

Critiquing Various Antecedents of Job Satisfaction and Job Performance of the Workforce in Schools

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ABSTRACT

Many organizations are faced with lot of challenges that emanate from the state of their workforce. Education departments also encounter these challenges, especially when they have humongous personnel. The main purpose of this study is to investigate the determinants of educators' job satisfaction and whether there is any relationship between job satisfaction and performance. The data were collected using questionnaires that were distributed to 500 respondents from primary and secondary schools, but the response rate stood at 371. A 5-point Likert scale was used to analyse data forming part of the Minnesota Satisfaction Questionnaire results indicated that educators job satisfaction has been triggered by several facets such as promotion, pay, and supervision. The other findings are that money is not the only satisfier, but other facets are important in making the teachers happy when at work. Out of the many facets, promotion, supervision, and general working conditions are the main causes of dissatisfaction of teachers. The study has shown that conditions of service for teachers must improve to enhance a conducive culture of teaching in schools.

KEYWORDS

Education; job satisfaction; performance; teachers.

INTRODUCTION

Currently, many organizations face a lot of problems and challenges regarding satisfaction of their personnel. Education departments are not excluded from this painstaking situation. One of the main challenges is the need to satisfy the workforce. Employees in a firm can be satisfied by increasing effectiveness, efficiency, commitment as well as productivity. What remains at the peak of everything is the issue of improved working conditions for the workers. In doing that, the organization would safely remain in competition. Job satisfaction and job performance are two inseparables whereby one gives rise to the other. There has always been a belief that a satisfied worker performs better than a dissatisfied one. According to Lease (1998), in Inayat & Khan, (2021:1-2), “employees who are highly satisfied are usually regular and punctual, more productive, more committed, and more satisfied in their lives” If employees are satisfied, they will do their best and thus improve the outputs and increase production at work.

The main purpose of the study is to investigate whether job satisfaction and performance are closely related or not. Furthermore, the study employed a simple survey to investigate employees’ job satisfaction as well as their performance. A satisfied worker is a highly performing worker in any place of work. Therefore, managers should boost the morale of their personnel by improving the various antecedents of job satisfaction. However, not all the researchers hold a similar view that performance leads to job satisfaction and vice versa. Lawler and Porter (1967, in McCue & Gianakis, 1997) concede that good performance would enhance job satisfaction if that performance were adequately rewarded. Job satisfaction is an important variable that sticks out to be researched, as it helps managers and organizations to understand whether they are in healthy relationships with their workers or not. Job satisfaction is important for both managers and the organizations because happy workers would display their best in their jobs (Bakan et al., 2014). Employers, upon realizing that their employees are dissatisfied with something, they should address and correct that. For this reason, job satisfaction has been an area researchers wanted to conduct their research on. Job satisfaction has been widely researched and was the most intensely studied variable in organizational research (Rainey, 1991). The subject of employee satisfaction has always attracted quite a widespread empirical examination, which led to many interesting definitions (Mafini & Poe, 2013). Employee satisfaction is perceived as the individual’s perception and evaluation of the overall work environment (Botha & Hugo, 2021; Sempene et al., 2002).

Research Questions

This study seeks to find answers to the following questions:

- Does job satisfaction lead to work performance?
- What is the cause of job satisfaction and job performance?
- Which antecedents motivate educators to work harder?

Objectives of the Study

The following are the objectives of the study.

- To explore whether job satisfaction leads to job performance.

- To determine the relationship between job satisfaction and job performance.
- To investigate the main antecedents of job satisfaction that motivate educators to work harder.

Contextualisation and Background

Job satisfaction is a concept that has been discussed, studied, and described since time immemorial. A job is one of the elements in people's lives because their livelihood is greatly dependent on jobs (Inayat & Khan (2021). It is a complex matter that means different things to different people. Saiti and Papadopoulos (2015) assert that there is no generally agreed upon definition of teacher job satisfaction, or what constitutes teacher satisfaction, although there might be some international trends such as the notion that educators are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students, and more.

According to Wei-Cheng et al., (2008), the meaning of job satisfaction varies from simply the feelings a worker has about his or her job. Smith, et al., (1969) add to the following definition by indicating that job satisfaction is "an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired" (Cranny et al., 1992, p. 1). Job satisfaction can mean the positive emotional state of a person arising from an assessment of the work situation and is related to the job's characteristics and requirements (Arches, 1991; Butler, 1990; Dressel, 1982; in Saiti & Papadopoulos, 2015). Work will be done if the employees assigned to it are satisfied with its elements and will therefore enhance performance.

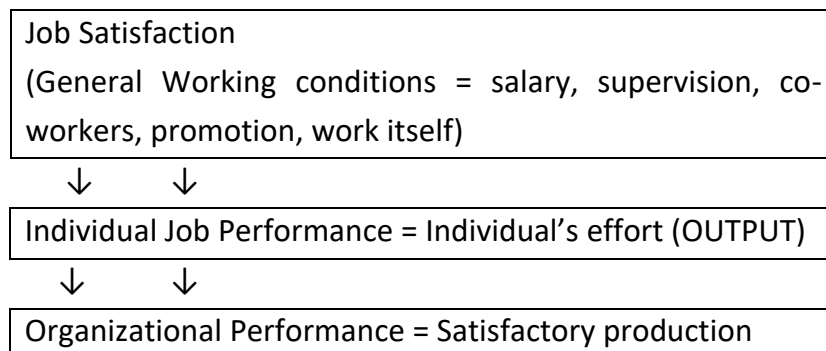
LITERATURE REVIEW

The issue of job satisfaction has been widely researched, but although extensively researched, much debate has ensued. Job satisfaction is defined as a sense of workers' achievement as well as all their successes (Dziuba, et al., 2020). It is a concept that has often been discussed, studied, and described (Masooma, et al., (2014). It is believed that job satisfaction or lack of it hinges on a productive, accomplishing relationship between staff and their management. The success of every organization depends entirely on its staff members (Masooma et al., 2014). The research in job satisfaction has surged and has become beneficial in that organizations now use findings to save costs emanating from low turnover rates and unnecessary absenteeism in their operations (Mirvis & Lawler, 1977), as well as improved employee performance (Saiti & Papadopoulos, 2015). It means that if workers experience some dissatisfaction, the absenteeism rate would rocket concomitantly, thus lowering the production rate. The research is important, because organizations know where they stand insofar as their employees' satisfaction is concerned. They would know which buttons to press to enhance satisfaction. Job satisfaction has been defined in many ways. Other researchers perceive it as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector,1997). Job satisfaction is simply how people feel about their jobs.

Most researchers cling to the most popular definition of job satisfaction proposed by Locke (1969) that defines it as a pleasurable emotional state that results from the appraisal of one's job as achieving or facilitating the achievement of one's job values. Dawis and Lofquist (1984) intimate that job satisfaction is the result of an evaluation by the employee of the extent to which the work environment meets his/her personal needs. Job satisfaction involves a multidimensional psychological response to one's employment and these responses have some components such as cognitive and emotional, as well as behavioural components. According to Narang and Dwivedi (2010), promotion opportunity and respectful treatment figure in many of the studies as influencing job satisfaction of employees. Monetary compensation remains one of the important elements of the package. Good basic pay, rewards and incentives do impact on job satisfaction of workers (Kalantan, et al., 1999; Matin & Schink, 1998, in Narang & Dwivedi, 2010). According to Saiti and Papadopoulos (2015), many researchers have found that job satisfaction correlates with several aspects such as turnover; employee efficiency and productivity; the relationship between employees in the workplace; the decision on when to retire; any intention of quitting a job; social and organizational behaviour, rudeness in the workplace; and leadership and personal characteristics.

Table 1.

Model of Job Satisfaction and Job Performance



Efforts were made in the past to correlate job performance with job satisfaction and the results were that the two variables complement each other (Shaju & Subhashini, 2017). Their assertion confirms that job satisfaction leads to good job performance and that a satisfied worker executes his work better than the unsatisfied one. It was found out that there is that relationship between job satisfaction and organizational performance is a complex undertaking (Bakotic, 2016). Some researchers such as Chan, et al., (2000), Ellinger et al. (2002), Huselid (1995), Koys (2001), Latif et al., (2005), Mafini and Poe (2013) (all in Bakotic, 2016) argue that there is a positive link between job satisfaction and organizational performance. According to Bakotic (2016), employees that have a high level of job satisfaction tend to love their job. These employees feel that their job provides them with positive features that include a good salary and security, pleasant co-workers to work with and adequate autonomy. Bakotic (2016) further posits that a satisfied employee would have an extraordinary performance. Also, the

organizations they are working for will undoubtedly be successful. Employees that are happy and content in their roles are likely to carry out tasks with great enthusiasm and dedication.

According to Shaju and Subhashini (2017), job satisfaction is the psychological attribute of the employee which he enjoys, whilst job performance is the practical reflection of that employee's aptness for that profession, which makes him happy at work. On the one hand, many authors such as Han, et al., (2000), Ellinger et al., (2002), Huselid (1995), Koys (2001), Latif et al., (2015) and Mafini and Pooe (2003) have found a positive correlation between job satisfaction and organizational performance. On the other hand, some researchers have not discovered any statistically significant correlation between job satisfaction and job performance. Both job performance and job satisfaction play a vital role in the success of every organisation (Khan et al., 2016). It is not easy to separate these two concepts. Currall, et al., (2005) purport that employee productivity is affected by the level of job satisfaction and motivation. Obviously, low morale and bad working conditions affect the employee. The same sentiments are expressed by Meyer (1999) when asserting that employee commitment is adversely affected by the low level of employee satisfaction and, sequentially, it affects the achievement of organizational objectives and performance. None of these can be achieved if teachers do not get some support of a kind from their supervisors. Added to this, one can assert that the extrinsic factors are closely associated with teacher satisfaction and such factors include among others the salaries teachers get, support they get from supervisors, resources allocated to them to use, workload, etc. Employees' workload should correspond with the salary a person gets. Thus, it is not surprising that Saiti and Papadopoulos (2015) contend that job satisfaction is a response to a person's situation at work.

Money vs Job Satisfaction and Job Performance

In the work situation, the amount of work should equal the salary an employee gets. Employees would be demotivated if they feel as though their input (all the hard labour) is smaller than the output (salary). If the government wants to achieve a stable culture and climate in schools, it should ensure that high standards of professional ethics and competence be linked to remuneration (Nesane, 2008). Similar sentiments are echoed by other scholars when they assert that the findings on what constitutes job satisfaction amply signify that policy makers should recognize the fact that teachers' satisfaction emanates from good salary and involvement in decision making processes.

Job satisfaction has been defined by Locke (1976), as a moment which is pleasurable to people or a positive emotional state, that results from the appraisal of people's job experiences. Job satisfaction is anything that makes people happy at work. On the other hand, job satisfaction is the degree to which an individual feels positive or negative about various aspects on the job. According to Locke (1976), the common aspects of job satisfaction are as follows:

- Satisfaction with pay.
- Satisfaction with assigned tasks.
- Satisfaction with quality of supervision.

- Satisfaction with co-workers.
- Satisfaction with work setting.
- Satisfaction with promotion and advancement opportunities.

Job satisfaction is how people think about their job and different aspects of their jobs (Spector, 1997). The minute employees start to like their job it shows that they are happy and satisfied with the job they do. It is the feelings people have about their jobs. Production in the work environment is enhanced by happy and satisfied employees. Educators are seen as the most important assets and human resources. Educators are perceived as the nation's human capital and their employers should endeavour to meet their needs so that they become well motivated for their work and experience job satisfaction. Teacher dissatisfaction hampers teaching and learning processes at school.

Job Satisfaction and Job Performance

These two terms are intertwined and interrelated. According to Mumford and Legge (1978), the following shows the interrelationship between job satisfaction and job performance.

- Job satisfaction is the determinant of job performance such that past job satisfaction causes present job performance (the Herzberg hypothesis).
- Job satisfaction is the determinant of job performance such that present or anticipated dissatisfaction stimulates job performance to achieve valued rewards that will result in satisfaction (the March and Simon hypothesis).
- Job satisfaction is the effect of job performance such that previous job performance causes present job satisfaction (the Porter and Lawler hypothesis).

Mumford and Legge (1978) further maintain that "for satisfaction to exert an influence on performance, it must first affect the value of the rewards recovered, which in turn interacts with the perceived effort-reward linkage to determine the level of work effort". Job satisfaction is further described as the total sum of all those expected behaviours that individuals bring to their work environment and give value to the organization.

Rewards give rise to employee satisfaction. For as long as people are rewarded, they will always do their best. Therefore, the belief that a happy worker is a satisfied worker holds a lot of water. Job performance forms the cornerstone for people's productivity in a work environment. It (job performance) is the quality and quantity of all the accomplishment by an individual or a group (Schermerhorn, 1992). Job satisfaction has a very close relationship with motivation and productivity. There is an assumption that workers satisfied with their jobs are more productive than dissatisfied ones. However, other scientific studies are against the assertion that satisfied and happy workers are productive at work. For example, studies conducted by Brayfield and Crocket (1955) show that there is not a definite relationship between the behaviours and attitudes of staff and their performance. Having mentioned that, the positive effect that job satisfaction has on production cannot be over-emphasized.

Job satisfaction is important, as it keeps employees happy all the time. When they are not happy with their work, they will not see any reason to come to work, and even if they come, they will drag their feet and not do their work as expected (Sekerbayeva et al., 2023; Shrestha, 2019). They will not see the reason to be associated with the organization they are working for. Chances for such employees to look elsewhere for employment become great. Should it happen that they do not leave, they become disgruntled and find ways of changing their current situation by organizing and voting for a union, becoming activists, filing never ending lawsuits, or engaging in other actions that they think would improve their situation. Dissatisfied employees are likely to absent themselves from work and their turnover rate goes up. Turnover destroys the social fabric that enables people to work together effectively. It would be difficult to build productive teams that will turn the situation around in the work environment. Turnover may lead to a major loss of clientele. Customers prefer to do business with organizations that are serviced by satisfied employees. If employees are not satisfied, customers will also not be satisfied. In the long run, dissatisfaction will lead to poor production.

Educators are the most important resources in a school. They are the key figures for any changes that are needed in a school. The provision of a high-quality education system depends entirely on the quality of educators the system has (Jyothi & Venkatesh, 2007). The quality of educators, their commitment, satisfaction, and motivation are the determining factors for students to benefit from the education system. Educators act as role models, since they are pillars of the society (Jyothi & Venkatesh, 2007) who will help students not only to grow, but also to become the potential leaders of the next generation and to shoulder the responsibility of taking their nation ahead.

Some scholars maintain that satisfaction and motivated educators are important for any education system to thrive well. Teachers are there to guide and mould the children's behaviour. This suggests that the success and failure of the education system depend on satisfied educators, but also on satisfied principals and support staff at a school. Teacher job satisfaction is a very good predictor of teacher retention, teacher commitment and contributors to school effectiveness. Satisfied educators will produce the desirable results.

Educators' overall career satisfaction in general and satisfaction with their jobs in particular are pivotal to maintaining quality teaching and to retaining motivated and quality individuals in the teaching profession. The nice thing about motivated educators is that they will also motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation and will result in feelings of satisfaction and fulfilment. Spector (1997), has identified some reasons to clarify the importance of job satisfaction:

- High levels of job satisfaction can be a sign of emotional wellness and mental fitness.
- Organizations have the tendency of adopting a utilitarian perspective in which employee behaviour can be perceived to influence organizational operation according to the level of worker job satisfaction and

- Job satisfaction is an indicator of effective organizational operations. Job satisfaction is the yardstick for effective good production in an organization. The lack of it decreases production greatly.

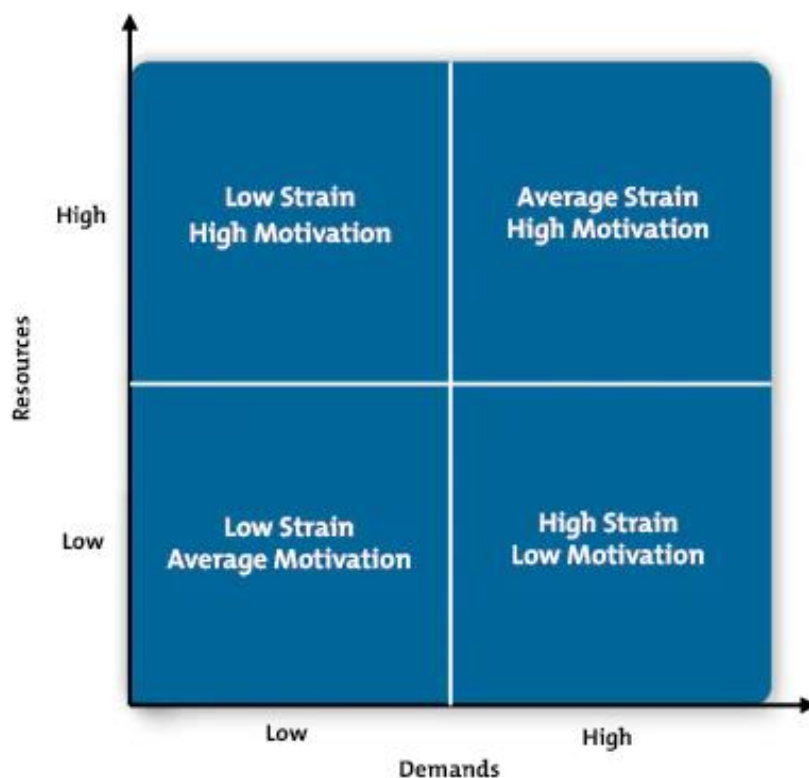
Job satisfaction is important for organisations. Production at these institutions is enhanced by satisfied and happy workforce. So, management in these organisations should strive for a happier workforce and provide them with facets that increase and boost their morale all the time.

THEORETICAL FRAMEWORK

The JDR (Job Demands Resources) Model and Behaviour modification Reinforcement theories have been used in this study. The model was developed by the researchers Arnold Bakker and Evangelia Demerouti in 2006. These researchers presented it as better alternative to other existing models of employees' well-being.

Figure 1.

Employee's levels of motivation



Source: Bakker and Demerouti (2007)

The illustration above shows that if the job demands of any job are high and the resources are low, the team members will show some tiredness and further show some high levels of stress. The turnover rate shoots up and high absenteeism is recorded. It therefore becomes a must for managers at such an institution to work hard and increase the job positives. When positives are increased, people's motivation is increased, and their stress levels drop

dramatically. The model works well when managers do not overwork their personnel and refrain from assigning unclear and ambiguous roles. Supervisors should treat their subordinates well and should not limit the opportunities for career advancement. By doing the direct opposite of all these will increase the employees' motivation to perform well.

The Reinforcement theory and Behaviour Modification Reinforcement theory were developed by Skinner (1953). These theories deal with the effects of positive reinforcement or modification of behaviour of humans. They stress that the behaviour of humans can be engineered in a particular way, shaped, or altered by using various rewards forms of behaviour. According to Steers and Porter (1979, pp. 148-149) the following are the implications for management:

- Managers have the responsibility to control the work environment and reward contingencies. Without their control, the major benefit of the programme is lost.
- Managers should always keep their subordinates informed about which behaviour is desirable and deserve to be rewarded so that employees would shape up.
- Performance can be improved by providing continuous feedback to employees concerning employees. This serves to keep them appraised about their performance so that where chances allow, they can exert pressure and improve. As they are kept posted about their performance, errors would also be pointed out and find ways of correcting them.
- Further important is the fact that rewards on consequences offered for good performance should equal behaviour exhibited by employees. Managers should make it a point that all employees are not rewarded equally; that is, rewards should be differentiated by performance level. A blanket reward would not assist, because if employees fail to see a clear relationship between performance and rewards, they will not be encouraged to exert their increased energies for task accomplishment. Managers must be diligent and careful in dealing with reward for performance. There is a need for a stringent administrative effort in managing reward contingencies. The use of rewards is important in motivating the employees in a bid to enhance their maximum performance.

METHODOLOGICAL CONSIDERATIONS

Population, sample, and selection procedure

The study population comprised of Department of Education educators in the Northwest Province. All the four districts in that province were used for this study where about 371 educators were randomly sampled. Convenient and purposive sampling methods were used to collect data. Over and above that, a snowballing sampling method was used to identify about four members of School Management Teams (SMT) from each district for interview purposes.

Instrumentation, Questionnaires, and interviews

The questionnaire used consisted of three sections, viz: Section A, which captured the demographics of the respondents; Section B, which dealt with how respondents felt about the issue of job satisfaction of educators; and Section C, which consisted of statements that needed to evaluate whether the respondents perceive the statements as true or false. A Likert 5-item scale was used in the study where 1 denoted *very dissatisfied* and 5 denoted *very satisfied*. The factors on which the study relied on were mainly working conditions that comprised salary, promotion, supervision, the work itself, and relationship with co-workers. The general job satisfaction of teachers was determined based on these factors. Furthermore, an interview was held with members of the SMT in each district.

Validity, Reliability and Piloting

It is expected that the same results should be reached when a similar test is given to different people under the same conditions. If similar results are attained, then the tests are reliable. Furthermore, in a bid to attain face validity, the instrumentation tool, the questionnaire, was piloted with eight respondents to check whether the questionnaire is pitched at the required standard or not.

Ethical Considerations

Formal permission was sought from the managers of schools at district level to allow the researcher official access to the employees at the selected schools. Random convenient and snowballing sampling were used to reach out to the respondents. The 5-point Likert scale questionnaires were distributed to the employees to complete. The respondents were assured of anonymity and confidentiality about the responses. They were also assured that privacy and confidentiality would be upheld so that they could relax and release the required information. This assurance increases the rate of participation of respondents if they know that their identity would not be released to other third parties.

Data collection procedures

Data were collected by means of literature review, questionnaires, and interviews. The questionnaires were self-designed and were given to the educators to complete and return. McMillan and Schumacher (2010) highly recommend that a questionnaire can be used if the researcher is certain that respondents will answer the questionnaire (Adeyemo, Asabi & Omisore, 2013). The response rate was high, as the researcher distributed and then waited for the respondents to complete them and hand them back to him.

Analysis

The Minnesota Satisfaction Questionnaire (MSQ-short form) was used to get responses from the respondents for this study. The Minnesota Satisfaction Questionnaire (MSQ-short form) is a standardized scale and is especially designed to measure intrinsic and extrinsic job factors of employees. The Minnesota Satisfaction Questionnaire was developed by Weiss et al. (1967). The MSQ-short form has many items. For the purposes of this study, not all 20 items of the MSQ-short form were used. The study only concentrated on the following items: supervision,

promotion, compensation, recognition, and working conditions. A 5-point Likert scale was utilized to get data from the respondents ranging from 1 (*very satisfied*) to 5 (*very dissatisfied*).

FINDINGS

The following are the findings from literature, interviews and the questionnaires completed by the respondents. The table below provides an insight into the biographic details of the respondents used in this study.

Table 2.

Descriptive statistics table

ITEM	FREQUENCY	%	CUM.
Gender			
Females	253	68.19	68
Males	118	31.81	100
Age			
20-30	71	19.14	19.14
31-40	54	14.56	33.69
41-50	173	46.63	80.32
51-60	67	18.06	98.38
61+	6	1.62	100
Duration of employment			
1-10	148	40.66	40.66
11-20	78	21.43	62.09
21-30	106	29.12	91.21
31-40	31	8.52	99.73
41+	1	0.27	100

The data consisted of 371 teachers that took part in the study. Out of 371, about 68.19% were females and 31.81% were males. Their ages ranged from 20 to a little above 60 years. This shows that the research was representative and covered everybody within the employment of the Department of Education in the four districts. From the 371 respondents, most were aged between 41-50 years (46.63%), as opposed to only 1.62% of those respondents above 60 years.

The findings are that female educators are more satisfied with their work than male educators. Gender has frequently been examined as a predictor of teacher job satisfaction.

The below table shows that some employees strongly feel that their remuneration still leaves a lot to be desired. About 15% of employees assert that they are not paid what they deserve, whilst about 30% of employees maintain that their salaries do not satisfy them. A very small fraction (22%) does not have a problem with how much they are paid, while 78% show some dissatisfaction. Pay, education and participation in decision-making were not found to be strongly associated with job satisfaction.

Table 3.*Table on JSQ*

Item	% of the satisfied respondents	% of the dissatisfied respondents
Job itself		
❖ Fascinating	51	49
❖ Routine	42	58
❖ Endless	45	55
❖ Simple	50	50
❖ Boring	47	53
❖ Satisfying	43	57
❖ Creative	45	55
❖ Tiresome	46	44
	46.1%	53.9%
Working conditions		
❖ Best	27	73
❖ Pleasant	30	70
❖ Bad	59	41
	39%	61%
Remuneration/Pay		
❖ Pay is sufficient.	30	70
❖ Paid what I deserve.	15	85
	22%	78%
Supervision		
❖ Supportive	40	60
❖ Knowledgeable	52	48
❖ Cooperative	48	52
❖ Recognition	39	61
from supervisors		
	44.75%	55.25%
Co-workers		
❖ Sound relationship.	61	39
❖ Cooperative	52	48
❖ Teamwork	43	57
	52%	48%
Promotions		
❖ Prospects for promotion	20	80
❖ Nepotism	75	25
	47.5%	52.5%

Promotion is another factor that determines the satisfaction of employees in an organization. According to Kasteous (2006, in Seokamo, 2013), promotion is an important aspect of a worker's career and life, affecting other facets of experience. Promotion serves as

motivation and increases organizational effectiveness (Jyothi & Venkatesh, 2007). Adding to this, Dziuba et al., (2020) purport that employees should know what their promotion prospects are so that they can prepare themselves accordingly and know what needs to be done to improve their performance in their organizations to be considered for such promotions. Their lack of knowledge and ignorance will have a negative impact on motivation, as they would not be sure whether their work is recognized by the superiors or not. Various motivation and leadership styles are key and can work in different ways on the employees, which can lead to increased work performance and job satisfaction.

Interview Results

The interview results indicated that:

Working conditions should be improved so that workers can do their best. All the members of the School Management Teams (40) interviewed spoke with one voice to the effect that working conditions play a significant role in making people happy at work. It became apparent that salary, good prospects of promotion, good relationships with supervisors and other colleagues at work profoundly increase the level of satisfaction. One of the members had the following to say:

We spent lot of our time at schools. So, this environment can break or build the staff. The conditions must be good so that there are no traces of dissatisfaction. Promotion should start from within and if no one is ready for it, it then be taken outside.

Another almost echoed the same sentiment and said:

our principals should recommend their staff for promotions. It is always good to build your own timber so that you work with people that understand the institution's culture.

The third hit the nail on its head by saying:

Schools should value their own teachers. Infights and conflicts are caused by disgruntled teachers who were denied promotion opportunities and are required to cooperate with the new person coming on.

The feeling of many SMT members was that when people are not promoted by their own institutions they will be dissatisfied and may not cooperate well with the new incumbents of the posts.

A Likert 5-point scale was employed to determine the job satisfaction of sampled educators for this research. Over and above the questionnaires used, a total of about 4 (N = 4) SMT members were interviewed. Many respondents have shown that satisfaction of employees is caused by various antecedents that include salary, working conditions, supervision, promotion, work itself, and recognition. It has also been shown in the study that for performance to be evinced, the employees must be satisfied with what they are doing.

The research found the following with respect to what the study intended to achieve.

- The age of school educators was associated with their job satisfaction, finding that older educators were more satisfied with certain aspects of their work (objectives and workload) than their younger counterparts, whereas the younger educators were more

satisfied with salary and administration. Older people do not have a lot of things to worry about. They derive their satisfaction from doing their jobs.

- Employees that are content with their jobs do well and are very productive. This shows that happy and satisfied employees perform their duties better, become more responsible, and feel part of the enterprise (Dziuba, et al., 2020).
- A level of job satisfaction was found to be closely associated with salary and opportunity for promotion, whereas high levels of job satisfaction were closely associated with the nature of the job and administration. Salary does enhance satisfaction in employees. The interviews revealed that people are satisfied with salary only in their first few months of employment, but the feeling diminishes with time. It is not surprising that people keep changing their jobs in the quest to get a better salary. Job satisfaction can be influenced by various factors such as salary, happiness at work, or promotion. Adding to this, Rasiq and Maulabakhsh (2015, in Dziuba et al., 2020) echo same sentiments that job satisfaction is seen as an essential element that fuel the motivation in employees and encourage them to achieve better results.
- The head educators' role in the school climate have been identified as crucial factors affecting educators' job satisfaction. Subordinates should be supported in their work environment. It is this support which keeps the employees afloat and ready to do their job. Support entails many things like recognition, praise, assistance with staff development activities such as clinics, workshops, etc.

DISCUSSION

The main aim of the study was to investigate the correlation between job satisfaction and performance, as well as to illustrate the effect of various antecedents of job satisfaction in the workplace. The research has shown that there is a close relationship between job satisfaction and job performance. It is true that job satisfaction affects employees' overall performance. The objective of this study was to understand the causes of job satisfaction and job performance. Looking at the two types of constructs, it became evident that they are related. Job satisfaction leads to better performance; therefore, the two are intertwined.

Abuhashesh et al., (2019, in Dziuba et al., 2020) state that job satisfaction is related to motivation, productivity, work performance and life satisfaction. Happy and satisfied workers perform well and produce better results at work as opposed to disgruntled unhappy workers. It is therefore important that managers should endeavour to keep their employees happy by improving the conditions of work. Aziri (2011) purports that satisfied employees are happy employees and if employees are kept happy at the work environment, they would be successful employees. According to researchers Awang, et al., (2010), job satisfaction is a feeling about the career of an individual or about specific aspects of the job that will impact productivity and job performance of an organization. For the employee to be productive he needs to be encouraged with some incentives and desirable working conditions. Employees have an internal feeling

about their jobs. They will feel important if their working conditions are better. Raziqa and Maulabakhsha (2014) state that it is beneficial for firms to provide flexible working environment to employees where they feel their opinions are valued and they are a part of the organization. The study has also shown the same results. Respondents indicated that if the working environment is conducive, they are happy at work.

Over and above all the factors such as promotion, good salary, and the employee that keeps employees happy and satisfied at work, the supervisor-employee relationship is crucial in influencing employees' job satisfaction. When institutions promote their own people, it shows they have confidence in such employees. Promotion is a form of career development that involves improvement of skills, gaining better and new skills and getting an improved salary. On this issue, respondents that were interviewed showed that promotion is one aspect that boosts the morale of the employees. The supervisor's leadership styles must improve as they can affect the workers negatively. One way to win a buy-in of workers is to involve them in decision-making processes. Lack of promotion also came as the factor that demotivates the workers in an institution. Institutions that do not promote their staff indicate that they do not notice any worth in their own personnel. This shows that managers must improve the working conditions in the workplace that include prospects for promotions, work itself, salary, supervision as well as a relationship with co-workers.

Salary influences job satisfaction and job performance. Pay and benefits are common financial incentives (Tessema, et al., 2013). It was discovered that salary not only allows individuals to meet their fundamental needs, but also provides job satisfaction at a higher level (Hee et al., 2020). Pay is a form of reward used to keep employees motivated at work. Therefore, better living wages satisfy the employees and keep them motivated to perform according to the expected standards. However, not all respondents agreed that money is the sole satisfier. Oftentimes, many employees are kept happier at work by other antecedents than money or salary. If the conditions are conducive, workers would stay and not leave their employment with a particular company.

CONCLUSION

Job satisfaction is an extremely complex variable that is influenced by numerous factors or groups of factors that are often interwoven into a whole. Research has shown that job satisfaction is a trivial matter that needs to be managed with care and caution. The main purpose of the study was to establish the relationship between job satisfaction and job performance and to determine whether satisfied workers can execute their work responsibilities diligently or not. It became evident that the treatment meted to employees by the supervisors should be good and fair. As theories such as expectancy and equity theories have shown, the element of fairness and equity should prevail in organizations. Furthermore, managers should allow room, limited as it may be, for the employees to have a say in decisions that affect them as workers in the organization. This enhances an element of belonging and

ownership of such decisions. Organizations need happier employees for them to get the expected production and growth. Employees' satisfaction is improved by the salaries. Managers should therefore pay their employees well. One most important thing is that if the level of employee satisfaction is high, the performance also tends to be high and vice versa.

Recommendations

The following recommendations are made:

- Employers should remember that promotion serves as a great motivator, so they should remember that people will work hard if they know that their hard work would lead to promotion (Sayles & Strauss, 1977).
- General working conditions of educators need improvement to enhance their performance.
- Educators' salaries should be improved. Although money cannot be seen as the sole factor that determines their satisfaction, they will not enjoy their profession if they are paid low salaries that do not commensurate with their work.
- Fairness should prevail in the workplaces, i.e. workers deserve to be treated fairly in organizations. The supervision must be aimed at support meted to the subordinates and new entrants into the profession.
- Managers should involve their subordinates in decision-making processes so that they feel valued in their organizations.

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