

Job Satisfaction and Job Performance of Private Secondary School Teachers in Rivers State Nigeria: Implications for Counselling

Egwurugwu, Allewell Ngozi PhD

08063297570

ngozi11@gmail.com

&

Maclean, Onisoya PhD

07030687870

maclean.onisoya@ust.edu.ng

Department of Educational Psychology, Guidance and Counselling, Rivers State University, PMB 5080, Port Harcourt, Rivers State

Abstract

This study examined job satisfaction and private secondary school teachers' job performance in Rivers State. The study adopted correlational research design. Five (5) research questions and five (5) hypotheses guided the study. The population comprised all private secondary school teachers from the 625 private secondary schools. The population was 132,303 teachers. The sample comprised 450 teachers selected through stratified and simple random sampling techniques. The researcher's self-structured questionnaire titled "Job Satisfaction and Job Performance Inventory" (JSJPI). The instrument was divided into two parts, A and B. Part A is made up of demographic variables such as name of school, gender, and marital status. Part B is divided into two (2) areas: "Teachers' Job Satisfaction Scale" (TJSS) designed to measure teachers' job satisfaction; and "Teachers Job Performance Inventory" (TJPI) designed to measure teachers' performance. The reliability of the instrument was determined using Cronbach Alpha method. Thirty (30) teachers who were not part of the sample were given the JSJPI. The scores were correlated and the following reliability indices were obtained: TJSS ($\alpha = 0.75$) and TJPI ($\alpha = 0.89$). Pearson Product Moment Correlation was used to answer all the research questions and to test all the hypotheses one to five. The results of the analysis were tested for statistical significance at 0.5 alpha level. The data analyzed showed that there was a positive significant correlation between physiological needs, safety needs, belongingness, self-esteem needs and self-actualization had a positive strong significant relationship with job performance of private secondary school teachers in Rivers State. Based on the findings, the researcher made some appropriate recommendations such as private school proprietors should adopt strategies that teachers' physiological needs, and safety needs are provided to encourage greater job performance.

Keywords: Job Satisfaction, Job Performance, Physiological Needs, Safety Needs, Belongingness Needs, Self-Actualization

Introduction

The ultimate process of education could be simplified as a meaningful interaction between the teacher and the students. The teacher thus plays a direct and crucial role in molding the lives of the students towards personal and national development (Omoniyi, 2013). Although teachers are employed mainly to teach, they are also involved in a wide array of tasks as in the development and design of the curriculum, school planning, health and safety, community relations, marketing, information technology, student's welfare, workplace, etc. 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. The term "satisfaction" is a term commonly employed to describe condition an individual found himself/herself after a particular occurrence. It describes state of inner feelings that follows interaction with people or object. It has also been directly substituted with other feeling words such as gratification, happiness, compensation, fulfillment, joy, excitement, and self-actualization (Marsh & O'Mara-Eves, 2018).

Job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degrees of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction. People have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers, supervisors, subordinates or their pay; job satisfaction has the potential to affect a wide range of behaviour in organizations. Teachers' job satisfaction may have strong implications for student achievement. Job satisfaction describes the feelings, attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. The job satisfaction variables is derived from the five hierarchy of needs by Maslow; namely, physiological needs, safety needs, belongingness needs, self-esteem needs and self-actualization (Maclean, 2020).

Omuso (2023) explained that job satisfaction is a generalized affective and cognitive orientation to all aspects of the job which simply means the extent to which an individual feels about the job and the extent to which an individual derives satisfaction with that particular aspect of the job. Such satisfaction derived from job include: pay, pension arrangement, working hours among others. It has also been observed that some people go into principal's job without taking time to consider and evaluate their interests, strengths, potentials and capabilities.

Jackson and Maclean (2024) carried out a study on motivation and job satisfaction motivation and job satisfaction of lecturers in Rivers State Owned Higher Institutions. The study adopted correlational design. The finding of the study revealed there was a very strong and significant relationship between physiological needs and job satisfaction among lecturers, there was a very strong and significant relationship between safety needs and job satisfaction among lecturers, there was a strong and significant relationship between belongingness needs and job satisfaction among lecturers, there was a very strong and significant relationship between esteem needs and job satisfaction among lecturers, there was a very strong and significant relationship between self-actualization and job satisfaction among lecturers. Munyenangabe, Haiyan, Yiyi and Jiefei (2017) carried out a study on factors and levels associated with teachers' physiological needs, self-concept and job satisfaction in Chinese Secondary Schools. The finding of the study revealed that there was a significant relationship between teachers' physiological needs and self-concept. The study found a positive strong significant correlation between physiological needs and job performance ($r=0.615$ with the sign value of .000 lesser than .001). The study indicated the continuity of teachers' physiological needs (motivation) for improved job satisfaction and self-concept was recommended

Ibuot and Obosi (2023) carried out a study on the impact of psychological variables on job performance of employees of media organizations in Lagos State. The finding of the study revealed that there was a significant joint influence of work environments, personality factors, competence, health status, social relationships and family environment on job performance. The study found that media workers' physiological needs (health status, work environment and personality factors) significantly predicted job performance and satisfaction. Zlatkovic, Stojijovic, Djigic and Todorovic (2017) examined self-esteem and Teachers' Professional Roles. The study examined the relationship between self-esteem and teachers' job performance. The study adopted the correlational research design. The sample comprised 120 teachers selected using simple random sampling technique. The finding of the study showed that there was a significant relationship between teachers' self-esteem and teachers' professional roles. This is because the teacher subjective feeling of self-worth and confidence before the students enhances job performance. The study suggested that teachers should engage in regular self-evaluation of themselves for effective lesson development. Government and school management should positively motivate teachers to increase better teaching and learning outcome.

Mbuva (2016) carried out a study on Exploring Teachers' Self-Esteem and Its Effects on Teachers' Job Performance and Students' Learning in Ghana. The study examined the relationship between teachers' self-esteem, teachers' job performance and students' learning. The correlational research design was adopted for the study. The finding of the study revealed that high self-esteem was significantly positively correlated with teachers' job performance and students' learning. The study found that there was a linear relationship between self-esteem and teachers' job performance. Gopinath (2020) carried out a study on Relationship between Self-actualization and Job Performance of Teachers in Spain. The study investigated the relationship between self-actualization and job performance of teachers. The finding of the study revealed that there was a positive significant relationship between self-actualization and job performance of teachers. The study concluded that that teachers' job performance can be enhanced by giving teachers training, promotion and study leave for further studies that will directly impact on their self-actualization.

Tariq (2018) investigated the Relationship between Self-Actualization and Job Performance of Teachers in Indonesia. The study examined the relationship that existed between self-actualization and job performance of teachers in private secondary schools. The correlational research design was adopted in the study. The finding of the study revealed that there was a negative correlation between self-actualization and job performance of private secondary school teachers. The study also found that there was a positive correlation among preferred needs and job performance.

Statement of the Problem

In Nigerian, private school teachers' jobs have long been known to be highly stressful and associated with higher rates of psychological distress. Most private schools teachers are expected to resume work early and close very late. Some of these private schools employed only few teachers because of profit maximization. They also pay them little remuneration that is not equivalent to their qualifications. Teaching is a highly tasking job and it involves the teacher being satisfied and less stressful in order to be effective and productive. It is not out of place however to note a teacher's performance is a product of other input in the educational system. On the strength of this, teaching is one of such profession which requires a positive self-concept and satisfaction.

In ideal situation, all employees, teachers included, should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day so as to go back to their jobs. This is because such teachers in the private schools have no reservations on their job,

hence, they give their best and in doing so experienced work overload which also affects their self-concept especially when they cannot meet deadline. However, positive self-concept pushes the teacher into the adventure of living above the symptoms of stress, dissatisfaction and ineffectiveness. Private school teachers need a high sense of self-concept, job satisfaction and optimum level of stress to be productive, effective and result oriented.

However, most private schools pay little attention to their teachers' conditions of service, stress overdose and motivation that will elevate their job performance. Most teachers in private schools suffer from work overload, poor remuneration, lack of career development, insufficient personal time and inability to meet up with daily life satisfaction. All these could make them to be too stressful, lack positive self-concept, be dissatisfied and be optimum in their productivity.

It is however observed that in Nigeria, as with most developing countries, most teachers in private schools are not satisfied with their jobs. The situation is even worse in Rivers State, Nigeria as the quality of education offered is seriously compromised by the demoralized and dissatisfied teachers. If the situation is not arrested, the consequences will be grave which will adversely affect performance of teachers thus compromising the quality of education.

Aim and Objectives of the Study

The main objective of this study is to investigate job satisfaction as correlates of private secondary school teachers in Rivers State. The study specifically sought to:

1. Determine the relationship between physiological needs and job performance of private secondary school teachers in Rivers State.
2. Find out the relationship between safety needs and job performance of private secondary school teachers in Rivers State.
3. Determine the relationship between belongingness and job performance of private secondary school teachers in Rivers State.
4. Examine the relationship between self-esteem and job performance of private secondary school teachers in Rivers State.
5. Ascertain the relationship between self-actualization and job performance of private secondary school teachers in Rivers State.

Research Questions

This study sought to provide answers to the following research questions which were formulated to guide the present investigation:

1. To what extent does physiological needs relate to job performance of private secondary school teachers in Rivers State?
2. To what extent does safety needs relate to job performance of private secondary school teachers in Rivers State?
3. To what extent does belongingness and love needs relate to job performance of private secondary school teachers in Rivers State?
4. To what extent to does self-esteem relate to job performance of private secondary school teachers in Rivers State?
5. To what extent to does self-actualization relate to job performance of private secondary school teachers in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between physiological needs and job performance of private secondary school teachers in Rivers State.
2. There is no significant relationship between safety needs and job performance of private secondary school teachers in Rivers State.
3. There is no significant relationship between belongingness and love needs and job performance of private secondary school teachers in Rivers State.
4. There is no significant relationship between self-esteem and job performance of private secondary school teachers in Rivers State.
5. There is no significant relationship between self-actualization and job performance of private secondary school teachers in Rivers State.

Methodology

This study adopted the correlational research design as it investigated job satisfaction and job performance among private school teachers in Rivers State. Correlational studies are research concerned with determining the relationship between two or more variables and also used in testing hypothesis of significance (Kpolovie, 2011).

The population of the study consisted of all private secondary school teachers in Rivers State. A total of 132,303 teachers from 625 private secondary schools (source: registered private secondary schools with the Rivers State Ministry of Education, 2020/2021) constituted the

population of the study. The researchers decided to use private secondary school teachers because of the repeated complains about teachers having high stress level, poor self-concept and job dissatisfaction as it relates to their job performance.

Multi stage sampling technique was used to select the sample. The technique involved dividing Rivers State into three senatorial districts namely; Rivers South East, Rivers West and Rivers East. Stratified random technique was used to draw 15 schools from each senatorial districts while simple random sampling technique was used to select 10 teachers from each school. Thus a total of 450 private secondary school teachers was drawn as sample for the study.

The researcher developed an instrument that aided data collection for the research titled “Job Satisfaction and Job Performance Inventory” (JSSCJSJPI). The researcher constructed the inventory after carefully reviewing some related literature for the study. The instrument consisted of two parts, A and B. Part A is comprised information on demographic variables, such as name of school, gender and marital-status while part B was used to generate responses on “Teachers’ Job Satisfaction Scale” (TJSS) and “Teachers’ Job Performance Inventory” (TJPI). The TJPI contained 15 items each while TJSS contained 25 items designed to measure teachers’ job performance and teachers’ job satisfaction respectively. Items on the instruments were presented as statement to which respondents were requested to indicate their level of agreement or disagreement on a 4-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Weighted 4, 3, 2 and 1 point respectively. Teachers’ job performance was assessed by students to ensure objectivity. Three students assessed one teacher. That made it a total of 1,340 students that assessed 450 teachers.

The reliability coefficient of the instruments were determined using Cronbach Alpha Method. In doing this, the researcher administered 30 copies of the questionnaire to 30 private school teachers that were not part of the study area. Also, 150 copies of questionnaires were administered to the students to assess the 30 private school teachers’ job performance. This gives a ratio of three students assessing one teacher. Students are the best to assess teachers’ job performance as they will be objective in such assessment. The scores obtained were subjected to Cronbach Alpha and the reliability indices were as follows: TJSS ($\alpha=0.75$) and TJPI ($\alpha=0.89$).

The instrument was administered directly on the respondents by the researchers and four research assistants. The researchers and the research assistants explained to the respondents where necessary and guide them in the filling of the questionnaire to ensure that they filled and completed them correctly. The filled questionnaires were collected on the spot to avoid

attrition. Pearson Product Moment Correlation was used to answer all the research questions and to test the all hypotheses. The analysis of the hypotheses was tested for statistical significance at 0.05 alpha level.

Results

Research Question One: To what extent does physiological needs relate to job performance of private secondary school teachers in Rivers State?

Hypothesis One: There is no significant relationship between physiological needs and job performance of private secondary school teachers in Rivers State.

Table 1: PPMC Analysis on the Relationship between Physiological Needs and Job Performance of Private Secondary School Teachers in Rivers State

		Physiological Needs	Job Performance
Physiological Needs	Pearson Correlation	1	0.89**
	Sig. (2-tailed)		0.00
	N	450	450
Job Performance	Pearson Correlation	0.89**	1
	Sig. (2-tailed)	0.00	
	N	450	450

In answering research question seven, Table 1 shows the extent to which physiological needs relate to job performance of private secondary school teachers in Rivers State. The result revealed that the extent to which physiological needs relate to the job performance of private secondary school teachers in Rivers State is very strong ($r = 0.89$). The implication of this result is that the relationship between physiological needs and job performance of private secondary school teachers in Rivers State is very strong since the correlation coefficient ($r = 0.89$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

In testing null hypothesis seven, Table 1 shows the significant level of the relationship between physiological needs and job performance of private secondary school teachers in Rivers State. The result revealed that there is a positive and very strong correlation ($r = 0.89$, $r \leq \pm 0.80$ to ± 1.00), between physiological needs and job performance of private secondary school teachers in Rivers State, with a p-value = $0.00 < 0.05$, leading to the rejection of null hypothesis one at the 0.05 significance level. The implication of the result is that there is significant relationship between physiological needs and job performance of private secondary school teachers in

Rivers State. This could also mean that the more private secondary school teachers satisfy their physiological needs, the better their job performance.

Research Question 2: To what extent does safety needs relate to job performance of private secondary school teachers in Rivers State?

Hypothesis 2: There is no significant relationship between safety needs and job performance of private secondary school teachers in Rivers State.

Table 2: PPMC Analysis on the Relationship between Safety Needs and Job Performance of Private Secondary School Teachers in Rivers State

		Safety Needs	Job Performance
Safety Needs	Pearson Correlation	1	0.90**
	Sig. (2-tailed)		0.00
	n	450	450
Job Performance	Pearson Correlation	0.90**	1
	Sig. (2-tailed)	0.00	
	n	450	450

In answering research question eight, Table 2 shows the extent to which safety needs relate to job performance of private secondary school teachers in Rivers State. The result revealed that the extent to which safety needs relate to the job performance of private secondary school teachers in Rivers State is very strong ($r = 0.90$). The implication of this result is that the relationship between safety needs and job performance of private secondary school teachers in Rivers State is very strong since the correlation coefficient ($r = 0.90$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

In testing null hypothesis eight, Table 2 show the significant level of the relationship between safety needs and job performance of private secondary school teachers in Rivers State. The result revealed that there is a positive and very strong correlation ($r = 0.90$, $r \leq \pm 0.80$ to ± 1.00), between safety needs and job performance of private secondary school teachers in Rivers State, with a $p\text{-value} = 0.00 < 0.05$, leading to the rejection of null hypothesis two at the 0.05 significance level. The implication of the result is that there is significant relationship between safety needs and job performance of private secondary school teachers in Rivers State. That, is the more private secondary school teachers satisfy their safety needs, the greater their job performance.

Research Question 3: To what extent does belongingness and love needs relate to job performance of private secondary school teachers in Rivers State?

Hypothesis 3: There is no significant relationship between belongingness and love needs and job performance of private secondary school teachers in Rivers State.

Table 3: PPMC Analysis on the Relationship between Belongingness Needs and Job Performance of Private Secondary School Teachers in Rivers State

		Belongingness Needs	Job Performance
Belongingness Needs	Pearson Correlation	1	0.94**
	Sig. (2-tailed)		0.00
	n	450	450
Job Performance	Pearson Correlation	0.94**	1
	Sig. (2-tailed)	0.00	
	n	450	450

In answering research question nine, Table 3 shows the extent to which belongingness and love needs relate to job performance of private secondary school teachers in Rivers State. The result revealed that the extent to which belongingness and love needs relate to the job performance of private secondary school teachers in Rivers State is very strong ($r = 0.94$). The implication of this result is that the relationship between belongingness and love needs and job performance of private secondary school teachers in Rivers State is very strong since the correlation coefficient ($r = 0.94$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

In testing null hypothesis nine, Table 3 shows the significant level of the relationship between belongingness and love needs and job performance of private secondary school teachers in Rivers State. The result revealed that there is a positive and very strong correlation ($r = 0.94$, $r \leq \pm 0.80$ to ± 1.00), between belongingness and love needs and job performance of private secondary school teachers in Rivers State, with a p-value = $0.00 < 0.05$, leading to the rejection of null hypothesis three at the 0.05 significance level. The implication of the result is that there is significant relationship between belongingness and love needs and job performance of private secondary school teachers in Rivers State.

Research Question 4: To what extent to does self-esteem relate to job performance of private secondary school teachers in Rivers State?

Hypothesis 4: There is no significant relationship between self-esteem and job performance of private secondary school teachers in Rivers State.

Table 4: PPMC Analysis on the Relationship between Self-Esteem and Job Performance of Private Secondary School Teachers in Rivers State

		Self-esteem Needs	Job Performance
Self-esteem Needs	Pearson Correlation	1	0.74**
	Sig. (2-tailed)		0.00
	N	450	450
Job Performance	Pearson Correlation	0.74**	1
	Sig. (2-tailed)	0.00	
	N	450	450

In answering research question ten, Table 4 shows the extent to which self-esteem relates to job performance of private secondary school teachers in Rivers State. The result revealed that the extent to which self-esteem relates to the job performance of private secondary school teachers in Rivers State is strong ($r = 0.74$). The implication of this result is that the relationship between self-esteem and job performance of private secondary school teachers in Rivers State is strong since the correlation coefficient ($r = 0.74$) is within the range of $r \leq \pm 0.60$ to ± 0.79 .

In testing null hypothesis ten, Table 4 shows the significant level of the relationship between self-esteem and job performance of private secondary school teachers in Rivers State. The result revealed that there is a positive and strong correlation ($r = 0.74$, $r \leq \pm 0.60$ to ± 0.79), between self-esteem and job performance of private secondary school teachers in Rivers State, with a $p\text{-value} = 0.00 < 0.05$, leading to the rejection of null hypothesis four at the 0.05 significance level. The implication of the result is that there is significant relationship between self-esteem and job performance of private secondary school teachers in Rivers State. That is, the more private secondary school teachers possess self-esteem, the greater their job performance

Research Question 5: To what extent to does self-actualization relate to job performance of private secondary school teachers in Rivers State?

Hypothesis 5: There is no significant relationship between self-actualization and job performance of private secondary school teachers in Rivers State.

Table 5: PPMC Analysis on the Relationship between Self-Actualization and Job Performance of Private Secondary School Teachers in Rivers State

		Self-actualization Needs	Job Performance
Self-actualization Needs	Pearson Correlation	1	0.95**
	Sig. (2-tailed)		0.00
	N	450	450
Job Performance	Pearson Correlation	0.95**	1
	Sig. (2-tailed)	0.00	
	N	450	450

In answering research question eleven, Table 5 shows the extent to which self-actualization relates to job performance of private secondary school teachers in Rivers State. The result revealed that the extent to which self-actualization relates to the job performance of private secondary school teachers in Rivers State is very strong ($r = 0.95$). The implication of this result is that the relationship between self-actualization and job performance of private secondary school teachers in Rivers State is very strong since the correlation coefficient ($r = 0.95$) is within the range of $r \leq \pm 0.80$ to ± 1.00 .

In testing null hypothesis eleven, Table 5 shows the significant level of the relationship between self-actualization and job performance of private secondary school teachers in Rivers State. The result revealed that there is a positive and very strong correlation ($r = 0.95$, $r \leq \pm 0.80$ to ± 1.00), between self-actualization and job performance of private secondary school teachers in Rivers State, with a p-value = $0.00 < 0.05$, leading to the rejection of null hypothesis five at the 0.05 significance level. The implication of the result is that there is significant relationship between self-actualization and job performance of private secondary school teachers in Rivers State.

Discussion of Findings

Physiological Needs and Job Performance

The result in Table 1 shows that the extent to which physiological needs relate to the job performance of private secondary school teachers in Rivers State is very strong. Furthermore, the result of the tested hypothesis seven indicated that there is a significant relationship between physiological needs and the job performance of private secondary school teachers in Rivers State. The result suggested that physiological needs play a crucial role in determining the job performance of private secondary school teachers in Rivers State. This finding emphasizes the importance of addressing these needs in order to enhance overall job performance and satisfaction among teachers in this context.

The present study is corroborated by the finding of Munyenangabe et al. (2017), which revealed that there was a significant relationship between teachers' physiological needs and self-concept. The study found a positive strong significant correlation between physiological needs and job performance. The present finding is in agreement with the finding of Jackson and Maclean (2024), they revealed that there was a very strong and significant relationship between physiological needs and job satisfaction among lecturers. The present finding is natural because a teacher whose physiological needs are met, such teacher will feel satisfied and likely to perform effectively

Safety Needs and Job Performance

The result in Table 2 shows that the extent to which safety needs relate to the job performance of private secondary school teachers in Rivers State is very strong. Furthermore, the result of the tested hypothesis eight indicated that there is a significant relationship between safety needs and the job performance of private secondary school teachers in Rivers State. The implication of the foregoing finding is that addressing the safety needs of private secondary school teachers in Rivers State is crucial for improving their job performance. This could involve implementing safety protocols, providing necessary safety equipment, and creating a safe and secure working environment. Additionally, recognizing the importance of safety needs in relation to job performance can help in forming policies and interventions aimed at enhancing the overall quality of education in private secondary schools in Rivers State.

The present finding is consistent with the study of Jackson and Maclean (2024), they carried out a study on motivation and job satisfaction of lecturers in Rivers State Owned Higher Institutions. They found that there was a very strong and significant relationship between safety needs and job satisfaction among lecturers. The present

finding is not surprising because a teacher who is motivated by safe working environment, job security and suitable working conditions is likely to perform effectively

Belongingness Need and Job Performance

The result in Table 3 shows that the extent to which belongingness and love needs relate to the job performance of private secondary school teachers in Rivers State is very strong. Furthermore, the result of the tested hypothesis nine indicated that there is a significant relationship between belongingness, love needs, and the job performance of private secondary school teachers in Rivers State. The result implied that belongingness and love need play a crucial role in determining the job performance of private secondary school teachers in Rivers State. This suggests that addressing these needs can potentially enhance the overall performance and satisfaction of teachers in this context. Additionally, it highlights the importance of creating a supportive and inclusive work environment that fosters a sense of belonging and love among teachers.

The present finding is consistent with the study of Jackson and Maclean (2024), which revealed that, there was a strong and significant relationship between belongingness needs and job satisfaction among lecturers. Also, the study of St-Amand (2017) revealed that that there was a positive relationship between sense of belongingness and teachers' job performance. The present finding is natural because creating a sense of shared love, cordial relationship and empathy will definitely increase teachers' job performance.

Self-Esteem and Job Performance

The result in Table 4 shows that the extent to which self-esteem relates to the job performance of private secondary school teachers in Rivers State is strong. Furthermore, the result of the tested hypothesis ten indicated that there is a significant relationship between self-esteem and the job performance of private secondary school teachers in Rivers State. The foregoing finding suggests that self-esteem plays a crucial role in determining the job performance of private secondary school teachers in Rivers State. This finding highlights the importance of addressing and promoting self-esteem among teachers to enhance their overall performance and contribute to the success of the education system in the state.

The study is corroborated by the study of Zlatkovic et al. (2017), which revealed that there was a significant relationship between teachers' self-esteem and teachers' professional roles. This is because the teacher subjective feeling of self-worth and confidence before the students enhances job performance. Also, the study of Mbuva (2016) revealed that high self-esteem was significantly positively correlated with teachers' job performance and students' learning. The

study found that there was a linear relationship between self-esteem and teachers' job performance. The present finding is natural because the teacher who values himself positively will perform effectively.

Self-Actualization and Job Performance

The result in Table 5 shows that the extent to which self-actualization relates to the job performance of private secondary school teachers in Rivers State is very strong. Furthermore, the result of the tested hypothesis eleven indicated that there is a significant relationship between self-actualization and the job performance of private secondary school teachers in Rivers State. The present finding suggests that self-actualization plays a crucial role in determining the job performance of private secondary school teachers in Rivers State. The finding highlights the importance of promoting self-actualization among teachers to enhance their overall performance and effectiveness in the classroom.

The study is consistent with the study of Gopinath (2020), which revealed that there was a positive significant relationship between self-actualization and job performance of teachers. The study concluded that teachers' job performance can be enhanced by giving teachers training, promotion and study leave for further studies that will directly impact on their self-actualization. Also, Tariq (2018) revealed that there was a negative correlation between self-actualization and job performance of private secondary school teachers. The study also found that there was a positive correlation among preferred needs and job performance. The present finding could be surprising because every teacher wants to climb the ladder to the top of his/her career as stated by Maslow's hierarchy needs theory, such teachers need to be motivated to perform effectively.

Conclusion

This study investigated the relationship between job satisfaction and job performance of private secondary school teachers in Rivers State. The findings, among others, revealed that physiological needs, safety needs, belongingness, self-esteem, and self-actualization had positive relationship with job performance of private secondary school teachers in Rivers State. When these needs are met, teachers are more likely to feel motivated and satisfied with their work. Therefore, it is crucial for educational institutions in Rivers State to prioritize the fulfillment of these needs in order to enhance the job performance and overall satisfaction of private secondary school teachers.

Implications of the Study for Counselling

The following are the counselling implications of the study:

On the variables of job satisfaction studied, it was discovered that psychological needs, belonging needs, safety needs, self-esteem needs, and self-actualization needs all had a very strong relationship with the job performance of private school teachers. As such, the counselling implications suggest that addressing these needs in counselling sessions can potentially improve job satisfaction and job performance among private school teachers. Implementing strategies that prioritize meeting the psychological, belonging, safety, self-esteem, and self-actualization needs of private school teachers can help achieve this. Counselling sessions can provide a safe space for teachers to explore and address these needs, allowing them to feel supported and valued in their work environment. Additionally, incorporating interventions such as goal-setting, stress management techniques, and fostering a positive work culture can further enhance job satisfaction and performance among private school teachers.

Recommendations

Based on the findings of the study, the following recommendations are proffered:

1. School administration of private schools in Rivers State should prioritize the fulfillment of physiological needs of teachers, such as providing competitive salaries and benefits, comfortable working conditions, and access to necessary resources.
2. School administration of private schools in Rivers State should the safety needs of teachers by implementing measures such as providing adequate security and ensuring a safe working environment.
3. School administration of private schools in Rivers State should create a sense of belonging and fostering love among teachers. This can be achieved through regular team-building activities, creating a supportive work environment, and promoting open communication channels.
4. Private school administrators should put in place strategies and interventions that enhance the self-esteem of teachers, like providing regular professional development opportunities and creating a supportive work environment.
5. Private educational institutions in Rivers State should ensure the development of self-actualization skills among their teachers. This can be achieved through workshops, training programs, and regular evaluations that focus on personal growth and self-awareness.

References

- Gopinath, R. (2020). An investigation of the relationship between self-actualization and job satisfaction of academic leaders. *International Journal of Management*, 11(8), 753-763.
- Ibuot, U. P & Obosi, A. C. (2023). Impact of psychological variables on the job performance of employees of media organizations in Lagos State. *African Journal for the Study of Social Issues*, 26(1), 32-46.
- Jackson, S. W. & Maclean, O. (2024). Motivation and job satisfaction of lecturers in Rivers owned higher institutions: Implications for counselling. *Journal of Health, Applied Sciences and Management*, 7(2), 97-108. <https://dx.doi.org/10.4314/johasam.v7i2.9>
- Maclean, O. (2020). *Stress, job performance and job satisfaction of bankers in Rivers State: Implications for counselling*. Thesis submitted to the postgraduate school, Ignatius Ajuru University of Education, Port Harcourt, Rivers State.
- Marsh, H & O'Mara-Eves, A. (2017). Reciprocal effects between academic self-concept, self-esteem, achievement, and attainment over seven adolescent years of self-concept. *Personality and Social Psychology Bulletin*, 34(4), 542-552.
- Mbuva, J. (2016). Exploring teachers' self-esteem and its effects on teachers' job performance and students' learning in Ghana. *Journal of Higher Education Theory and Practice*, 16(5), 59-67.
- Munyengabe, S, Haiyan, H, Yiyi, Z & Jiefei, S. (2017). Factor and levels associated with lecturers' motivation and job satisfaction in a Chinese university. *EURASIA Journal of Mathematics Science and Technology Education*, 13(10), 6415-6430. DOI: 10.12973/ejmste/77946.
- Omoniyi, M. B. (2013). Bullying in schools: Psychological implications and counselling interventions. *Journal of Education and Practice*, 4(18), 38-50.
- Omuso, O. D. (2023). *Workplace stressors and job dissatisfaction among public senior secondary school teachers in Rivers State*. Thesis submitted to the post graduate school, Ignatius Ajuru University of Education, Port Harcourt, Rivers State.
- Pushpakumari, M.D. (2008). The impact of job satisfaction on job performance: An empirical analysis. *Journal of Social Psychology*, 132(3), 89-105.
- Rashid, S., Subham, Q. A. & Imran, M. (2022). The impact of work life balance, workload and supervisory support on teachers' job performance with mediating role of stress: A case of private institution. *International Journal of Business and Management Sciences*, 3(1), 21-34.
- Tariq, Y. A. (2018). The relationship between self-actualization and job performance of teachers. *Procedia-Social and Behavioral Sciences*, 89(4), 911-915.
- Zlatkovic, B., Stojijovic, S., Djigic, G. & Todorovic, J. (2018). Self-concept and teachers' professional roles. *Procedia-Social and Behavioural Sciences*, 69, 377-384.