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**Educational Qualification and School Location as correlates of Job Satisfaction of Music Teachers for better Junior Secondary School Students' Performance in Music in South-South Nigeria**

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**BY**

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**ABSTRACT**

*This study was to assess Educational Qualification and School Location as correlates of Job Satisfaction of Music Teachers for better Junior Secondary School Students' Performance in Music in South-South Nigeria. Descriptive design was adopted for the study. The study was conducted in South-South Nigeria. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled "Educational Qualification and School Location on the Level of Job Satisfaction of Music Teachers and Students' Performance in Music Questionnaire (EQSLLJSMTSPMQ)". Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (EQSLLJSMTSPMQ), was analyzed with inferential statistics. The study concluded that educational qualification was found to be successful completion of an education program which refers to the achievement of specified learning objectives, typically validated through the assessment of acquired knowledge and skills. Many parents prefer their children to attend schools in urban areas because they believe that student from urban school perform better than the rural school. Student performance has been the level of knowledge shown in the subject compared to the norm and it is generally measured using the grade point average. Job situations have been found to play a major role in determining the overall level of job satisfaction among teacher's that teaches music. Therefore, job satisfaction has an effective response to specific aspects of a job such as: challenge, interest and level of difficulty in teaching music. One of the recommendations made was that to increase teachers' job satisfaction it is very important to increase and upgrade them with regular and adequate salary, promotional avenues, service conditions, adequate retirement benefit etc. Good and attractive salary may attract the efficient and talented persons to the Music Teaching Profession.*

**KEYWORDS: Educational Qualification, School Location, Job Satisfaction, Music, Teachers, Students', Performance, South-South and Nigeria**

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## **Introduction**

Music education profession has continually worked to establish itself as an important part of all students' education in the world. Music teachers in the classroom, and the quality of their teaching, have made a vital contribution to the success of music education. Such music teachers form a crucial link in bringing talented people in the society (Thornton and Bergee, 2008). According to Schlichting and Brown (2001), music has always been one of man's basic needs to improve his abilities, inspiring him to greater accomplishments both educationally and beyond. As widely noted by Adeyanju, Oshinyadi, Olusegun and Bello (2015) stated that the high-quality of music teaching staff is the cornerstone of a successful educational system. Daily interaction between music teachers and music students is at the centre of the educational process, attracting and retaining high quality music teachers is a primary necessity for education in Nigeria. One step in developing a high quality faculty is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction. Frankel in Essien (2008) noted that job satisfaction as being important, not only for humanitarian reasons, but also because they have been held that the music teacher who likes his job will work with efficiency and enthusiasm. He further states that the satisfaction an employee derives from employment is largely dependent on the extent to which the job and everything associated with the job meets his needs, expectations and values which constitute a few of the factors of job satisfaction. Therefore, there is need to develop or map-out initiatives to attract, retain and improve the number and quality of music teachers required to execute the business of music education programme in the secondary schools in South-South Nigeria (Essien, 2008).

## **Statement of the Problem**

In consideration of the fact that Nigeria is a signatory to the Education For All (EFA) Declaration in Dakar, 2000, and in Objective 'F' promised to improve all aspect of quality education and ensure excellence of all, however, the realization of the said objective has come and gone, and in the area of music education, it is a failure. Moreover, the poor performance and the low registration for music do not commensurate with the state government's efforts at this level of education. If government is making these efforts to improve education generally and yet in the case of music education, the reverse is the case, then something is wrong and something must be done to improve the situation. Therefore, the fundamental problem for this study centered on the influence of educational qualification and school location on level of job satisfaction of music teachers and junior secondary school students' performance in music in South-South Nigeria.

## **Objective of the study**

1. To find the level of influence of educational qualification on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria.
2. To find the level of influence of school location on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria.

## **Research Questions**

1. What is the level of influence of educational qualification on music teachers' job satisfaction and their students' performance on music in South-South Nigeria?
2. What is the level of influence of school location on music teachers' job satisfaction and their students' performance on music in South-South Nigeria?

### **Research Hypotheses**

**H0<sub>1</sub>:** There is no significant influence of educational qualification on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria.

**H0<sub>2</sub>:** There is no significant influence of school location on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria.

### **Concept of Educational Qualification**

Educational qualifications refer to the official confirmation, usually in the form of a certificate, diploma or degree, certifying the successful completion of an education program or a stage of a program. Successful completion of an education program refers to the achievement of specified learning objectives, typically validated through the assessment of acquired knowledge, skills and competencies (Canada 2020). Educational qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. Merriam-Webster Dictionary defines educational qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Educational qualification is the various academic degrees a teacher can possess to qualify him or her to teach in a school. However, only degree holders are qualified to teach in schools. According to Zuzovsky, (2009) teachers' academic degrees are inconclusive. Some scholars believed that higher degrees showed positive correlation with students' academic achievement. There are others who believed that higher degrees had an adverse correlation with students' achievement. Teachers qualification in education is imperative. Darling-Hammond, Berry & Thoreson (2001) asserted that teachers who have more training produce students who have the better achievement. Teachers' qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development.

### **Concept of School Location**

The concept, school location reminds us of schools that are located in rural or urban areas. According to Orji (2013), school location refers to rural and urban schools. Thus, Orji further conceptualized urban schools as those schools in the municipalities or schools found within the towns and rural schools as those located in the villages or semi-urban areas. In addition, Frederick (2011) views school location as one of the major factors that influence students' academic achievement in some subject areas. As such, Frederick added that many parents look at factor such as the location of schools (urban or rural) and the distance to the school before enrolling their wards. Owoeye and Yara (2011) noted that many parents prefer their children to

attend schools in urban areas because they (parents) believe that students from urban schools perform better than their counterparts from rural schools. Owoeye and Yara (2011) in their studies on school location and academic achievement of secondary school students in Ekiti state, Nigeria asserted that the various review of literature on school location influence on academic performance is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, other found that rural students (in spite of all odds) perform better. Some have submitted in their findings and concluded that no particular set up (urban or rural) can claim superiority over the other, because their performances are the same.

### **Concept of Job Satisfaction**

The concept of job satisfaction as expressed by Egbule (2003), is important for the study because every individual has varieties of needs, values and most of a person's activity in the workplace is directed towards the acquisition of means and ways to fulfill these needs and values. According to Robbins (2006) job satisfaction is an individual's general attitude towards his or her job. A person with high level of job satisfaction holds positive attitude towards the job. Job satisfaction is strongly and consistently negatively related to an employee's decision to stay or leave the organization. High job satisfaction is important, therefore, managers, directors and heads should be concerned with the level of job satisfaction in their organization for three reasons. Job satisfaction is an effective response to specific aspects of a job such as: challenge, interest and level of difficulty. These aspects of the job situations have been found to play a major role in determining the overall level of people's job satisfaction. When a person is satisfied with his job it means he or she is happy with the current status and is prepared to remain there and contribute his/her maximum quota towards the success of the organization. Kumari, (2008) stated that Job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institution and social aspects. If the teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals.

### **Concept of Music Teachers**

Music teacher refers to a person who teaches people how to play an instrument (for example the piano, guitar or violin) or gives singing and voice lessons. Some music teachers work in schools from elementary to high school levels, and teach many students. These teachers are responsible for directing the school bands, choirs and orchestras. They may also teach appreciation, theory, or composition classes to advanced students. Other music teachers give lessons on an individual basis, and may work out of their homes or from a music store as a private music teacher (Career Explorer 2019). Music teachers have distinct personalities. They tend to be artistic individuals, which means they're creative, intuitive, sensitive, articulate, and expressive. Music education is a field of practice in which educators are trained for careers as elementary or secondary music teachers, school or music conservatory ensemble directors. Music education is also a research area in which scholars do original research on ways of teaching and learning music. Music education scholars publish their findings in peer-reviewed journals, teach undergraduate and graduate education students at university education or music schools, who are training to become music teachers (Wikipedia 2019). A music teacher is responsible for instructing students with the skills they will need to become successful musicians in their own right. This includes the basics of teaching how to play an instrument, as well as fundamental concepts such as tempo, pitch and rhythm.

## Concept of Student Performance

Student performance has been defined and explained by several authors. According to Narad and Abdullah (2016) Student performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results. Student performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Ballotpedia 2019). Martha (2009) emphasized that performance of a students is defined by a student’s performance in an examination, tests, and in a course work. Willcox, (2011) define student performance is the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average. Student performance in a case method course may be assessed along a variety of dimensions including class participation, individual written work on papers and exams, and group activities such as projects and presentations (Harvard Business School, 2020). Similarly, Yusuf, Onifade and Bello (2016) opined that student performance is a measurable and observable behaviour of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination.

## Method

The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled “Educational Qualification and School Location on the Level of Job Satisfaction of Music Teachers and Students’ Performance in Music Questionnaire (EQSLLJSMTPMQ)”. Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted with administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (EQSLLJSMTPMQ), was analyzed with inferential statistics

## Results

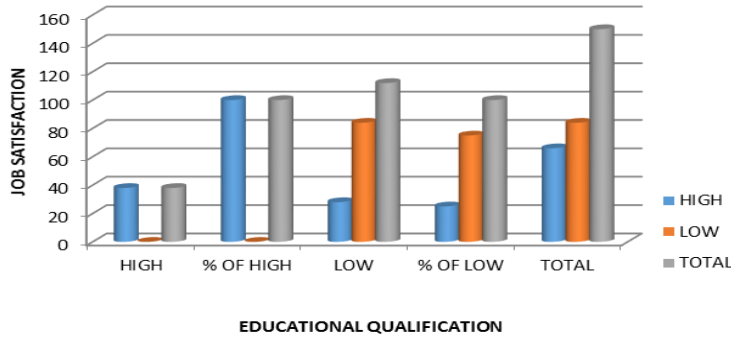
**Research Question One:** The research question seeks to find out the level of influence of educational qualification on music teachers’ job satisfaction and their students’ performance in music in South-South Nigeria. In answering this research question, descriptive analysis is performed on the data and the summary of the output is as presented in table 1 and 2 and graphically in figures 1 and 2

**Table 1: Descriptive analysis of the level of influence of educational qualification on music teachers’ job satisfaction in South-South Nigeria**

Educational Qualification		Level of job satisfaction			Total
		High	Low		
High	Freq	38	0	38	
	%	100.0	0.0	100	

<b>Low</b>	Freq	28	84	112
	%	25.0	75.0	100
<b>TOTAL</b>		66	84	150

Source: Field Survey (2015)



**INFLUENCE OF EDUCATIONAL QUALIFICATION ON MUSIC TEACHERS' JOB SATISFACTION**

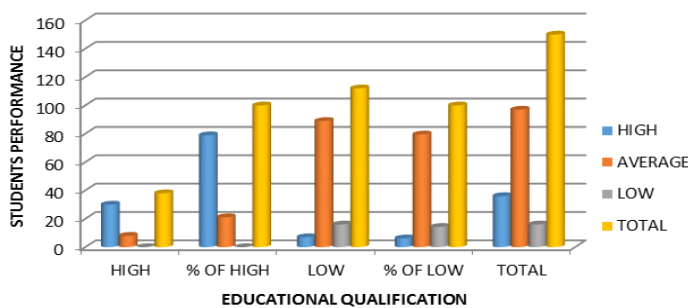
**FIG. 1**

**Figure 1:** Influence of Educational Qualification on Music Teachers' Job Satisfaction  
Source: Field Survey (2015)

**Table 2: Descriptive analysis of the level of influence of educational qualification on students' performance in music in South-South Nigeria**

Educational Qualification		Students' Performance			
		High	Average	Low	Total
<b>High</b>	Freq	30	8	0	38
	%	78.9	21.1	0.0	100
<b>Low</b>	Freq	7	89	16	112
	%	6.2	79.5	14.3	100
<b>TOTAL</b>		37	97	16	150

Source: Field Survey (2015)



**INFLUENCE OF EDUCATIONAL QUALIFICATION ON STUDENTS' PERFORMANCE**

**FIG. 2**

**Figure 2:** Influence of Educational Qualification Students' Performance  
Source: Field Survey (2015)

The result of the table 1 and figure 2 present the descriptive analysis of the level of influence of educational qualification on music teachers' job satisfaction and their students' performance in

music in South-South Nigeria. the table shows that, with, 100.0% of the teachers are identified with high level of job satisfaction, with respect to the level of educational qualification; While 0.0% of the teachers' is identified with low level of job satisfaction. Also, with respect to teachers with low level of educational qualification, only 25.0% of them have high level of job satisfaction. While 75.0% of the teachers are identified with low level of job satisfaction.

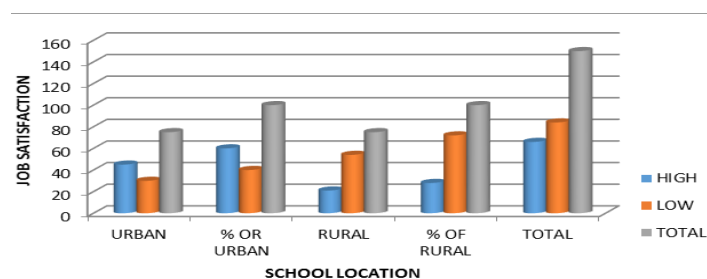
On student performance in table 2 and figure 2 it is observed that teachers with high level of educational qualification records, 78.9% of their students with high level of performance, while 21.1% are identified with average level of performance, whereas none of them is identified with low level of performance. Also, teachers with low level of educational qualification, have 6.2% of their students achieve with high level of performance, while 79.5% are identified with average level of performance, whereas 14.3% of the students achieve low level of performance.

**Research Question 2:** The research question seeks to find out the level of influence of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. To answer this research question, descriptive analysis was performed on the data and the summary of the output is as presented in tables 3 and 4 and graphically in figure 3 and 4 respectively.

**Table 3: Descriptive analysis of the level of influence of school location on music teachers' job satisfaction in South-South Nigeria**

		Level of job satisfaction		
School location		High	Low	Total
Urban	Freq	45	30	75
	%	60.0	40.0	100.0
Rural	Freq	21	54	75
	%	28.0	72.0	100.0
<b>TOTAL</b>		66	84	150

Source: Field Survey (2015)



INFLUENCE OF SCHOOL LOCATION ON MUSIC TEACHERS' JOB SATISFACTION

FIG.3

**Figure 3:** Influence of School Location on Music Teachers' Job Satisfaction

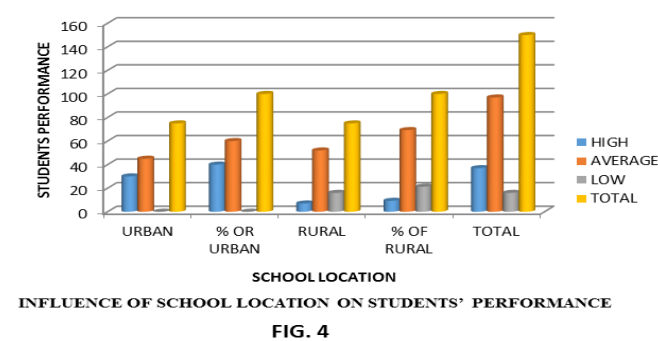
Source: Field Survey (2015)

**Table 4: Descriptive analysis of the level of influence of school location on students' performance in music in South-South Nigeria**

Students' Performance				
School location	High	Average	Low	Total

<b>Urban</b>	Freq	30	45	0	75
	%	40.0	60.0	0.0	100.0
<b>Rural</b>	Freq	7	52	16	75
	%	9.3	69.3	21.3	100.0
<b>TOTAL</b>		37	97	16	150

**Source:** Field Survey (2015)



**Figure 4:** Influence of School Location on Students' Performance  
**Source:** Field Survey

The result on the above table 3 and figure 3 present the descriptive analysis of the level of influence of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. From the table it is observed that, 60.0% of the teachers from urban schools are identified with high level of job satisfaction, while 40.0% of the teacher is identified with low level of job satisfaction. Also, with respect to teachers from rural schools, 28.0% of the teachers from rural schools are identified with high level of job satisfaction, while 72.0% of them have low level of job satisfaction.

Regarding students' performance table 4 and figure 4, shows that with teachers from the urban schools, 40.0% of their students are identified with high level of performance, while 60.0% are identified with average level of performance. No student in the group has low level of performance. Also, with respect to teachers from the rural schools, 9.3% of the students recorded high level of performance, while 69.35% have average level of performance, whereas only 21.3% of the students are identified with low level of performance.

## Hypotheses Testing

### Hypothesis One

The null hypothesis states that there is no significant influence in the level of educational qualification on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Educational qualification as the independent variable
2. Job satisfaction of music teachers and their students' performance in music as the dependent variable.

Chi-square statistic is used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers' and



their students' performance in music in South-South Nigeria. The summary of the output is presented in tables 5 and 6 respectively.

**Table 5: Chi-square analysis of the influence in the level of educational qualification on music teachers' job satisfaction in South-South Nigeria**

Educational Qualification	Level of job satisfaction			Total	X <sup>2</sup>
	High	Low			
High	O	38	0	38	64.77*
	E	16.7	21.3		
Low	O	28	84	112	
	E	49.3	62.7		
<b>TOTAL</b>		<b>66</b>	<b>84</b>	<b>150</b>	

\*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

**Table 6: Chi-square analysis of the influence in the level of educational qualification on students' performance in music in South-South Nigeria**

Educational Qualification	Students' Performance				Total	X <sup>2</sup>
	High	Average	Low			
High	O	30	8	0	38	81.19*
	E	9.4	24.6	4.1		
Low	O	7	89	16	112	
	E	27.6	72.4	11.9		
<b>TOTAL</b>		<b>37</b>	<b>97</b>	<b>16</b>	<b>150</b>	

\*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

Tables 5 and 6 show the calculated X<sup>2</sup>-values as (64.77) and (81.19). These values are tested for significance by comparing it with the critical X<sup>2</sup>-value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X<sup>2</sup>-value (64.77) and (81.19) are greater than the critical X<sup>2</sup>-value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of educational qualification on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. The result of the data analysis also shows equal number of high and low level of educational qualification of teachers with respect to job satisfaction and students' performance. This explains why there is significant influence in the level of educational qualification on music teachers' job satisfaction and their students' performance in music in South-South Nigeria.

### Hypothesis Two

The null hypothesis states that there is no significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. School location as the independent variable
2. Motivation of music teachers and their students' performance in music as the dependent variable.

Chi-square statistic is used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers' and their students' performance in music in South-South Nigeria. The summary of the output is presented in tables 7 and 8 respectively.

**Table 7: Chi-square analysis of the influence in the level of school location on music teachers' job satisfaction in South-South Nigeria**

School Location		Level of job satisfaction			X <sup>2</sup>
		High	Low	Total	
Urban	O	45	30	75	15.58*
	E	33.0	42.0		
Rural	O	21	54	75	
	E	33.0	42.0		
<b>TOTAL</b>		66	84	<b>500</b>	

**\*Significant at 0.05 level; df = 2; Critical = 6.99**

**O = Observed frequency**

**E = Expected frequency**

**Table 8: Chi-square analysis of the influence in the level of school location on students' performance in music in South-South Nigeria**

School Location		Students' Performance			Total	X <sup>2</sup>
		High	Average	Low		
Urban	O	30	45	0	75	30.80*
	E	18.5	48.5	8.0		
Rural	O	7	52	16	75	
	E	18.5	48.5	8.0		
<b>TOTAL</b>		37	97	16	<b>150</b>	

**\*Significant at 0.05 level; df = 2; Critical = 6.99**

**O = Observed frequency**

**E = Expected frequency**

Tables 7 and 8 show the calculated X<sup>2</sup>-values as (15.58) and (30.80). These values are tested for significance by comparing it with the critical X<sup>2</sup>-value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X<sup>2</sup>-value (15.58) and (30.80) is greater than the critical X<sup>2</sup>-value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. The result of the data analysis also shows equal number of teachers from the urban and rural schools with respect to job satisfaction and students' performance. This explains why there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria.

## Discussion of the Findings

### **Educational qualification, music teachers' job satisfaction and students' performance in music**

The result of the data analysis in table 4.37 and 4.38 is significant due to the fact that the calculated  $X^2$ -value (64.77) and (81.19) is greater than the critical  $X^2$ -value (6.99) at 0.05 level with 2 degree of freedom. The result implies that there is a significant influence of educational qualification on music teachers' motivation and students' performance in secondary schools in South-South Nigeria. This result shows that there is higher percentage of music teachers with high educational qualification who are highly satisfied in their work and also more students with higher percentage of academic performance in music than their counterparts with low educational qualification in South-South Nigeria. As a teacher qualifies in his area of profession or is given in-service training, his morale is boosted and the teacher gives a good turn-over since the students are taught properly. Teachers need support in the area of further education, which will make them satisfied and motivated for valuable and more fulfilled job delivery. The sudden population explosion in the schools for more than two decades now, have exposed the fact that many of our music teachers are ill-equipped to do a good job of teaching. Many have neither the necessary academic background nor the professional competence to participate effectively in innovative programmes envisage by the National Policy on Education (p.53) encouraging teachers to join or organize academic and professional association can also be used to develop teachers and students.

### **School location, music teachers' job satisfaction and students' performance in music**

The result of the data as shown in table 4.39 and 4.40 proves that it is significant due to the fact that the calculated  $X^2$ -value (15.58) and (30.80) is greater than the critical  $X^2$ -value (6.99) at 0.05 level with 2 degree of freedom. This result implies that there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. This result stems from the fact that music teachers in urban schools happen to be more highly satisfied in their work and so also produce students with high academic performance in music than their counterparts in the rural areas in South-South Nigeria. The result therefore is in agreement with an earlier submission by Mourish (1976) who states that where there is impoverished school location or environment, the teacher is less satisfied and with low job satisfaction, the performance of their students will also be low. This view is collaborated by Akinboye (1982), who observes that "in Nigeria for example, some of the reason given by teachers and students for poor academic achievement include location of school..." He explains further that schools in the rural areas lack basic work resources, such as books, equipment, instruments, discipline, etc, when compared to schools in the urban areas, and these demoralizes the teaching situation. The significance of the result caused the null hypotheses to be rejected, while the alternative is accepted. It is a fact based on the result of the study that lack of adequate cognitive stimulation may not only adversely affect the learner but also may prevent him from benefiting fully from what the school has to offer. The influence of school location acts in this case as a motivation to the learner. The school location can make or mar the teacher's job satisfaction and the out-put which also influences the learners' performance.

## **Conclusion**

The study concluded that educational qualification was found to be successful completion of an education program, which refers to the achievement of specified learning objectives, typically validated through the assessment of acquired knowledge and skills. Many parents prefer their children to attend schools in urban areas because they believe that student from urban school perform better than the rural school. Student performance has been the level of knowledge shown in the subject compared to norm and it is generally measured using the grade point average. Job situations have been found to play a major role in determining the overall level of job satisfaction among teacher's that teach music. Therefore, job satisfaction has an effective response to specific aspects of a job such as, challenge, interest and level of difficulty in teaching music.

## **Recommendations**

1. To increase teachers' job satisfaction, it is very important to increase and upgrade them with regular and adequate salary, promotional avenues, service conditions, adequate retirement benefit etc. Good and attractive salary may attract the efficient and talented persons to the Music Teaching Profession.
2. Work-related factors like workload and stress, and working conditions should be minimized by the school management to relief tensions on music teachers.



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