

## INFLUENCE OF TEACHERS' JOB SATISFACTION AND CREATIVITY ON PUPILS' ACADEMIC PERFORMANCE IN BASIC SCIENCE IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE

A. O. OLANIYAN, A.Y. ABUBAKAR AND M. O. OWOYEMI

Department of Early Childhood and Primary Education,  
Faculty of Education, Kwara State University, Malete  
Email Address: adegokeolaniyan87@gmail.com

### Abstract

*The study focused on the Influence of Teachers' Job Satisfaction and Creativity on Pupils' Academic Performance in Basic Science in Ilorin West Local Government Area, Kwara State, descriptive survey method of research was adopted in this study. The population of the study comprised of all schools, teachers and pupils in Ilorin West Local Government Area of Kwara State, the researcher used simple random sampling technique to select six public schools and 24 private schools, at the end of the research, 51 teachers from primary three and 212 pupils from primary 3 both public and private participated in the study. Questionnaire, rating scale and Basic Science academic performance test were used as the instruments for the study and the instrument were subjected to reliability using cronbach alpha technique and 0.72, 0.78, and 0.71 were obtained as reliability coefficients. Data collected were analyzed using descriptive statistics of mean, percentage and frequency count to answer the research question while inferential statistics of T-test and ANOVA were used to test all hypotheses. The findings indicated that the level of pupils academic performance in Basic Science is fair/average (mean= 6.48); there is significant influence of teachers' creativity on academic performance of pupils in Basic Science ( $F_{1, 50}=10.442$ ,  $p<0.05$ ); there is significant influence of teachers' job satisfaction on academic performance of pupils in Basic Science ( $F_{1, 50}= 11.23$ ,  $p<0.05$ ). it is therefore recommended that, teachers should be motivated and satisfied with their profession so they can perform their duties adequately, teachers should be taught how to use creative skills in teaching during teachers training programs. Finally, Government at all level should include the use of creativity in Basic Science curriculum, teachers should be taught how to use creative skills in teaching.*

### Introduction

Basic science is defined as the scientific disciplines of mathematics, physics, chemistry and biology. They are called basic sciences because they provide a fundamental understanding of natural phenomena and the processes by which natural resources are transformed. Since the 17<sup>th</sup> century, basic science has been all indispensable adjuncts to the physical science and technology and in more recent times, it has assumed a similar role in the practical aspect of life science. Basic science sometimes called pure or fundamental science helps researchers understand living systems and life processes, this knowledge leads to better ways to predict, prevent, diagnose and treat diseases. Through basic science, researchers try to answer fundamental questions about how life works.

Basic science helps pupils to understand the world around them, everything about the universe from how trees reproduce to what an atom is made up of, is the result of scientific experiment. Basic science processes skills such as observing, communicating, measuring, classifying, inferring and predicting. It is a core subject that pupils must be exposed to and must pass so teachers must be creative enough to engage the pupils in sciences classes and minor experiments right from the basic level of education because children tend to run away from science subjects which make them loose interest in it as they grow up, many pupils have different opinion about basic science, some see it as that subject which has to do with scientific practicals, some see it as a subject you must learn to become innovative (Ogonnaya, Okafor, Abonyi, & Ugam, 2016).

The development of human being and the environment in which they live in depends on the development of basic science. Science has been and would continue to be a tremendous importance because of its ability to explain many natural occurrences and the central role it plays in the world current technology development (Osuolale, 2014).

The National Policy on Education encourages all processes geared towards producing educators and scholars that will encourage the spirit of inquiry (Federal Ministry of Education, 2018). The general objectives of basic science is enable pupils observe and explore the environment using their senses and hands, to allow the pupils develop interest in basic knowledge and skills, apply their scientific and technological knowledge to meet their societal needs. While a lot of research has been conducted in other part of the world, few studies have related teachers' job satisfaction and creativity to pupils' academic performance in basic science in primary schools in Nigeria. Hence, this study seeks to examine the influence of Teachers' Job Satisfaction and Creativity on Pupils Academic Performance in Ilorin West Local Government Area, Kwara State.

Several research studies have shown that pupils having poor academic performance is as a result of various factors which several researchers have looked into but the problem is still persisting. Various studies conducted by several empirical researchers (Omole, 2013; Ferdinand, 2017; Ogunnika, 2018) have concluded that pupils academic achievement in Basic Science in Nigeria is poor and needs improvement. In close resemblance to the reports is the conclusion made by Oyediji (2010) where he lamented that Nigeria remains an underdeveloped economy principally because of the unsatisfactory status of her science education especially in primary schools. He further asserted that relevant statistical details on Basic Science shows that there is crisis in the area of science teaching. Psychologists have put forward a lot of reasons why these disparities in academic performance exist. A lot of attention had been paid to external factors such as social incentives, student-teacher-related characteristics, study habits, pupils' personality, instructional materials and a host of others. In order to overcome the pains which follows poor academic performance of the pupils, many parents spend lots of money by enrolling their children in good schools and those parents who are wealthy enough to invest in education abroad as they believe this will enhance good academic performance.

Opinions vary as to why some pupils excel academically while others appear to be underachievers. Many educationists have consistently attempted to identify the major factors Such as gender, maturation, intelligence, self-concept, family background, study habit, hereditary, environment, peer group influence, child rearing patterns, socio- economic background , amongst others, have been extensively explored as being responsible for academic performance especially among primary school pupils. Factors that are believed to be responsible for the academic performance of pupils which past researchers have not looked into are teachers' job satisfaction and creativity.

Several research studies have demonstrated how teachers play a critical role in improving the performance of pupils (Hattie, 2018). A low payment to teachers leads to a negative psychological change that in turn affects the learning effects of the pupils (Wang & Wang 2018, Sun 2017). School administrators believes that the evaluation of the teaching performance by pupils is a good way to stimulate teachers to improve their teaching quality and the learning outcomes of pupils. Besides, some teachers commented that the mismatch between the payment and workload, lack of opportunities for further development, relationship and limited time with family, all lead to less commitment to work (Jin, 2012). These showed that the material stimulation only cannot completely solve the problem of teacher motivation, if the school administrative aims at better performance from teachers, it is a feasible way to meet their psychological needs.

Teacher satisfaction with job reflects a positive identification and experience of the organizational role (Mao & Tang, 2015). The teacher satisfaction can be promoted through shaping the school, atmospheric condition of the learning environment and cooperative learning and promoting their sense of belonging and work performance. Similarly, teachers job satisfaction is divided into six dimensions including income, promotion, work itself, colleague relationship, work environment and supervision behavior (Asif Iqbal, 2016). Zembylas, and Papanastasiou, (2016), viewed teachers job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to the teacher. Employees who have high level of job satisfaction commit their time, energy, and efforts to work which result in high productivity, (Scott, 2014). Hongying, (2018) adds, job satisfaction

refers to the overall attitude and views of teachers towards their working conditions and profession. The quality of teachers, their commitment, satisfaction and motivation are the determinant factor for the pupils to benefit from the education system. Satisfaction with the teaching component has important consequences, it means that the teachers are happy, devoted and committed, and it also helps them bring their best qualities to their schools, so that pupils, parents and the society may benefit from their services (Ofogebu, 2014). The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their pupils in class, and hence they have a significant impact on pupils achievement (Correnti, Miller & Rowan, 2012; Jyoti & Sharma, 2019)

Creativity can be described as an essential form of problem solving where there are no easy answers to problems for which popular or conventional responses do not work. Creativity is the consciousness of our original ideas. Numerous psychologists argue that creativity is not just an enrichment or add-on in the classroom, it is a definable, measurable, set of psychological skills that enhance learning and will be necessary in the 21<sup>st</sup> century workforce. According to Nwakwo (2018), a well-accepted definition of creativity is the generation of a new product that is appropriate in a particular scenario (a product could be an idea, an artwork, invention or an assignment in the classroom). There is not just one way for a person to be creative or one set of characteristics that will differentiate a creative person, instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risk and following an inner passion.

Teachers creativity is therefore a cluster of skills that are needed to produce ideas that are both valuable and original (Sternbag, 2012) and teaching creatively has been described as teachers using approaches and imaginative skills to make learning more interesting, exciting and effective. Creative classroom gives an opportunity for pupils to learn with fun, teachers should encourage this quality in pupils from the lower class itself and inspire them to believe in one's own creativity. Teachers creativity also directly enhances teaching and learning by increasing motivation, deepening understanding, promoting joy, intrinsic motivation is essential to the creative process and relies on pupils pursuing meaningful goals Amadi (2016) observed that many experts in psychology and education argue that creativity skills are psychological skills needed in school and in future workforce. As such, schools have a duty to teach them and value them.

Sternbag (2012) has argued that creativity can predict college success above and beyond academic achievements and even beyond what pupils get from standardized test scores. Creativity is not just about innovating or making arts, it is about living creatively. Teachers who can model creative ways of thinking, playfully engage with content and express their ideas will beget creative pupils.

### Statement of the Problem

Researchers have over the years carried out research on factors that are responsible for poor academic performance in Basic Science in primary schools; some of these factors are: teachers self-efficacy interest, lack of facilities, qualification and experience, shortage of qualified basic science teachers, equipment and instructional materials for effective teaching, large pupils to teachers ratio, pupils Phobia for science subjects. A large part of literature claim that pupils academic performance are predictably based on pupils, teachers, school and home factors, in this way, little attention is given to other factors such as teachers' job satisfaction and creativity. Several studies conducted by researchers or educationists have shown that teachers' job satisfaction and creativity is a key factor in pupils academic performance in basic science.

Majority of studies on influence of teachers' job satisfaction and creativity on pupils' academic performance were carried out in different location within Nigeria and in the advanced countries. It is noted that the past studies did not give adequate empirical attention on the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science. Therefore, this research work will fill the research gap by critically examining the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science in Ilorin West Local Government Area, Kwara State.

### Research Questions

The following research question was answered in this study

1. What is the level of pupils' academic performance in Basic Science?

### Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant influence of teachers' creativity on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State

Ho2: There is no significant influence of teachers' job satisfaction on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

### Research Design

In this study, descriptive survey method was adopted. The population for this study comprised all primary school teachers and pupils in Ilorin West Local Government Area. There are 243 private primary schools and 59 public schools in Ilorin West Local Government Area. Kwara State School Census Report (2019-2020). Simple random sampling technique was used. 10% of the entire population was selected as sample size which is 24 private primary schools and 6 public primary schools respectively. The researcher administered 51 questionnaires and 51 rating scale to primary 3 teachers, both public and private, the researcher also administered 212 basic science test questions to primary 3 pupils, both public and private in the selected schools.

The researcher developed three research instruments, questionnaire, rating scale and basic science academic performance test. Questionnaire and rating scale for primary school teachers, the questionnaire was used to obtain data on the primary school teachers' job satisfaction and the rating scale was used to measure the level of primary school teachers' creativity. The questionnaire is titled Teachers' Job Satisfaction Questionnaire (TJSQ). Questionnaire is less time consuming than interviews or case studies. The rating scale is titled Teachers' Creativity Rating Scale (TCRS) and the Pupils Academic Performance Test was used to measure the ability of pupils in Basic Science which is titled Basic Science Achievement Test (BSAT)

In this study, the questionnaires was divided into two sections (A and B), the section A will collect data for personal information of the respondents, then for the section B of the questionnaire, a four-point scale (Strongly Agree, Agree, Disagree, Strongly Disagree) was used to ascertain teachers job satisfaction. The rating scale was also divided into two sections (A and B), the section A will collect data for demographic information of the respondents, while the section B of the rating scale have a three-point scale (Always, Sometimes, Never), the Basic Science Achievement Test had 15 questions with options for them to tick the right answer. Test re-test method was used to test for reliability of the instruments. The instruments were administered within the interval of two weeks to the same set of respondents, the reliability index was calculated using Pearson Product Moment Correlation (PPMC) and it yielded 0.72, 0.78 and 0.71 respectively. The data obtained were analyzed using descriptive statistics of percentage and frequency count. Percentage and frequency count while inferential statistics of ANOVA was used to test for the stated hypotheses.

### Results

**Research Question 1:** What is the level of pupils' academic performance in Basic Science?

**Table 3: Level of Pupils' Academic Performance in Basic Science**

Actual Score	Aggregate	Frequency	%	Mean Score	Std.D	Remark
0-5	0-39%	42	19.8	6.48	2.9118	Poor
6-8	40-59%	90	42.5			Fair
9-10	60-69%	50	23.6			Good
11-15	70% and above	30	14.1			Excellent
<b>Total</b>	<b>100</b>	<b>212</b>	<b>100</b>			

*Excellent/Very high (11 -15), Good/High (9-10), Fair/ Average (6-8), Poor/Low (0-5)*

Table 3 shows that the level of pupils academic performance in Basic Science is fair/average (mean = 6.48). 42 pupils score 0-5 which accounted for 0-39% rated poor, 90 pupils score 6-8 which accounted for 40-49% rated fair, 50 pupils score 9-10 which accounted for 60-69% rated good while 30 pupils score 11-15 which accounted for 70-100% rated excellent.

**H01:** There is no significant influence of teachers' creativity on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State

**Table 4: Summary of Analysis Variance (ANOVA) showing Influence Teacher Creativity on Academic Performance of Pupils in Basic Science**

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	342.313	1	114.104			
Within Groups	5473.513	50	109.471	10.442	.000	Significant
Total	5815.826	51				

Table 4 shows that there was significant influence teacher creativity on academic performance of pupils in Basic Science ( $F_{1,50}=10.442$ ,  $p<0.05$ ). In the light of the result, hypothesis 1 is therefore rejected.

**H02:** There is no significant influence of teachers' job satisfaction on the academic performance of pupils in basic science in Ilorin west local government area, kwara state

**Table 5: Summary of Analysis Variance (ANOVA) showing Influence of Teacher Job Satisfaction on Academic Performance of Pupils in Basic Science**

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	292.111	1	144.214			
Within Groups	4463.331	50	111.721	11.232	.004	Significant
Total	4755.442	51				

Table 5 shows that there was significant influence teacher job satisfaction on academic performance of pupils in Basic Science ( $F_{1,50}=11.23$ ,  $p<0.05$ ). In the light of the result, hypothesis 2 is therefore rejected.

### Discussion of Findings

The study examined the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science in Ilorin West Local Government Area of Kwara State. This study was carried out with the aim to determine the academic performance of pupils in Basic Science through teachers' job satisfaction and creativity.

Findings revealed that the academic performance of pupils in Basic Science is fair or average. This implies that the number of pupils that scored average in Basic Science both public and private schools is more than half while those that performed well in Basic Science are not up to half, therefore, there is poor academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

Findings revealed that there was significant influence of teachers' creativity on academic performance of pupils in Basic Science. This means that teachers' using creative skills in teaching Basic Science has great influence on the academic performance of pupils. This finding is in tandem with the earlier study by Ukoima, Dick and Dimkpa (2021). The study examined the Influence of teachers' creativity on the academic performance of senior secondary school students and it was ultimately confirmed that Teachers' creativity has positive and significant influence on the academic performance of pupils. This also gave support to the study by Vasudevan (2013) who worked on the influence of teachers' creativity, attitude and commitment on students' proficiency of English Language. The results revealed that creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment positively and significantly influence the students' proficiency in English Language. Similarly, Adeosun and Adeoti



(2019) conducted a research on the influence of teachers' creativity on students' creativity in literature in English, the findings revealed that teachers' creativity significantly influence students creativity in Literature-in-English. When teachers demonstrate creative skills in teaching and reinforce pupils creative skills, pupils tend to perform better and achieve more.

Furthermore, findings of the study revealed that there was significant influence of teachers' job satisfaction on academic performance of pupils in Basic Science. This implies that, teachers with high level of job satisfaction has great influence on the academic performance of pupils. This findings corroborated with the finding of Ajia (2011) who worked on the significance of teachers' job satisfaction in assuring quality education and it was revealed that teachers' job satisfaction has positive influence in assuring quality education. Another study carried out by Baluyos (2019) who investigated the relationship of teachers' job satisfaction and their work performance in which the result revealed that teachers are highly satisfied with their job which has a great influence on their work performance. Similarly, Wula (2020) worked on teachers job satisfaction and performance of pupils and it ultimately revealed that there is positive significant on pupils performance due to high level of job satisfaction in teachers. When teachers are satisfied, they will develop and maintain high level of performance and learning process will be more efficient and effective

### Conclusion

Based on the findings of this study, it is concluded that the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State is fair, the study also revealed that there is significant influence on teachers' creativity on the academic performance of pupils in Basic Science which implies that teachers creative skills in teaching helps to improve the performance of pupils in Basic Science. Finally, there is significant influence of teachers' job satisfaction on the academic performance of pupils in Basic Science which means that the level of teachers' job satisfaction determines how effectively they will perform their duties which will in turn improve the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

### Recommendations

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

1. Teachers should be motivated by government and school owners in their job so that they can perform effectively
2. Teachers should use creativity in teaching the learners so as to improve the learners performances
3. The school environment should be conducive so that teachers and learners can enjoy teaching and learning process

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