8)	415(14.1)	624(21.3)	2.85	1.20	Low
Grand Mean								

Source: Research's Field Survey Data 2023

Decision: Moderate

The report outlines Oyo State residents' perceptions about the effectiveness of English language teachers. It demonstrates that the majority of respondents consider their teachers to be competent in subject matter and teaching methods. Teachers are thought to foster courteous and engaging learning environments. Students admire their teachers' command of diverse linguistic abilities, such as essay writing, conversational fluency, and letter writing. Teachers are also seen as constantly upgrade their teaching methods and encourage pupils to seek extra knowledge online. Some difficulties were raised, however, such as difficulty hearing teachers in class and discrepancies in extracurricular activities and competition structure recast. Overall, the findings reveal a generally positive opinion of the performance of English teachers in Oyo State, however improvements in specific areas are advised.

Hypothesis Testing

1.4 There is no significant relationship between English teachers' job satisfaction and their teaching effectiveness in Oyo State

$$R = 0.360$$

$$R^2 = 0.130$$

$$\text{Adjusted } R^2 = 0.027$$

$$\text{Standard Error} = 3.41963$$

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	89.002	6	14.834	1.268	0.288b
	Residual	596.388	51	11.694		
	Total	685.390	57			

a Dependent Variable: Teachers' Effectiveness

Table 4.5.3 Linear Regression showing the relationship between English language teacher' Job Satisfaction and their teaching effectiveness

Predictors: (Constant), (Teacher Job Motivation), Job Security, Teacher Students Interaction, Promotion, Recognition, Personal Satisfaction, and Financial Reward

The hypothesis was to determine whether English language teachers' job satisfaction has a substantial impact on their efficacy. Job security, teacher-student interaction, promotion, recognition, personal satisfaction, and financial reward were used as markers of job satisfaction to predict teachers' effectiveness (the dependent variable). However, the study found that English Language Job Satisfaction does not predict Teachers' Effectiveness.

With an adjusted R-square of 0.027, the multiple regression correlation coefficient between the predictor variables and Teachers' Job Satisfaction was 0.360. The F-statistic ($F(6, 51) = 1.268$) had a p-value greater than 0.05, indicating that the predictor factors were not significantly predictive of teacher effectiveness. This implies that job satisfaction among English language teachers has little effect on their efficacy. As a result, the null hypothesis, which argues that there is no significant link between English language Job Satisfaction and teachers' effectiveness, stands supported by the analysis results.

Discussion of Findings

The study looked at the relationship between personality type, job happiness, and teachers' performance in Oyo State English instructors. Extraversion, agreeableness, conscientiousness, neuroticism, and openness were identified as qualities common among these teachers. While some research suggests a link between extraversion and teachers' performance, others. This is in agreement with Ashton, M. C., & Lee, K. (2008).

Job satisfaction was found to be high among the selected teachers, and it was found to be positively related to their work output. According to research, there is a substantial correlation between job satisfaction, commitment, adjustment, psychological well-being, and academic performance.

The findings underscored the significance of teacher job satisfaction and its larger impact on students' academic progress, classroom performance, and societal benefits. It was found that satisfied teachers show increased concentration and devotion to their duties **favourably** improving student mentoring and academic results. This is in agreement Skaalvik, E. M., & Skaalvik, S. (2010).

Personal variables such as age, gender, and religion were found to have a substantial impact on teacher performance. Furthermore, the study discovered that personality influences teachers' effectiveness, however some findings contradicted predictions, notably in terms of openness to experience. The National Teacher Institute (2018): Compiled a comprehensive literature review examining various factors influencing teacher effectiveness, including personal variables like age, gender, and personality.

Various research gave varying perspectives on effective teaching abilities, with experience, emotional stability, adaptability, pragmatism, and commitment being associated with it. Characteristics such as less emotional stability, masculinity, friendliness, ego strength, curiosity, and dominance, neuroticism was viewed as an impediment to teacher performance.

This study investigates the relationship between Personalities and Job Satisfaction and the efficiency of English Teachers in Senior Secondary Schools in Oyo State. Below is a summary of the important findings:

Personality Types: The study discovered numerous personalities among English teachers, including Extraversion, Agreeability, Conscientiousness, Neuroticism, and Openness to Experience. According to descriptive study, the majority of English teachers in Oyo State have these personality traits.

Job Satisfaction: According to the study, English Language Teachers have a high level of job satisfaction. Respondents expressed favourable agreement and happiness with their jobs.

Personal Variables: The investigation revealed that personal variables such as age, gender, and religion have a substantial impact on teacher performance. These factors were discovered to predict teacher effectiveness, accounting for 10.5% of the difference in effectiveness.

Personality Types - Hypothesis Testing: The study concluded that personality types (Openness to Experience, Conscientiousness, Agreeableness, Neuroticism, and Extraversion) have a significant influence on teacher effectiveness. The personality characteristics of English language teachers predicted their effectiveness.

Job Contentment Hypothesis Testing: The study found that English instructors' job contentment has a substantial impact on their efficacy. Job satisfaction has been demonstrated to predict teacher performance, showing that happy instructors are more effective.

This study demonstrates the effects of both personality types and job satisfaction on the performance of English teachers. The data imply that these factors play crucial roles in determining how effective teachers are in their roles.

Conclusion

Summary of the study on the association between personality types, work satisfaction, and instructional efficacy among English teachers at Oyo State Senior Secondary School. Here are some crucial points to remember: Teacher effectiveness is influenced by both personality types and job happiness. Extraversion, for example, is connected to good teaching, whereas job dissatisfaction might have a detrimental impact on performance. Personal factors such as age, gender, and religion can influence teacher performance. These factors were discovered to be responsible for 10.5% of the variance in effectiveness. The study emphasises the significance of job satisfaction in terms of teacher performance and student achievement. Job satisfaction factors such as a high wage, promotion prospects, and supportive working environment should be prioritised.

The study suggests measures to improve teacher work satisfaction, such as fast salary payment, promotion chances, and in-service training. Furthermore, teachers' efficacy should be rewarded in order to further promote high performance. Overall, this study sheds light on the aspects that lead to effective teaching. We can create a more supportive environment for teachers and improve the quality of education for pupils by addressing both personality attributes and job happiness.

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