

**INFLUENCE OF TEACHER JOB SATISFACTION AND SELF-ESTEEM
ON THE MATHEMATIC PERFORMANCE OF LOWER BASIC PUPILS IN
DAWAKIN KUDU EDUCATIONAL ZONE, KANO STATE**

BY

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DEDICATION

This research work is dedicated to my parents Malam Abdullahi Musa Farawa and Malama Aisha Muhammad Najega, and my Wives Hauwa Dawud Haroun and Sa'adatu Rufa'i Ridwan as well as my children, Muhammad Tahir, Zulaihat, Muhammad Habib, Aisha, Khadija, Hafsat, Musa (khalia) , Na'ima (Iman) and Safiyya .It is also dedicated to my brothers and sisters.

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ABSTRACT

The study employ a survey research design to find out the influence of teacher job satisfaction and self-esteem on the Mathematics performance of lower basic pupils. The main objectives is to find out the influence of teacher job satisfaction and self-esteem on the Mathematic performance of primary school pupils, and gender differences in job satisfaction and self-esteem among Mathematic teachers, in Dawakin kudu educational zone. Six research questions with four null hypotheses were formulated to guide the study .The Population comprises four hundred and twenty Mathematics teachers male and female teaching in conventional primary schools in Warawa and Kumbotso local governments and their pupils to guide the study. The samples was 196 Mathematic teachers male and female drawn from two local governments (Warawa and Kumbotso). Three instruments were used for the study. Data were analyzed the mean scores for the research questions, t-test for independent of two group for hypotheses 1, 2, 3, 4. Findings indicates that there is difference in Mathematic performance of the pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction. Another findings also revealed that there is no significant difference in Mathematic performance of the pupils whose teachers have high self-esteem and those whose teachers have low self-esteem. There is significant gender difference in job satisfaction and self-esteem among primary school Mathematic teachers, the scores for the whole pupil's shows that teachers with high job satisfaction produce pupils with high Mathematic performance. Teachers with higher job satisfaction are recognized to have achieved academically which has directly reflected on the Mathematic performance of the pupils. All stake-holders should recognize this effort by giving reward and encouragements. Also teachers with low job satisfaction whose pupils perform poorly should be given re-inforcement. Self-esteem of the teachers has no influence on the academic performance of the pupils. But it is important that the stake-holders recognize teachers with high self-esteem to feel comfortable with their job or teaching condition. And by implication, their pupils also attain academic excellence..

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Abbreviations

J. D. I. Job descriptive index theory

S .D .T. Self-determination theory

N.D no date.

T.F.I OR M.H.T Two Factor Theory or Motivation Hygiene Theory.

T.U.P Teacher upgrading programme.

W.B.J.S.Q World best teacher job satisfaction questionnaire

T.J.S.Q Teacher job satisfaction Questionnaire.

T.S.E.Q Teacher self-esteem Questionnaire.

K.E.R.D Kano education resource department.

S.E.S.S Self-esteem stability scale

N.C.E Nigeria certificate in education.

P.D.E Professional diploma in education.

P.G.D.E Post graduate diploma in education.

P.E.T Parents effectiveness training

Operational Definition of Terms

The following terms are define operationally.

Teacher's Job satisfaction. Refers to the feeling they have about their job (teaching). That feelings may be positive or negative.

Teacher's self-esteem. Refers to the feelings they have about themselves. And that feeling may high or low.

Mathematics teacher. Refers to the teachers teaching primary pupils Mathematic as a subject.

Mathematic performance. This refers to the performance of pupils (2016) past question paper in Mathematic transitional Examination by using the average of the total scores of all pupils.

Teachers upgrading programme (T.U.P). This is a programme designed and implements it by Kano state Government (2014) for unqualified teachers to undergo teacher Education program e.g. N.C.E, PDE and P.G.D.E in order to become professionally trained teachers.

APPENDICES

- i- Introductory letter from education department
- ii- List of schools, teachers and pupils.
- iii- .teacher job satisfaction questionnaire
- iv- Teachers' self-esteem questionnaire.
- v- Transitional examination questions (2016).
- vi- Raw data.
- vii- Descriptive statistics for questions one and two.
- viii- T-test result for hypotheses one, two, three and four

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.

Jobsatisfaction and self-esteem are factors which affect the Mathematic teachers' performance in Warawa and Kumbotso local governments, Dawakin kudu educational zone, Kano state. Mathematic teachers have problem of low job satisfaction and low self-esteem and could not allow them to discharge their teaching effectively. This lead to poor Mathematics performance of the primary school pupils resulted from the low job satisfaction and low self-esteem of Mathematics teachers.

Mathematics teachers in discharging their assignments or duties, need to attain some levels of satisfaction and self-esteem in doing their work. However, some Mathematics teachers find it difficult, because they lack interest in the job which would prevent them from attaining the required level of satisfaction, and self-esteem which affect the performance of their pupils.

Individuals differ in the relative performance they attach to motivator or hygiene factors. While some are concern with achievement, recognition etc. the use of money as motivating factor most not be brushed in Nigerian situation, unless an individual is able to solve his financial problems, promotion has been established as one of the determinant of job satisfaction (Hertzberg, 1970). Promotion as the job advancement of an employee to a job that is better in terms of greater responsibilities, more prestige or greater status, skills and specially increase rate of salary. It can be inferred that promotion plays two roles i.e. intrinsic satisfactions which are recognition. While extrinsic satisfactions which are those material reward that should accompany promotion. Dissatisfied workers usually carry serious symptoms and often express power personal relationship focusing on personality of workers (Paul & Myers 2001). The satisfied worker is in, more flexible, better, from; it

appears that those who are dissatisfied with their jobs are emotionally maladjusted (Campbell, 2000). The more secured a worker might feel in a given job, the higher the job satisfaction. (Campbell, 2000)

Self-esteem help individuals to view themselves as active and capable persons to changes through effort and set higher goals which cause learning progress. The best way to improve the performance of the individuals is to increase their level of self-esteem. (Shubie, 2004). Self-esteem is an important academic construct in the process of education. It is how people feel about themselves and how much they like themselves, especially socially and academically when it comes to teaching. They found that individual with high self-esteem are likely to do better on the jobs and with particular task (work performance) and those with low self-esteem (Baumeister et'al 2003, Campbell and Fehr, 1990; Bruckner, 1993).

The distinguished between 'trait' self-esteem which reflect confidence or ability in a particular area, such as work or sport, and 'global' self-esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess (Alexander, 2006, p. 36). The school environment also plays important role in the development of self-esteem among. Individual self-esteem is strongly associated with happiness, confidence and a moderate relationship with academic (Francis and Joner, 2006).

In the light of this problem what should be done to Mathematics teachers for improving their job satisfaction and self-esteem and what should not be done, this rise to the question whether policies, interest, administration, promotion, increase of salary and other incentives enhance Mathematics teacher's performance, stimulates pupils Mathematic performance in place where it is effectively practiced. However, most psychologist

believed that self-esteem is the picture of ourselves in our own mind and the values we play ourselves. Therefore, self-esteem is the opinion of an individual about him selves/her selves as a person. It is also depend on the other areas particularly job, the purpose of life, potential success, strength and weakness, social status, and how he relate with others. Self-esteem help the teachers to stand tall, speak clearly, and with confidence, shake and hand firmly look people in the eye and smile frequently. Self-esteem also shapes teachers choice of mates, choice of career, choice of friends and choice of leisure activities. Building teachers self-esteem is a step toward teachers' confidence, respect and relationships with others; it is also improves teachers achievement and happiness (Marmot, 2003). This research is about the influence of teacher's job satisfaction and self-esteem on the Mathematic performance of lower basic pupils in Dawakin kudu educational zone, Kano state of Nigeria.

1.2Statement of the problem

The recurring problemof Mathematic teachers ' job satisfaction and self-esteem is affecting Mathematic performance of the pupils in Warawa and Kumbotso local governments, Dawakin kudu educational zone. This problem might be attributed to a number problems such as job satisfaction and self-esteem. Hence there is need to conduct a study to the influence of teacher job satisfaction and self-esteem on the academic performance of the lower basic pupils in Kumbotso and Warawa local governments.

Many factors now a days are causing problems to our Mathematic teachers which make the environment unpleasant for them to cope with it some of the problems; low job satisfaction, low self-esteem, lack of encouragement by the governments and parents to

Mathematic teachers, interest, inadequate teaching materials and poor habit of teachers towards teaching Mathematic as a core subject.

In 2014 Kano state government introduced teacher upgrading programme (T.U.P) for Primary school teachers who did not have any one of the teacher education certificate: N.C.E, B.ED, P.G.D.E/P.D.E, after series of discussion between the researcher and students under (T.U.P) on the problem whether Mathematic teachers' job satisfaction and self-esteem has any influence on pupils Mathematic performance. This is why the researcher develops the interest in this particular area to conduct a research. The researcher intends to respond to a question thus: do the teachers' job satisfaction and self-esteem have any influence on the Mathematic performance of the pupils in Warawa and Kumbotso local governments, Dawakin Kudu Educational Zone?

1.3 Objectives of the Study

The study focuses on the following objectives:

1. To determine the level of Mathematics teachers' job satisfaction in Dawakin kudu Educational Zone.
2. To determine the level of Mathematics teachers' self-esteem in Dawakin Kudu Educational Zone
- 3 To determine whether teachers' job satisfaction has any influence on primary school pupil's Mathematics performance in Dawakin Kudu Educational Zone.
- 4 To determine whether teachers' self-esteem has any influence on primary pupil's Mathematics performance in Dawakin Kudu Educational Zone.
- 5 Examine whether there is gender differences in job satisfaction among primary school Mathematics teachers in Dawakin Kudu Educational Zone.

6. Examine whether there is gender differences in self-esteem among primary school Mathematic teachers in Dawakin Kudu Educational Zone.

1.2 Research Questions

For the purpose of the study the following research questions were raised

1. What is the level of Mathematics teacher's job satisfaction in Dawakin Kudu Educational Zone?
2. What is the level of Mathematics teacher's self-esteem in Dawakin Kudu Educational Zone?
3. Is there any difference in the Mathematics performance of primary schools pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin kudu Educational zone?
4. Is there any difference in the Mathematics performance of primary schools pupils whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone?
5. Is there any gender difference in job satisfaction among primary school Mathematic teachers in Dawakin Kudu Educational Zone.?
6. Is there any gender difference in self-esteem among primary school Mathematic teachers in Dawakin Kudu Educational Zone?

1.5 Research Hypotheses

The following research hypotheses were formulated

HO₁ There is no significant difference in the Mathematics performance of primary schools pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin kudu Educational zone.

HO₂ There is no significant difference in the Mathematics performance of primary schools pupils whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin kudu Educational zone.

HO₃. There is no significant gender difference in job satisfaction among primary schools Mathematics teachers in Dawakin Kudu Educational Zone.

HO₄ there is no significant gender difference in self-esteem among primary schools Mathematics teachers in Dawakin Kudu Educational Zone.

1.6 Significance of the Study

This research work is on the influence of teacher job satisfaction and self-esteem on the Mathematic performance of lower basic pupils in Dawakin kudu educational zone, Kano state.

The findings of this research will be useful to Mathematics teachers, pupils, Government and non-Governmental agencies in general. The school administrators, curriculum planners, policy makers, parents and stake-holders will benefit from the findings of this research in developing proper intervention programme to improve the level of teacher's job

satisfaction and self-esteem among Mathematic teachers in order to achieve or succeed academically.

This work provides ideas and ways in order to help the Mathematic teachers' problem of Job satisfaction and self-esteem in teaching and learning to do away with the problem of low teacher job satisfaction and low self-esteem and encouragement of the high job satisfaction and self-esteem is also stated, and this will be useful to both government, parents, teachers as well as pupils in general.

The findings and recommendations intend to entice education administrators in decision making on the solutions to the problems at stake. And it will also be useful for the development of educational standard and produce effective and sound education at primary level.

It is impliedly indicative that teachers' job and motivation are phenomena that contribute to school performance. Rinehart & short (2003, 579) said 'school administrators are in the position to enhance the job satisfaction of the Mathematics teachers, subsequently, they need to remember that this variable passively influence performance, quality of work life and organizational effectiveness''.

Perhaps, the work also helps the educational managers and management to set goals that are attainable without the enduring commitment of the Mathematic teachers. And this can be done when all necessary measures are put in place to enhance the Mathematic teachers' degree of commitment. The findings of this research work can help parents to form a pressure group on government to provide necessary infrastructures and materials that will enhance the Mathematic teachers' job satisfaction and self-esteem .And it will be useful to parents. Because, if the issue of mathematics teachers job satisfaction and self-esteem is

properly handled the primary school management will reduce psychological problems among the primary school mathematics teachers, this will affect their performances in Dawakin kudu educational zone, Kano state and nation in general.

The influence of teachers' job satisfactions and self-esteem on the Mathematic performance of lower basic pupils in Dawakin kudu educational zone will be made easy, because the research will contain most suitable strategies for attaining the job satisfaction and self-esteem of Mathematic teachers in their job (i.e. teaching), hence the attainment of already planned behavioral objectives.

1.7 Scope and Delimitation

The focus of this research is on the influence of Teacher job satisfaction and self-esteem on the Mathematic performance of lower basic pupils in Dawakin kudu educational zone, Kano state. In order to finding out the influence among the relative aspects. The research covers all conventional primary schools, Mathematic teachers and their pupils in Warawa and Kumbotso local governments. The study is limited to the influence of teacher job satisfaction and self-esteem on the Mathematic performance of the lower basic pupils in Warawa and Kumbotso local governments Dawakin kudu educational zone, Kano state. And all other subjects' teachers and other variables were delimited from this study.

CHAPTER TWO:REVIEW OF RELATED LITERATURE

2.1 Introduction.

This chapter presents a review of related literature on the influence of teachers' job satisfaction and self-esteem on the Mathematic performance of the lower basic pupils in Kumbotso and Warawa local governments, Dawakin Kudu Educational Zone kano state This review provides the assumed conditions on the issues concerning the influence of Teacher's job satisfaction and self-esteem and the Mathematic performance of the lower basic pupils in Dawakin Kudu Educational Zone, Kano State by comparison with what is obtainable at as the moment of conducting research.

However, the researcher presents Conceptual framework, theoretical framework, empirical studies as well as summary and uniqueness of the study. Concept of job satisfaction, self-esteem and academic performance of the lower basic pupils will be reviewed.

2.2 Conceptual frameworks.

This section of the research provides different definitions by different scholars concerning the topic under the study, in this section the researcher provide the detailed description of the following.

- a) Teacher job satisfaction
- b) Teacher self-esteem
- c) Academic performance

2.2.1 Job satisfaction: According to Wikipedia job satisfaction can be simply defined as the feeling people have about their jobs. It has been specifically as a pleasurable (or not pleasurable) emotional state resulting from appraisal of one's job and attitude towards one's. Drago et'al (1992). Job satisfaction can be seen as an indicator of emotional well-being or psychological health Begley et'al (1993), Fox et'al (1992).

According to Newsroom (2007), "Job satisfaction is a set of favorable or unfavorable feeling and emotions with which employee view their work and the supervisors need to be alert about employees' job satisfaction level". Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favorable or unfavorable. The progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs, the overall progress of system is affected. The administrators should periodically study the job satisfaction of the employees and try to improve it by promoting human values and dignity.

According to Gruenberg, (1992), job satisfaction is related to seniority, age, sex, education, occupation, and income among others. Such studies stemmed much from the interest in job satisfaction and its presumed relationship to job achievement. It is clear that when a person's perception of his outcome level should be and what they are, in agreement then the people will be satisfied. Dissatisfaction results when the reverse is the case.

The current situation with regards to teacher satisfaction and teacher performance needs to be put in to historical perspective.

2.2.2 History of Job Satisfaction: one of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to the Elton Mayo of Harvard Business School, who sought to find the effects of various

conditions (most notably illumination) of worker's productivity. These studies ultimately showed that noble changes in work condition temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. Later on, subsequent studies on the job satisfaction emerged especially those of Frederick Winslow (Taylor, 1911). The initial use of scientific management by industries which was created by (1911) and known as Taylors, greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new question to answer regarding job satisfaction. It should be noted that the work of W.L Bryan, Welter D. Scott and Hugo Munsterberg set the tone for Taylor's work.

Maslow's Hierarchy of NEEDS Theory, laid the foundation for the satisfaction theory, the theory explain that people seek to satisfy five basic needs in life i.e. physiological needs, safety needs, love and belonginess needs, self-esteem needs. This model serves as a good basis from which early researchers could develop job satisfaction theories.

Many people do not distinguish between motivation and job satisfaction (Okumbe, 1998) Lathan's (1989) has put a distinction between the twos by defining motivation as a process that starts with a physiological or psychological deficiency or need behavior or a drive that aimed at a goal or incentive, And on the other hand, job satisfaction as an pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

The first education ordinance in Nigeria, which was promulgated in 1882, laid the foundation for the development of a professionally qualified teaching force by empowering inspectors to conduct entrance exam for Teachers. Over the next three decades, other ordinances established a salary scale for teachers and minimum staff-pupil

ratios corresponding to the level of assisted schools. In 1925 a memorandum issued on education in British colonial territories highlighted the importance of establishing a sound system of education with an effective cadre of teachers. It recommended, therefore, significant improvement of service of Teachers in order to attract the best candidate into the profession. In the following year the formal registration of teachers became a mandatory requirements, which provided a major grade of the professionalization of teaching in Nigeria.

The current situation with regards to Teacher's satisfaction and performance needs to be put into historical perspective. The policy of universal primary education was first introduced in Western Nigeria in 1955. The rapid increase in enrolment leads to the employment of many untrained teachers which prompted in the Banjo Commission in 1961 to review the policy on the teacher employment. It recommended the gradual elimination of untrained teachers in schools, improvement of teacher's conditions of service, the promotion of efficient teachers to the highest professional grades and the reduction in class size to forty pupils for the lowest grades. In the same vein, the major achievement of Udoji Commission in 1972 was that it harmonized the public sector pay by bringing all public sector personnel under one unified salary scheme and it's also ensures teachers enjoyed comparable salary status with other key public sector worker. The commission succeeded in re-grading the existing category of teaching into nine levels, but fails to harmonize the salaries and other conditions of service of teachers in line with major public service professions. The demand by the national union of teachers for a just and more equitable job evaluation, remuneration and grading of teachers was

not therefore sufficiently reflected in the commission's recommendations for substantial increase in their pay.

2.2.3 Teacher Job Satisfaction.

Job satisfaction is an important factor affecting job performance in any given instance. The more the individual's needs are satisfied, the more their performance is enhanced and vice-versa. And Teachers will compare their output with what they obtain from the job. Teachers will strive to restore through various efforts including restricting output, to adjust their output or decide to leave the organization entirely.

Generally, the researchers exploring teacher motivational issues show that teachers are poorly motivated and are not satisfied with their living and working conditions. Key reasons for this are low wages when compared with other professionals, low status in the society and like of career development opportunities, high teacher pupil ratio, poor work environment, inadequate fringe benefits as well as irregular payment of teacher's salaries. According to the Hertzberg (1970), those conditions are responsible for low teacher morale and the difficulty in attracting and retaining quality personnel into teaching profession.

These problems have not always been the case because prior to independence, teaching was considered by almost all sectors of the society as highly respected. Teachers played leadership role in the local communities and acted as role models. However, after independence, when the demand for educated labor grew rapidly, many teachers left the teaching profession to take up job elsewhere. According to Obanya (1999), this marked the beginning of the motivation crisis in Nigeria, as the public began to look down on those who remained in the classroom as second-string public servant. What makes a job

satisfying does not depend on the nature of the job, but expectations that individuals have of what their job should provide (Gruenberg, 1976). For instance, individuals who have expectations that their job should give those opportunities, a failure of job to meet the expectation will lead to the dissatisfaction compared to the situation where such expectation are attained. Also employees want to be recognized as persons of worth and dignity, who are treated as individuals of importance in democratic society. They want a voice in policy-making that affect their welfare such as participating in the development of the schedules, in-service programs and the like, employees want to feel that they have access to administrators. Teachers who come to the principal must be assured of courteous and sympathetic hearing and explanation of why some issues are to be taken. This tends to imply as an open- door policy listening to teachers' grievances and is also important in its effect on morale. Both satisfied and dissatisfied teachers have complaints that must be heard sympathetically.

I.e. boost to teacher morale.

A research conducted by Gruenberg (1992), job satisfaction is related to seniority, age, sex, education, occupation, and income among others. Such studies stemmed much from the interest in job satisfaction and its presumed relationship to job achievement. It is clear that when a person's perception of his outcome level should be and what they are, are in agreement then the people will be satisfied. Dissatisfaction result when the reverse is the case.

Hertzberg (1970) asserted two motivators; (satisfiers) and hygiene factors (maintenance). According to him, the element of job satisfaction for personal management are achievement, responsibilities, recognition, promotion, etc. The hygiene factors are the

elements whose absence or inadequacy in personnel management produces job dissatisfaction. These are pay, physical relationship and type of supervision, organizational policies, and individual work conditions and fringe benefit. Herzberg (1970) noted that individuals differ in the relative importance they attach to motivator or hygiene factors. While some are concerned with achievement, recognition etc. Other are interested in pay, personal relationship etc. Against this background. The use of money as motivating factor must not be brushed in Nigerian situation, unless an individual is able to solve his immediate financial problems, promotion has been established as one of the determinants of job satisfaction. Paul and Myers (2001) define promotion as the job advancement of an employee to a job that is better in terms of greater responsibilities, more prestige or greater status, skills and specially increased rate of salary. From this definition it can be inferred that promotion plays two roles i.e. intrinsic satisfactions which are recognition and status while extrinsic satisfactions which are those material reward that should accompany promotion.

Dissatisfied workers usually carry serious symptoms and often express power personal relationship focusing on personality of workers. Campbell (2000) maintained that the satisfied worker is in, general, more flexible, better adjust person. From this; it appears that those who are dissatisfied with their jobs are emotionally maladjusted. Another determinant of job satisfaction is security. Campbell (2000) opined that the more secured a worker might feel in a given job, the higher the satisfaction.

Morales refer to the zeal or willingness with which an individual performs his work. Morale may either be high or low: a teacher may like his work and may believe that he is working with a fine group of people or he may distrust the administration, be dissatisfied

with amount of money he is receiving and resent his fellow workers. Gruenberg (1997) observed that it is possible to determine the quality of morale by careful observation of peoples act. Morale affects the amount of work a person does. Low morale cuts down production while high morale increases it. If morale is low, teachers will not live up to their potential ability and the school will operate at far less than its maximum efficiency. High morale is built by making sure that the job provides satisfaction an individual worker desires. Security and comfortable living, pleasant working conditions, sense of belonging, sense of achievement and growth, recognition of contribution, participating in policy making and opportunity to maintain self-respect are some of the necessary ingredients that can make a teacher to be satisfied.

2.2.3 Teachers Self-esteem.

Baumeister,(1993) conceptualized self-esteem as one of the important parts of the self-concept. Indeed, for a period of time, so much attention was given to self-esteem that was seemed to be synonymous with self-concept in literature on the self (Rosenberg 1995).

The term teacher's self-esteem is used to describe teacher's overall sense of self-worth or personal value. Teacher's self-esteem is often seen as a personality traits, which means that it tends to be stable and enduring. Teacher's self-esteem can involve a variety of belief about self, such as appraisal of one's own appearance, belief, emotion and behaviors. According to Braden (1969), self-esteem is an essential human need that is vital for survival and normal, healthy development. Coppersmiths (1987), defines teachers self-esteem as personal judgment of worthiness that is expressed in the attitudes we hold our selves. It is a form of confidence in our ability to think, to cope with the basic challenges of life and confidence in our right to be successful and happy (Braden, 2001).

Teacher's self-esteem most generally refers to teacher's overall positive evaluation of the self. (Gacas.2004). It is composed of two main dimensions, competence and worth. The competence dimension (efficacy-based self-esteem) refers to the degree to which people see themselves as capable and efficacious. The worth dimension (worth-based self-esteem) refers to the degree to which individuals believe they are persons' of value.

Teacher's self -esteem basically depends on the Teacher's confidence and satisfaction about his skills and abilities and it is usually achieved through experience of personal success. Teacher's self-esteem facilitates the teachers to cope up with difficult challenges when it arises and give faith to overcome it. Also Francis and Joiner (2006), opine that teacher's low self-esteem is the result of having poor self-image caused by unhealthy attitude. However, teachers with high self-esteem have confidence and ability to tackle problematic situations in their lives. They will be always happy and sure about themselves. An individual develops his or her self-esteem from his family because his family members play a very vital role in the personality formation of an individual. High parental self-esteem influences the personality of the individual. The school environment also plays an important role in the development of self-esteem among individuals, (Francis and Joiner, 2006).Self-esteem is strongly associated with happiness, confidence, and a moderate relationship with academic performance. They also found, that individuals with high self-esteem are likely to do better on the jobs and with particular tasks (work performance) than those with low self-esteem (Baumeister *et al.*, 2003, Campbell and Fehr, 1990; Bruckner, 1983). Alexander (2001), the founder of the Self Esteem Network in Britain, viewed self-esteem as a syndrome, and as a set of indicators for well-being. The core of self-esteem is an "unconditional appreciation of oneself" meaning an appreciation of both

an individual's positive and negative potential in their fullest sense. Alexander (2006 pg. 36) also distinguished between 'trait' self-esteem which reflects confidence or ability in a particular area, such as work or sport, and 'global' self-esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess.

Most psychologists, believed that self-esteem is the picture we hold of ourselves in our own mind and the values we place on ourselves. Therefore, self-esteem is the opinion of an individual about himself/herself as a person. It also depends on other areas particularly job, the purpose of life, potential success, strength and weakness, social status, and how he relates with others. Self-esteem helps the teachers to stand tall, speak clearly, and with confidence, shake hands firmly, look people in the eye and smile frequently. Self-esteem also shapes teachers' choice of mates, choice of career, choice of friends and choice of leisure activities. Self-esteem is related to teacher's self-worth and own values. Building self-esteem is a step toward teacher's confidence, respect and relationships with others; it also improves teacher's achievement and happiness (Marmot, 2003).

2.2.4 Forms of Teachers' Self-esteem.

Ganster, M.C. Cuddy, & Frocking (1977) conducted a study in order to explore the effect of inter-personality on person's self-esteem: the respondents completed Coppersmith (1967) self-esteem scale. The result shows that self-esteem increased for the 15-item feedback when the respondent was given 80% as compared to 33% similarity feedback. Self-esteem can either be low or high. It is in the light of this that O'Brien and Epstein, (1974) conducted a study of changes in self-esteem in everyday life. The subject kept record of the event that must increase and decrease in their self-esteem over period of 6

weeks. Specifically designed main form was used for rating feeling states and situational variables. This study was undertaken to obtain information on the antecedent and correlation of changes in self-esteem. It was hypothesized that decreases in self-esteem, which in another word is termed as low self-esteem have widespread effect, including;

- An increase in anxiety in physical tension.
- An increase in emotion such as fear, anger and sadness
- An increase in feeling, dissatisfaction and conflict.
- An increase in constriction of personality as indicated by increase feeling of restraint, withdrawal, inhibition and reduced reactive onto the environment.

However, it was also hypothesized that increase in self-esteem or what can be seen as high self-esteem has the following opposite effect.

1. A decreasing in feeling of anxiety and tension.
2. An increase in positive emotions including feeling of security, affection and happiness.
3. An increase in feeling or inner harmony and integration.
4. An increase in openness to experience and in expensiveness, as indicated by increased feeling of alertness, energy availability and spontaneity.

Coppersmith, (1978) describe Teachers with high self-esteem as having a great deal of confidence in their own abilities and judgments. They participate actively in their work, they have little difficulties forming association, interaction and friendship; they express themselves freely even at the risk of negative criticism. They are able to take leadership and present new positions without worrying about approval. They can devote more time and energies to external issues and other people. Consequently, the above attributes will be of help to teachers/students with a very high self-esteem.

The Teachers with low self-esteem present a different picture. They have little confidence in themselves, they are wary (very careful) of expressing their own ideas for fear of being criticized. In group they are usually quiet, unlikely to participate for fear of attracting attention. And thus the possibility sequence of negative opinion, and consequently has little time for those other people. Thus, he does not interact very freely and has a hard time of friendship.

Self-esteem encompasses both self-confidence and acceptance. It is the way teachers perceive themselves and their self-value. Self-esteem is the way individuals think and feel about themselves and how well they do things that are important to them. Teacher's self-esteem is shaped by what they think and feel about themselves. Their self-esteem is the highest when they see themselves approximately their "ideal" self, the teacher they would like to be. Teachers who have high self-esteem have an easier time handling student's conflicts, resisting negative pressures, and friendly. They laugh, smile more and have a difficult time dealing with low self-esteem. They have a difficult time dealing with their students' problems, are overly self-critical, and become passive, withdrawn, and depressed, they may hesitate to try new things, speaks negative about themselves, easily frustrated and often see temporary problems as permanent ones. They are pessimistic about themselves and their lives. Teachers with good self-esteem tend to be happy in general. Therefore, they live a more enjoyable life and are more successful at what they do. On the other hand, teachers with low self-esteem tend to live a life filled with depression, anxiety, stress, and many more problems that can affect both their mental and physical well-being. Also, low self-esteem brings depression, unhappiness, insecurity and poor confidence (Mykel, 1995). There are certain variables that are associated with self-

esteem. These include anger, anxiety, depression, behavior mood, coping, delirium, dementia, functional ability, self-determination, hope, memory function, morale, neuropsychiatric, satisfaction, stress, etc. these variables, vary from individual to another depending on the level of individual esteem. (Ulrich, 2008).

2.2.5 Sources of Self-esteem.

O' Brien and Epstein, (1984) identify four major sources of self-esteem, namely: success-failure, acceptance-rejection, power powerlessness, moral self-acceptance verses, -guilty. In a study, Coppersmith, (1967), on adolescent girl and boys found that success-failure, acceptance-rejection were two most prevalent sources affecting both boys and girls in the subject of 19 female and 10 male undergraduate. The result shows a high significant differences in frequency of occurrence of source of self-esteem.

From the above literature cited so far, it can be asserted that self-esteem has a great influence on academic achievement. Victims with the high self-esteem will definitely face little problem in adjusting in the society, which will in turn enable them make a meaningful contribution towards the development of the society. While those with low self-esteem, will face the problem of maladjustment, feeling of insecurity among others, which will consequently render him/her not relevant and useful to themselves and community.

In related development, Thomas, (2006) the founder of parents effectiveness training (P. E. T) said while the primary source of self-esteem can only be internal, there is little question, whether they are friends, colleagues, belief or social Morales that have significant impact on your level of self-esteem. In brief internal sources are factors that reside within the individual whether they are ideas, beliefs practices or behaviors.

External source of self-esteem are factors present in the environment conducive to a healthy sense of self-esteem. In other words external self-esteem are factors transmitted verbally, beliefs and ideas passed on by the parents, teachers and significant others.

2.2.6 Academic performance.

According to oxford dictionary academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic performance is one of the most vital considerations among students in educational level. The academic performance can be illustrated by teacher-made test. Despite living in the millennium era when education is accessible to all, there are still some differences in performance among the students. Several studies identified internal and external factors associated with academic performance. Academic performance means earning an average scores by a particular students. Academic performance is all about what a student can do when he finishes his/her of study.

Free encyclopedia defines Academic performance as a learning outcome of education to the extent that student, teacher or institution has achieved their educational goal commonly measured by examination or continues assessment. Academic performance is measured by the final grade earned in the course or subject.

2.3 Theoretical Frameworks.

A number of theories were postulated to account to teacher's job satisfaction and self-esteem. This study therefore, is centered on the theories much of which can be directly applied to study. Some of these theories that are well-known include the following.

2.3.1 Theories of job satisfaction.

Dispositional Theory: Timothy, (1988) is the proponent of this theory, the theory suggests that people have innate disposition that cause them to have tendencies toward a certain level of job satisfaction regardless of one's job. This approach became a notable explanation of job satisfaction in light of the evidence that job satisfaction tends to be stable over time and across career and job.

A significant model that narrowed the scope of the dispositional theory was the core-self-evaluation mode, proposed by Timothy (1988). He argued that there are four core-self-evaluations that determine one's disposition toward job satisfaction: self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher level of self-esteem, (the value of one place on him) lead to the higher work satisfaction. Having an external locus of control (believe in one's own competence), leads to higher job satisfaction. Finally, lower levels of neurotic (abnormally sensitive and obsessive) lead to higher job satisfaction.

Hierarchy of Needs Theory. Maslow (1943) is often credited with the general job satisfaction model as a result of his hierarchy of needs theory. He concluded that individuals must satisfy five basic needs: psychological needs, safety needs, love and belongingness needs self-esteem and self-actualization. As a result of Maslow's research, organizations realized that not only did they have to meet lower levels needs of their employees i.e. psychological and safety needs, they also must seek to meet the higher levels needs specifically self-esteem and self-actualization.

Two Factor Theory or Motivation Hygiene Theory: Herzberg (1954) is credit with this theory. He based his theory on Maslow's Hierarchy of Needs theory and deduced that

there was a difference between job satisfaction and dissatisfaction with regards to the Maslow's lower needs, individuals meet these needs to "differ satisfaction" (Dewis, 2004, p.473). Actual satisfaction is only rewarded when the higher needs, identified by Maslow's (1943) are met. An employee is satisfied when environment and organizational elements of hygiene include working conditions, salary, personal policies etc. while motivation is obtained when an individual has interest in the job, is given responsibility, is awarded for well-done job and there is personal potential for advancement. In addition, Herzberg (1954) identified a relationship between employee morale and age, tenure, salary and job level. However, Hullin and Smith (1965) identified a more linear relationship between the variables. They also concluded that gender did play a role in satisfaction.

Job Descriptive Index (JDI): The job descriptive index was a product of research at Cornell University in which five facets of job satisfaction were measured: work pay, supervision, co-workers and promotion opportunities (Smith, Kendall and Hullin, 1969). In terms of measuring facets of job satisfaction, this is considered to be one of the most widely used and most preferred by researchers because it asks respondents to describe their jobs as opposed to direct asking about satisfaction levels (Dewis 2004, p. 464-479). Stated that indirectly asking about job satisfaction contributes to the validity of the JDI.

Range of Effect Theory: the range of effect theory was postulated by Edwin (1976) is arguably the most famous job satisfaction theory model. The main premise of this theory is that satisfaction is determined by discrepancy between what one has in a job, his satisfaction is more greatly impacted positively (when expectations are met), compared to one who does not have the facet. For instance, if employee A values autonomy in work

place and employee B is different about, then the employee A will be more satisfied in a position with a little or no autonomy compared to employee B.

2.3.2 Theories of self-esteem.

Self-determination Theory is an organismistic psychology' Ryan, (1995), one of a family of holistic psychological theorist including Jean Piaget and Carl Rogers, and thus assumes that people are active organisms with inherent and deeply evolves tendencies towards psychological development. This active human nature is clearly evident in the phenomenon of intrinsic motivation-the natural tendency manifest from birth to seek out challenges, novelty and opportunities to learn. It is also evident in the phenomenon of internalization, or the life span propensity of individuals to take on and attempt to integrate the social practices and values that surround them.

Although the growth tendencies underlying intrinsic motivation and internalization are evolved and therefore “natural”, this does not imply that they operate robustly under all conditions. Instead these inherent tendencies require specific supports and nutriments from one's social environment. These nutriments are conceptualized within SDT as basic psychological needs, which are defined as those supports and satisfaction that are essential and necessary for psychological growth, integrity, and wellness. Within the SDT there are three basic psychological needs, namely; those for autonomy, relatedness and competence. When these three needs are supported and satisfied within a social context, people experience more validity, self-motivation, and well-being. Conversely, thwarting or frustration of these basic needs diminish self- motivation and greater ill-being; in fact, thwarting as.

Ryan, (2004) argues, is when the three needs are inter woven into self-regulation, self-esteem is not a salient priority. Only when these needs are not being met is the pursuit of self-worth posited to be a salient goal. Thus, Self-determination theory (SDT) interested in self-esteem and is not centered on why human have self-esteem or what the motivation underlying self-esteem reflect beyond its value as an indicator of well-being. SDT focuses on the process of contracting the self-influence.

The basic assumptions of SDT is there are three basic and universal psychological needs, namely those for autonomy, competence and relatedness, the fulfillment of which is considered necessary and essential to vital, healthy stage of human functioning regardless of culture or stage of development. Despite the number of theories that were postulated self-determination theory was found to be relevant to the present work as it was able to explore three universal basic psychological needs, whose satisfaction is associated with more positive forms of motivation and personal well-being. Positive self-esteem (high self-esteem) is found to be significantly relevant to academic achievement as against low or negative self-esteem. Competence which one of the variables in this theory often provides feeling effective in interacting with one environment. Competence is a byproduct of high self-esteem the satisfaction of which provides academic productivity.

Ryan (2004)

The theory was also found to be relevant going by the second postulation of autonomy as feeling that one's behavior is freely chosen. This may be reflected in overprotected and over dependent parenting style. Student with over dependent home background often display high self-esteem in academic environment. The last concept is relatedness which refers to the desire to be connected to others is found to be relevant to

this study, because academic environment is free zone interaction where people mingle with other and influence the behaviors of one another. Students always want to feel connected to the people around them by maintaining good social relationships which also has impact on the academic achievement. Our self-esteem shapes our choices of carrier, choice of friends, and choice of leisure activity.

Self- determination theory (STD) is a macro- theory of human motivation, personality development, and well- being. The theory focuses especially on volition or self-determined behavior and the social and cultural conditions that promote it. STD also postulates a set of basic and universal psychological needs, namely those for autonomy, competence and relatedness, the fulfillment of which is considered necessary and essential to vital, healthy human functioning regardless of culture or stage of development.

Ryan, (2006) postulatedthat humans have three innate psychological needs- competence, autonomy and relatedness. Competence refers to feeling effective in interacting with one environment. Autonomy refers to feeling one's behavior is freely chosen. The last concept is relatedness which refers to the desire to be connected to others. SDT argues that conditions that conditions that are supportive of these three needs will foster behavior that is self-determined, or motivated by personal choice rather external control.

Abraham Maslow's Theory of Needs: The need for self-esteem plays an important role in psychology. Abraham Maslow's hierarchy of needs, depict self-esteem as one of the basic human motivation. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled

in order for an individual to grow as a person and achieve self-actualization. The American psychologist, Abraham Maslow in his hierarchy of human needs described the need for esteem, which is divided into two aspects, the esteem for respect from other and the need for self-respect or inner self-esteem. Respect from others entails recognition, acceptance, status and appreciation, and was believed to be more fragile and easily lost than the inner self-esteem. Self-respect on the other hand evolves from self-love, self-confidence, skills, aptitudes etc. According to Maslow (1987) the fulfillment of the self-esteem is that individual will be driven to seek it and unless it is achieved the individual would be unable to grow and obtain self-actualization. Satisfaction of self-esteem needs to generate feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. Frustration of these negative self-perceptions give rise to basic discouragements, a sense of futility and hopelessness in dealing with life's demand and low evaluation of self-vis-a-vis others. This condition is most likely able to lead to poor performance due to lack of drive as learners tend to fear their abilities. It has been established from the numerous literature that high self-esteem correlates highly with self-reported happiness which may arise from feeling of competence, confidence, goal directedness and efficacy which may lead to scoring well in exams and achieving high academic performance.

2.4 Review of Empirical Studies.

2.4.1 Influence of Teacher's Job Satisfaction

According to the research conducted by Asghar (2006) "job satisfaction of secondary school teachers", the purpose of this study is to explore job satisfaction of

secondary school teachers in Punjab, Pakistan. The researcher uses ex-post facto research design, the population was about 400 secondary school teachers in Punjab, Pakistan. The sample of 200 secondary school teachers was taken randomly from district Sahiwal, Punjab, Pakistan for this research study. The response rate was 100%. In order to collect required data for the study, the Minnesota Satisfaction Questionnaire (MSQ) was used as a tool. The SPSS-15 (evaluation version) was used to analyze the obtained data. Mean score of twenty dimensions were calculated and t-test was applied for the sake of comparison of job satisfaction of male-female and urban-rural teachers.

The findings of research shows that secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female secondary school teachers whether there is no significant difference found between the job satisfaction of urban and rural teachers.

However, despite the above problem the study made some recommendations. thus, it is important to provide tickle the problems in making policies, lack of creativity among teachers, recognizing their effort, as well as proving good condition of service, in order to give job satisfaction to teachers.

According to research conducted by Mahdi (2009) provides empirical evidence on the differences in job satisfaction among secondary schools teachers in Saba in

Pakistan, with respect to gender, service category, job title, tenure and place of origin. It also attempts to identify how the work dimension factors affect the job the satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teacher' characteristics. A survey was conducted with the participation of 200 teachers out of secondary school teachers in Tawau region secondary school in Saba. The teacher job satisfaction is determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered in six comprising pay, working condition, co-workers, promotion, work itself and supervision. The instruments for data analysis are t-test and f-test (ANOVA).

This study reveals that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is significant relationship between job satisfaction and gender, whereby the male teachers were generally satisfied than the female teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the other teachers were more satisfied than the younger counterparts. However, there is no significant relationship between places of origin of teachers with job satisfaction. Based on the vicariate correlation tests, six work dimensions of teaching job are significantly related to teacher's job satisfaction. In addition, there were significant relationship between the six dimensions by gender and service category of teachers. Only co-workers dimension is not significantly different among teacher's career stage and their tenure of service. There was no significant difference between all work dimensions and teacher's place of origin.

According to research conducted by Chamundeswari (2013) in the study, job satisfaction and performance of secondary school teachers. Indicated that since a Teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the field of education. Thus, the researcher felt the need to investigate the job satisfaction and the performance of teachers in different categories of schools following different. And Minnesota job satisfaction questionnaire is used. The instruments were given to experts for their judgment of relevance and irrelevance. The content validity for both the instruments there was established. For the effective performance appraisal (Maddux, 2004) and manual for Minnesota satisfaction questionnaire (Weiss and other, 1964), from the total population. Samples of 196 teachers from board schools, 198 from matriculation board schools and 194 from central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board school. Analysis of variance is used. This may be attributed to the fact that central board schools teachers enjoy better infrastructure facilities and congenial working environment than the matriculation and state board teachers. However, despite the above problem, the study made some recommendations on how to improve the teacher job satisfaction. It is for the school authorities, policy makers and society at large to ensure factors contributed to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum.

In a research conducted by Christopher (2014) titled factors influencing secondary school Teacher's job satisfaction level in Lang'ata Nairobi Kenya, the researcher

used descriptive statistics to collect data in a selected secondary schools in Lang'ata district. Descriptive survey design was used to gather the factual information from the target population without creating contradiction. The populations are all secondary schools in Lang'ata, while samples are 30 teachers from public secondary schools and 50 from private schools and 8 principals in both public and private schools. The researcher posed a question to the teachers by using questionnaires and interviews, to find out their responses on the satisfactory level based on the salary. This was important because the researcher wanted to establish if salary could be set some satisfactory level or dissatisfaction to the participants.

The study posed a question to a participants regarding the transfer of teachers by managers. In this study therefore, the findings indicated 9.9% strongly agreeing, 25.9% agreed, 40% disagreed were 22% are undecided on whether transfers by the head teachers had an influence on the satisfaction levels of the teachers. This was done in relation to Jackson and katam (n.d) who indicated that transfer of teachers brought dissatisfaction to the profession and in most cases disrupt learning. This could mean the transfer of teachers but towards attainment of the teacher's professional development and growth. Closely linked to, this is the good achievement of the communication network between staff members and the administration. Data on this saw majority (62.9%) agreeing that good communication network aids in job satisfaction, a sizable member (32%) disagree while the least (4.9% were undecided. A follow question was therefore posed by the researcher to the participants to find out of the levels of job satisfaction in schools in the area of the study.

According to the research conducted by Sa'idu (2014) investigated the relationship between job satisfaction and job performance among senior secondary school teachers in Kano state. An ex-post- facto research design was employed for the study. Population of the study comprised all secondary schools; through cluster sampling techniques 368 samples were randomly selected. Job satisfaction and job performance questionnaires were adopted and administered for the data collection. Data collected were analyzed statistically using Pearson moment correlation, T-test for independent samples and chi-square with the aid of SPSS version 15 computer software. Seven hypotheses were tested.

The findings of the research revealed that job satisfaction positively correlated with job performance. While no significant difference was found between level of satisfaction and job performance, years of working experience and job performance. The research recommendation, among others, include the employers of teachers should give adequate attention to teacher's job satisfaction and motivation for an improved teachers performance.

2.4.2 Influence of Teacher's Self-esteem

According to the research conducted by Wilma, (2005) in a study titled the relationship between Teachers self-esteem and academic achievement of students. A survey research design is been used and the total population of 900 students. The sample was selected by taking the top 10% of students. A Teacher made test was used to measure students' literacy and numeracy aptitude. The selection procedure resulted in a sample of 71 students, 30 of whom were male and 41 of whom were

female. The self-esteem measure yielded a mean of .745 for the gifted group and of .781 for the non-gifted group, which was not statistically significant. This supported the pattern of no visible differences between gifted and non-gifted.

This finding contrasts with the research that demonstrates a significant relationship between the variables for gifted students. However, despite the above problem, the study made the recommendations: all stake holders should encourage teachers with different level of self-esteem to perform excellent in discharging their duties.

Another research conducted by Patrick & et'al (2003) in a study titled the relationship between self-esteem and academic achievement in high ability teachers which involved the total population of 600 students. The sample was selected by taking the top 10% of students. A teacher made test was used to measure students' literacy and numeracy aptitude. The selection procedure resulted in a sample of 61 students, 30 of whom were male and 31 of whom were female. The self-esteem measure yielded a mean of 7.45 for the gifted group and of 8.1 for the non-gifted group, which was not statistically significant. This supported the pattern of no visible differences between gifted and non-gifted. This finding contrasts with the research that demonstrates a significant relationship between the variables for gifted students.

Research conducted by Saif (2015) in his work titled the factors affecting teacher's self-esteem in the high educational institutions in Pakistan. Lack of investment in human resources, in the developing countries is the core issues hit the socio-economic status sectors to an extent. . Consequently, there is death of competent and high profile human

capital in the education sector. The empowerment is like a tonic which empowers the employee's psychologically, socially and financially. It promotes a kind of contentment, job satisfaction and self-esteem among them. It result in personal growth, elated feelings, confidence and self- control lead to a soft relationship between employer and the employee. Moreover, it makes the employees utilized their knowledge and skills, professional autonomy, potential and capabilities thus enabling them to with stand their decisions, assume risk and takeappropriate actions. The empowerment not only benefits the institution but it is also followed by high self-esteem on the part of the employees. It yield not only high output rather there will be a significant improvement in the academic standard as well.

2.5 Summary and Uniqueness of the Study.

This chapter reviews various scholars on concepts, theories and empirical studies of different scholars on job satisfaction and self-esteem, the researcher provides the details description of job satisfaction and self-esteem based on the scholar's perception of the terms; review indicated that different theories that were postulated by different psychologist and other social scientist regarding to the job satisfaction and self-esteem in order to reduce the problem of low job satisfaction or self-esteem. The researcher review the several researches conducted by different scholars related to the problem under study. Scholars have a lot of study in the area of teacher job satisfaction and self-esteem and how it affect the performance of the students. In thisstudy reviewed salaries, promotion, recognition, compensation policies, work condition or environment etc. can satisfy teachers. The work also determines other factors of job satisfaction like promotion, wages, worker personality, security. .Christopher (2014) manifest that there is low morale in

teaching profession and under performance could be evident. While in the area of self-esteem, there are three basic psychological needs responsible for teacher's self-esteem these are autonomy, competence and relatedness.

This research work is unique in the sense that most of the researches carried out their researches in this area previously failed to single out the influence of teacher's job satisfaction and self-esteem on the mathematics performance of the lower pupils in Dawakin Kudu Educational Zone, Kano State. The study is especially unique in such a way that the researcher was used different instrument for data analysis, different population, different sampling technique, different data procedure and procedure for data analysis among others.

CHAPTER THREE: METHODOLOGY

3.1 Introduction.

This chapter discusses the methodology adopted by the researcher for carrying out the research. It dwells on the research design, population of the study, sample size, sampling techniques, data collection instrument, validation of the datacollection instrument, reliability of the instrument and procedures for data collection and analysis.

3.2 Research Design

The researcher adopted Survey research design. Survey research, it is the type of descriptive research in which few individuals or information about target population. It is the type of design which individuals items from entire population is studied by collecting and analyzing data obtained from the sample. By its nature the (research) is a survey because the method involve in gathering data from the target population, it is believed that, among other methods of descriptive research, survey method is the best, aimed at collecting sample from the population.

3.3 Population and Sample.

3.3.1 Population of the Study

The population of this study comprises of all Mathematic teachers of conventional primary schools and their pupils in Warawa and Kumbotso local governments. There are one hundred and nine (109) conventional primary schools, fifty five (55) from Kumbotso local governments and fifty four (54) from Warawa local government. The population of Mathematic teachers in Warawa, and Kumbotso local governments in Kano state with a total number of four and twenty two (420) including male and female. The population of the pupils in Warawa and Kumbotso is two hundred and fifty two thousand two hundred and sixty nine pupils (252,269) as indicated in

the table 3.3.2.1 they came from different schools. This population spreads across the one hundred primary schools of the zone, consist the members of the population of males and females.

3.3.2 Sample Size for Mathematic Teachers and pupils estimates in Kumbotso and

Warawa, Dawakin Kudu Educational Zone.

Using the research advisor (2006) table, a sample of one hundred and ninety six (196) primary school Mathematic teachers from Warawa and Kumbotso local governments. Seventy six (76) mathematics teachers from Warawa local government and one hundred and twenty (120) mathematics teachers also selected from Kumbotso local government. Each teacher filled the two Questionnaires on teachers 'job satisfaction and teachers' self-esteem. The sample teachers were one hundred and ninety six mathematic teachers drawn from Kumbotso and Warawa local governments. On the other hand the samples of the pupils are three hundred and eighty four (384). Sixty four (64) pupils were selected from Warawa local government and (320) Three hundred and twenty pupils were selected from Kumbotso local Government to write a test on Mathematic. The pupils were selected from different primary schools in Warawa and Kumbotso local Governments.

3.3.2.1 *Table of Mathematic teachers population*

S/N	Local Government	Male Mathematic Teachers	Female Mathematic	Total
1	Warawa	105	61	166
2	Kumbotso	154	200	354
3	Total	259	261	420

3.3.2.2 *Estimatessamples for Primary school) Mathematic teachers*

	<i>Local Govt.</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1	Warawa	50	26	76
2	Kumbotso	58	62	120
	Total=	108	92	196

3.3.3 **Sampling Technique**

The sampling technique adopted is cluster sampling technique, the choice is informed by the fact that the number of primary school Mathematics teachers and their pupils in Warawa and Kumbotso local governments are too large. According to Bichi (2004), in this approach the target population is divided into clusters, then further sampling takes place within clusters until the required number of samples is reached. There are three local government areas in Dawakin Kudu educational zone. The researcher used two local governments to select the samples for primary six (6) Mathematics teachers. The local governments are Warawa and Kumbotso. In Warawa local

government 76 primary school mathematics were selected as samples, while in Kumbotso one hundred and twenty (120) Mathematic teachers were selected. In drawing the samples of the pupils, the researcher took sixty four (64) pupils from Warawa, and three hundred and twenty (320) from Kumbotso. These two local education authorities put together, saved as samples.

3.4 Data Collection Instruments.

The researcher adopted the Minnesota job satisfaction questionnaire scale and teachers' self-esteem Questionnaire, another instrument adopted from Kano state educational resources department (K.E.R.D) on Mathematic for the pupils. According to Haruna (2010), a questionnaire is a list of questions relating to aims of the study and research questions, and or hypotheses to verify the assertions which the respondent is required to respond by indicating his view. Set of questions were adopted from various studies. The questionnaires and test are designed with close-ended format in order to allow for easy tabulation. There are two sets of questionnaires and test on Mathematic for pupils.

3.4.1 Job satisfaction questionnaire

The researcher adopted the Minnesota questionnaire scale from Sa'idu (2014) supported by two factor theory or motivational hygiene theory, with co-efficient $r = 0.75$ on job satisfaction of the respondents. The questionnaire consist of two sections (i.e. section A and B); section A includes teacher personal data and teaching subject, which helped the researcher to draw conclusion on status of the teachers that aggravates the problem of job satisfaction. Section B, comprises of 20 item scale that was inform of five point likert scale; 1= very dissatisfied 2 = dissatisfied 3 = neither satisfied nor satisfied 4 = satisfied 5= very satisfied. So the highest marks a respondent can score is 100 that if very satisfied and the least score is twenty items (20) that is to say all

those who scored 61 – 100 high job satisfaction. While from 15 – 60 were on the category of low job satisfaction.

3.4.2 Self-esteem questionnaire

The researcher adopted the questionnaire from the work of Murtala (2015) supported by Ryan (2006) Self-determination theory on self-esteem with co-efficient $r = 0.74$ in order to measure the level of teachers 'self-esteem. The instrument comprises of ten items (10) and each items carries mark. The instrument consist of four likert scale (strongly agree is 4 marks, Agree 3 marks, Disagree is 2 and strongly disagree 1 mark), is 40 if a respondent ticked all strongly agreed options. This shows that the respondent has the highest self-esteem. While those who ticked all strongly disagree will score 10 marks. A respondent that fell "between" 10 – 25, have low self-esteem. While a respondent that scores between 26 and 40 has the highest self-esteem.

2.4.3 2016 Mathematics transitional examination

The researcher adopted the past Transitional examination questions on Mathematic (2015) from Kano educational resource department (K.E.R.D.) with co-efficient $r = 0.72$. The instrument comprises of ten items, and presented it to the experts in the faculty of education Bayero University, Kano. Expert in educational psychology reviewed in line with the research work. The supervisor recommended the items in the test thereby making the instrument valid enough.

3.4.4 Scoring procedure for job satisfaction questionnaire

The scoring procedure for job satisfaction (JSQS) is that each item is rated on five point scale with very high score as 5,4,3, high and 2 and 1 is low score. The sum total of 100 should be the highest obtainable scores out of which any respondent with 61 and above is considered to have experienced high job satisfaction level, while any respondent fall "between" 15 to 60 considered to experienced low job satisfaction level.

3.4.5 Scoring procedure for self-esteem questionnaire

The procedure self-esteem scale (R.S.E.Q) is that items are scored in the direction of self-esteem i.e. high/positive and low/negative. Meaning that those items structured on positive direction indicating high level of self-esteem such items are very high scored as 1,3,4,7,8 and 10 by rating strongly Agree 4, Agree 3, Disagree 2, strongly Disagree 1. The reverse scores is the case as those items structured on negative direction indicating low level of self-esteem such items 1, 4, 7, 8 i.e. Category strongly Agree 1, Agree 2, Disagree 3 and strongly Disagree 4. Total of 40 marks is the highest obtainable scores. The respondent with 26 to above scores considered to have high self-esteem. While respondent scored 10 to 25 considered to have low self-esteem.

3.4.6. Scoring procedure of test for the pupils

As for the academic performance of the pupil, a test on Mathematic used. There are 25 questions and each question carry 4 marks. The highest marks is 100, while 40 marks is a pass mark. Scores for pupils in the samples were collected and tabulated on mathematic to allow for proper analysis. Pupils performance were compiled on the relevant instrument for brevity, ease of understanding and comparison.

3.4.7 Transitional Examination on Mathematic (TEM) 2015/2016 SESSION

The pupils' average scores in Mathematic performance were used in transitional examination 2015/2016 session. Scores of pupils was compiled on the relevant instrument for brevity, ease of understanding and comparison

3.5. Validation of measuring instruments

Validity is usually defined by such question as does the text measure what is supposed to measure. Thus validity refers to the degree to which a text measure what it to purport to measure

and consequently permit appropriate scores, (Gay et. al 2009) for the purpose of this study, a validation study was conducted to determine the psychometric properties for the three instruments of the study. In order to ascertain the validity of the instrument, face validity was used. Kumar (2011) suggests that the judgment that an instrument is measuring what is supposed to is primarily based upon the logical link between the questions and objectives of the study. Establishment of this link of this link is called face validity. It is equally important that the items and questions cover the full range of the issue or attitude being measured.

3.5.1 Validity of job satisfaction scale (MJSS)

The initial validation was determined by using face validity; this instrument was validated by the research supervisor (expert in psychology, test and measurement for validations who made critical suggestions and refined the instruments) from Bayero University, Kano. They refine the instruments for effective data collection of the study. In establishing construct validity, convergent validity was used. Convergent validity refers to the degree to which two measure of a construct that theoretically should be related are in fact related. It is estimated using correlation coefficient. In this case instrument is correlated with another test designed to measure the same concept theoretically. Therefore, best job satisfaction questionnaire (**BJSQ**) was correlated with Minnesota job satisfaction scale (**MJSS**) to establish convergent validity; it was concurrently administered on randomly selected 40 Mathematic teachers with coefficient $r = 0.73$.

Table 3.3.2.3 construct validation of Minnesota job satisfaction scale (MJSS)

Pearson moment	Minnesota job		
	Satisfaction scale	p	N
Correlation			

P. Robbins (BJSQ) 0.710.0040

The above table 3.3.2.3 show that the $r = 0.71$, a significant positive correlation between p. Robbins best job satisfaction questionnaire (BJSQ) and Minnesota job satisfaction scale (MJSS) was established. This shows a strong evidence of the construct validity of the group Minnesota job satisfaction scale at 0.76 correlation coefficient meant to measure the level of job satisfaction among Mathematic teachers.

3.5.2 Validity of Rosenberg self-esteem scale (RSES)

The initial validation was determined by using face validity; this instrument was validated by the research supervisor (expert in psychology, test and measurement for validations who made critical suggestions and refined the instruments) from Bayero University, Kano. They refine the instruments for effective data collection of the study. In establishing construct validity, convergent validity was used. Convergent validity refers to the degree to which two measure of a construct that theoretically should be related are in fact related. It is estimated using correlation coefficient. In this case instrument is correlated with another test designed to measure the same concept theoretically. Therefore, self-esteem stability scale (SESS) was correlated with

Rosenberg self-esteem scale (**RSES**) to establish convergent validity; it was concurrently administered on randomly selected 40 Mathematic teachers with coefficient $r = 0.75$

Table 3.3.2.3 Construct validation of Rosenberg scale (RSES)

Pearson correlation	Rosenberg self-esteem scale	P	N
(SESS)	0.74	0.00	40

The above table 3.3.2.3 show that the $r = 0.78$, a significant positive correlation between self-esteem stability scale (**SESS**) and Rosenberg self-esteem scale (**RSES**) was established. This shows a strong evidence of the construct validity of the Rosenberg self-esteem scale at 0.74 correlation coefficient meant to measure the level of self-esteem among Mathematic teachers.

3.6 Reliability of the instruments

The reliability of these measuring instruments was determine by using test retest technique and cronbach alpha. The measuring instruments were administered to the pilot samples of 40 mathematic teachers from Kumbotso and Warawa local governments, there after the scores were obtained.

3.6.1 Reliability of Minnesota job satisfaction scale (MJSS)

The researcher established the reliability of the instrument for the Minnesota job satisfaction scale through test retest method. Using pilot test method administer to sample of 40 Mathematic teachers from various selected schools with the same items different occasioni.e.The scores obtained were coded and recorded on SPSS package.

Table 3.3.2.4 table of Pearson’s’ correlation between test and retest of MJSS

Pearson's correlation	N	R	Sig
Test	40	0.76	0.000
Re-test	40		

To determine the reliability of the instrument, the test-retest reliability method was carried out with the instrument at a time lag of two weeks using 40 Mathematic teachers of the study to enable the researcher generate the data for computing the measure of stability reliability. Correlation analysis was calculated using the Pearson product moment correlation coefficient. The computed reliability index was 0.76. Therefore, the instrument was reliable. According to Eze (2005), the instrument is reliable when the reliability index is above .538.

3.6.2 Reliability of Rosenberg self-esteem scale (RSES)

The researcher established the reliability of the instrument for the Self-esteem scale through test retest method. Using pilot test method administer to sample of 40 Mathematic teachers from various selected schools with the same items different occasion i.e. The scores obtained were coded and recorded on SPSS package.

Table 3.3.2.4 table of Pearson's' correlation between test and retest of RSES

Pearson's correlation	N	R	Sig
Test	40	0.78	0.000
Re-test	40		

To determine the reliability of the instrument, the test-retest reliability method was carried out with the instrument at a time lag of two weeks using 40 Mathematic teachers of the study to enable the researcher generate the data for computing the measure of stability reliability.

Correlation analysis was calculated using the Pearson product moment correlation coefficient. The computed reliability index was 0.78. Therefore, the instrument was reliable. According to Eze (2005), the instrument is reliable when the reliability index is above .538.

3.7 Procedure for Data Collection

The successful conduct of any research work depends upon the researcher effort in getting the vital information or data. An introductory letter was collected from the department of education, Bayero University Kano (BUK). Which was given to the respective local education authorities in Dawakin kudu educational zone, Kano state. The researcher explain the variables in the instruments to Mathematic teachers. Questionnaires were administered by the researcher with the help of research assistants. The researcher assured the respondents that, whenever responses they kept secret or confidential. A total of one hundred and ninety six (196) questionnaires distributed to Mathematic teachers in Warawa and Kumbotso local governments. Adequate time was given to the respondents to fill the questionnaires and collect it.

Challenges: some of the teachers are afraid to fill the questionnaires more especially job satisfaction questionnaire, with the intervention of the head teachers later they cooperate.

3.7 Data Analysis Procedure

Both descriptive and inferential statistics were employed in the data analysis for this study. At descriptive statistic level, mean and standard deviation methods were used to summarize data concerning the three variables of interest of the study i.e. job satisfaction, self-esteem and academic performance. While at statistic level independent t-test for two group were used to test the four (4) hypotheses that sought to determine the differences between two groups. All hypotheses were tested at 0.05 level of significance via statistical package for social science (SPSS).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents and discusses the results obtained from the data collected. The results relate to the primary six (6) Mathematics teachers and their pupils responses to the statement contained in the instruments used to them. The presentation of the results is according the two research questions and four hypotheses stated in chapter one. The two research questions have been answered and four research hypotheses have been tested. In testing each of the hypotheses, the level of significance is 0.05

4.2 Data Summary

The data used for this research include the row scores of Mathematics teachers including primary Mathematic teachers' job satisfaction, teachers' self- esteem and responses of their pupils. One hundred and ninety six (196) questionnaires were set and distributed for teachers. One hundred and ninety six (196) were returned. Three hundred and eighty four(384) primary six pupils were tested in Mathematics.

Table 4.2.1: Mean and Standard Deviation of Low job satisfaction and High Job satisfaction among Mathematics Teachers in Dawakin Kudu Educational Zone.

4.2.1.1 Levels of Job Satisfaction among Primary School Mathematics Teachers.

Statistics		Descriptive			
N	High	low	Mean	Sd	
Job Satisfaction.	196	78	22	50.9068	8.57556
Valid N (list wise)					.

Table 4.2.1.2 Mean and Standard Deviation of Teachers job Satisfaction.

Variable	N	Mean	Sd
Job Satisfaction.	196	50.9068	8.57556

Descriptive statistics in Table 4.2.1. Indicated that out of 196 primaryschool Mathematics teachers 78% have high job satisfaction as against the 22% who have low job satisfaction.

Table 4.2.1.3 Mean and Standard Deviation Low Self-esteem and high self-esteem among mathematics Teachers in Dawakin Kudu Educational Zone.

Levels of self-esteem among primary school mathematics Teachers

N	Descriptive statistics			Mean	Sd
	Low	High			
Self-esteem.	196	29.00	71.00	50.5508	8.49847
Valid N (list wise).	Total194				.

Table 4.2.1.4 Mean and Standard Deviation of Teachers self-esteem

Variable	N	Mean	Sd
Self-esteem	196	50.9068	8.49847

Table 4.2.1.5: Mean and Standard Deviation of teachers have high and low self-esteem.

Descriptive statistics in Table 4.2.2.1. Indicated that out of the 196 primary school Mathematics Teachers 71% have high self-esteem against the 29% who have low self-esteem.

Table 4.2.3.1 mean and standard deviation of the pupils whose Teachers have high job satisfaction and those whose teachers have low job satisfaction.

Teachers' job satisfaction	N	Mean	Sd
pupils whose Teachers have high job satisfaction	275	40.15	16.61
pupils whose Teachers have low job satisfaction	109	27.93	7.26
Total	384	68.2	23.9

Table 4.2.3.2 Mean and standard deviation of pupils whose Teachers have high and those whose teachers have low self-esteem.

Teachers' self-esteem	N	Mean	Sd
pupils whose Teachers have high self-esteem	275	27.83	8.25
pupils whose Teachers have low self-esteem	109	29.34	12.33
Total	384	56.57	20.58

Table 4.2.4.1: Mean and standard deviation of Teachers on gender differences in job satisfaction

Teachers' job satisfaction

Gender	N	Mean	Sd
Male Mathematics Teachers	82	33.41	9.66
Female Mathematics Teachers	114	41.82	11.24
Total	196	75.23	20.9

Table 4.2.4.2 Mean and standard deviation of teachers on gender difference in self-esteem.

Teacher’s self-esteem

Gender	N	Mean	Sd
Male Mathematics Teachers	82	27.71	3.55
Female Mathematics Teachers	114	29.61	4.25
Total	196	52.32	7.80

Descriptive statistics in table 4.2.4.1 indicated the higher mean scores for pupils whose their teachers have higher job satisfaction 40.1546,as against 27.9302 of whose teachers have low job satisfaction and a difference of 13.614. As for table 4.2.3, the mean scores of pupils whose their teachers have low self-esteem and high self-esteem was not the same. The mean scores of pupils whosetheir teacher have low self –esteem with 29.3488 and as against 27.8357 of pupils whose their teachers have high self -esteem a difference of 1.5131.The table 4.3 indicated higher mean scores in job satisfaction for female teachers with 41.8188 as against 33.4107 for male teachers a difference of 8.4081. The table 4.4 mean scores indicated higher mean scores in self-esteem for female teachers with 31.0268 as against 25.7174 for the male teachers they differ in the level of self-esteem a difference of 6.7094.

4.3 Hypotheses Testing

The data generated was subjected to statistical analysis. All the four hypotheses were tested using t-test of twogroups' samples. The results generated were presented in the tabular form with their corresponding hypotheses.

4.3.1 Hypothesis 1

There is no significant difference in the Mathematic performance of the pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin Kudu Educational Zone, Kano State.

In order to find out whether there is a significant difference in Mathematic performance of their pupils t-test of two group sample was employed. This was done through using the average of the total scores of all pupils per class taught and the result is presented in the table below.

Table 4.3.1: Difference in Mathematic performance of pupil's whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin Kudu Educational Zone, Kano State.

Teachers' _job_satisfaction	N	Mean	Sd	SE	Df	t	P
pupils whose Teachers have high job satisfaction	275	40.1546	16.61	1.16	382	7.6	0.00
pupils whose teachers have low job satisfaction	109	27.93	7.26	1.11			

The above tablePresents independent t-test for the differences in Mathematic performance between pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction. The results shows that there is a significant difference foundfor (t (384)= 7.6, P=0.00, indicating that mathematic performance vary between

pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction ($M=40.1546$ and 27.9302 ; $SD=16.70$ and 7.25). Therefore, the hypothesis which stated that there is no significant difference in mathematic performance of the pupils whose teachers have high job satisfaction and their counterparts whose teachers have low job satisfaction is therefore rejected. This concluded that there is significance difference in Mathematics performance between pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin Kudu Educational Zone.

4.3.2 Hypothesis 2

There is no significant difference in the Mathematic performance of the pupils whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone, Kano State.

In order to find out whether there is significant difference in Mathematic performance of the pupils t-test of two group sample was employed. This was done through using the average of the total scores of all pupils per class taught and the result is presented in the table below.

Table 4.3.2: Difference in Mathematic performance of pupils whose teachers have high self-esteem and those whose their teachers have low self-esteem in Dawakin Kudu Educational Zone, Kano State.

Teachers' self-esteem	N	Mean	Sd	SE	Df	t	P
Pupils whose Teachers have high self-esteem	275	27.8357	8.24869	.57332	382	0.77	0.44
Pupils whose Teachers have low self-esteem	109	29.3488	12.33440	1.88098			

The above table Presents independent t-test for the difference in Mathematic performance between pupils whose teachers have high self-esteem and those whose teachers have low self-esteem. The results show that there is no significant difference found for($t(384) = -0.77$, $P=0.44$), indicating that there is no differences between pupils whose teachers have high self-esteem and those whose teachers have low self-esteem ($M=27.8357$ and 29.3488 ; $SD= 8.24$ and 12.33). Therefore, the hypothesis which states that there is no significant difference in Mathematic performance of the pupils whose teachers have high self-esteem and those whose teachers have low self-esteem is therefore accepted. There is no significance difference in mathematic performance between pupils whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone.

4.3.3 Hypothesis 3

There is no significant Gender difference in job satisfaction among primary school Mathematics teachers in Dawakin Kudu Educational Zone, Kano State.

In order to find out whether there is significant Gender difference in job satisfaction among primary school Mathematics teachers, t-test of two group sample was employed. This was done by dividing the teachers into two groups' i.e. male teachers and female teachers and the result is presented in the table below.

Table 4.3.3: Gender difference in job satisfaction among primary school Mathematic Teachers in Dawakin Kudu Educational Zone, Kano State.

Gender	N	Mean	SD	SE	DF	t	P
Job satisfaction							
Male Teachers	82	55.97	9.66	1.37145	194	-3.3550	0.01
Female Teachers	114	61.12	11.24	1.40273			

The above table presents independent t-test for gender differences in job satisfaction between male and female Mathematics teachers. The results show that there is significant difference for $(t(196) = -3.3350, P=0.01)$, indicating that there is difference in job satisfaction between male and female Mathematic teachers. ($M=27.71$ and 29.61 ; $SD= 9.66$ and 11.24). Therefore, the hypothesis which state that there is no significant gender difference in job satisfaction among primary school Mathematics teachers is therefore rejected. This concluded that there is significant gender difference in job satisfaction among primary school mathematics teachers in Dawakin Kudu Educational Zone

4.3.4 Hypothesis 4

There is no significant Gender difference in self-esteem among primary school Mathematic teachers in Dawakin Kudu Education Zone, Kano State.

In order to find out whether there is significant Gender difference in self-esteem among primary school Mathematic teachers, t-test of two groups sample was employed. This was done by dividing the teachers in to two group male teachers and female teachers and the result is presented in the table below.

Table 4.3.4: Gender difference in self-esteem among primary school Mathematic teachers in Dawakin Kudu Educational Zone, Kano State.

Gender	N	Mean	SD	SE	Df	t	P
Self-esteem							
Male Teachers	82	27.71	3.55	-3.945	194	-	0.01
Female Teachers						3.29	
						5	
	114	29.61	4.25				

The above table presents independent t-test for gender difference in self-esteem between male and female Mathematic teachers. The results show that there is a significant difference for (t (196)=-3.295, P=0.01, indicating that there is a difference in self-esteem between male and female Mathematic teachers. (M=27.71 and 29.61; SD= 3.55 and 4.25). Therefore, the hypothesis which states that there is no significant Gender differences in self-esteem among primary school Mathematic teachers is therefore rejected. This concluded that there is a significant gender difference in self-esteem among primary school Mathematics teachers in Dawakin Kudu Educational Zone.

4.4 Summary of findings

The main findings of the study are summarized as follows:

1. There is significant difference in the levels of job satisfaction among primary SchoolMathematic teachers in Warawa and Kumbotso local governments Dawakin Kudu Educational Zone, Kano state.
2. There is significant difference in the levels of self-esteem among primary school Mathematic teachers in Warawa and Kumbotso local governments Dawakin Kudu Educational Zone, Kano state
3. There is significant difference in the Mathematic performance of primary school pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Warawa and Kumbotso local governmentsDawakin Kudu Educational Zone, Kano State.
4. There is no significant difference Mathematic performance of primary school pupils whose Teachers have high self- esteem and those whose Teachers have low self-esteem in Warawa and Kumbotso local governments, Dawakin Kudu Educational Kano State.
5. There is significant Gender difference in job satisfaction among primary school Mathematic teachers in Warawa and Kumbotso local governments Dawakin Kudu EducationalZone, Kano State.
6. There is significant Gender difference in self-esteem amongprimary school Mathematic teachers in Warawa and Kumbotso local governments Dawakin Kudu Educational Zone,Kano State.

4.5 Discussion

Every teacher experiences the job satisfaction and self-esteem problems irrespective of age, experience, social status, gender, cultural and teachers' background. . Personality traits are often thought to affect the job satisfaction and self-esteem level that a person perceives. Different teachers find quite different. Therefore, job satisfaction and self-esteem are byproducts of individual difference and greatly vary from one person to another. Thus, the present study provides additional evidence of differences in the levels of teachers; job satisfaction and self-esteem as well as the difference in Mathematic performance among pupils in Dawakin Kudu Educational Zone, Kano State.

Even though, teachers' job satisfaction and self-esteem has a positive or negative effect on Mathematic performance of the pupils, the result of present study provides additional support for the often-observed influence of the teacher's job satisfaction and self-esteem on the Mathematic performance of pupils in Warawa and Kumbotso local governments Dawakin Kudu Educational Zone, Kano State. Two research questions answered and four hypotheses were tested. In this study. Besides t-test of two group samples was used as statistical tool to interpret the generated data.

The first hypothesis was rejected. It was discovered that there is significant difference between the Mathematic performance of the primary school pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin Kudu Education Zone, Kano State. This finding supported the work of Sa'idu, (2014) who reported that teacher's job satisfaction positively correlate with job performance which affects the students/pupils performance in general. Also the work of Mahdi (2009) indicated that job

satisfaction determined is by two separate measures namely; overall and facet specific overall job satisfaction. The work dimension factors were clustered in six comprising pay, working condition, co-workers, promotions, work itself and supervision

The second hypothesis was accepted. It was discovered that, there is no significant difference in the Mathematic performance of the primary school pupils whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone, Kano State. This finding contradicted the work of Saif (2015) who stated that empowerment is like a tonic which empowers the employee's psychologically, socially and financially. It promotes a kind of commitments, job satisfaction among them. It results to personal growth, related, feelings, confidence and self-control which lead to a soft relationship between employee and employers. It makes the employer to utilize their knowledge and skills, professional autonomy, potential and capabilities thus enable them to withstand their decisions, assume risk and take appropriate actions.

The third hypothesis was rejected. It was discovered that there is significant gender difference in job satisfaction among the primary school Mathematics teachers in Dawakin Kudu Educational Zone. This finding supported the work of Agfar(2006) who reported that there is gender difference in teachers' job satisfaction between male and female teachers. The findings show that the secondary school teachers were slightly satisfied with eight basic dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. The work emphasized that there was a significant difference in job satisfaction between male and female secondary school teachers. Another finding of Agharuwhe (2014) supported that the female teachers were slightly more satisfied than the male teachers; the higher the educational

attainment of teachers the lower the teacher's career satisfaction; and that the most experienced teachers were less satisfied. Sources of dissatisfaction ; salary structure, low public image and lack of esteem of teachers, due to the fact that highly qualified and experienced teachers are not being rewarded adequately some factors are predictable but others less so have to do with societal value of teachers in Nigeria.

The fourth hypothesis was rejected. It was discovered that there is significant gender difference in self-esteem among primary school Mathematics teachers in Dawakin Kudu Education Zone, Kano State. This finding supported the work of Saif (2015) who stated that empowerment is like tonic which empowers the employee's psychologically, socially and financially. It promotes a kind of commitments, self-esteem among them. It results a personal growth, elated, feelings, confidence and self-control which lead to a soft relationship between employee and employer. It makes the employer to utilize their knowledge and skills, professional autonomy, potential and capabilities thus enable them to with stand their decisions, assume risk and take appropriate action, and lead them to high academic standard. Concord with the findings of Rosenberg & Owen, (2001) they postulated that people differ in their self-esteem domain and individuals with high self-esteem focus on growth and improvement, whereas people with low self-esteem focus on not making mistakes in life

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations, as they are related to the study. The chapter is divided into the following sections: summary of the study, conclusion and recommendations. The recommendation drawn from the studies which affect policy the making and implementation by all stakeholders such as community, parents, curriculum planners, school administrators, other recommendations were made for further research.

5.2 Summary of the Study

The essence of educational psychology as a discipline is to apply the knowledge of the findings into teaching and learning. However, class room remains the focal point where teaching and learning take place involving mostly a teacher and learner. Teachers are occasionally placed under conditions favorable or unfavorable to them. In discharging their assignment or duties they need to attain levels of job satisfaction and self-esteem. Teachers' motivation is determined by pecuniary and pecuniary factors such as pay, promotion, condition of the service, education and training etc. Low level of job satisfaction lead teachers not to attain the higher order, emotional and social in- balance most found in professional self-esteem, and this directly have impact on the mathematic performance of the pupils.

Sa'idu, (2014) reported that teacher's job satisfaction positively correlated with job performance which affect the students/pupils performance in general. Saif, (2015). Stated that the empowerment is like tonic which empowers the employee's psychologically, socially and

financially. It promotes a kind of commitments, self-esteem among them. It result a personal growth, elated, feelings, confidence and self-control which lead to a soft relationship between employee and employer. It makes the employer to utilize their knowledge and skills, professional autonomy, potential and capabilities thus enable them to with stand their decisions, assume risk and taking appropriate actions. The present study examined the influence of teacher job satisfaction and self-esteem on the Mathematic performance of lower basic pupils in Dawakin Kudu Educational Zone, Kano State.

Six research objectives, six research questions and four researchhypotheses were tested to guide the study, the aim of the study is to determine whether teacher's job satisfaction and teacher's self-esteem has any influence on primary pupil's Mathematic performance as well as gender differenceamong the teachersin Dawakin Kudu Educational Zone. The fifth and sixth objective, research question and research hypothesis is to determine whether there is gender difference in job satisfaction and self-esteem among primary school mathematic teachers in Dawakin Kudu Educational Zone, Kano State.

The study employed Survey research design in line with its relevance to the research problem. Six research questions and four hypotheses were drafted. One hundred and ninety six Mathematics teachers formed the samples, and Three hundred and eighty four pupils formed the sample of pupils, the present study selected teachers and their pupils from Warawa and Kumbotso local governments of Kano State. For the teachers one hundred and ninety six Mathematics teachers randomly selected. In Warawa local government seventy six (76) Mathematics teachers selected. While in Kumbotso local government one hundred and twenty (120) Mathematics teachers selected as samples. For the pupils sixty four pupils in Warawa local government were tested in mathematics, three hundred and twenty (320) pupils were tested in

Kumbotso local government. The teachers and Pupils were selected using cluster sampling techniques based on the procedure of research advisor revised edition (2006) table for determining sample size. Minnesota Job satisfaction questionnaire adapted, Self-esteem Questioner from the work of Murtala (2015) and past transitional examination (2016) were also adopted.

Hypotheses one, two three and four were tested using t-test of two group sample.

Hypothesis one which suggest that there is significant difference in the Mathematic performance of primary schools pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin Kudu Educational Zone, Kano State.

Hypothesis two which suggest non-significant difference in the Mathematic performance of primary schools pupils whose Teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone, Kano State

Hypothesis three which suggested existence significant gender difference in job satisfaction among primary school Mathematics teachers in Dawakin Kudu Educational Zone, Kano State.

Hypothesis four suggested the existence gender difference in self-esteem among primary school teachers in Dawakin Kudu Educational Zone, Kano State

5.3 Conclusions

The study found out that, there is difference in the levels of teachers' job satisfaction and self-esteem, and there is difference in Mathematic performance of primary school pupils whose teachers have high job satisfaction and those whose teachers have low job satisfaction in Dawakin kudu educational Zone Kano State. The findings also discovered that there is

nodifference in Mathematic performance of primary school pupil's whose teachers have high self-esteem and those whose teachers have low self-esteem in Dawakin Kudu Educational Zone, Kano State. Also there is existencegender differenceamong the primary school Mathematics teachers in Dawakin Kudu Educational Zone, Kano State.By implication, this therefore, there is strong positive relationship between teacher's job satisfaction and Mathematic performance of the pupils. Also there is no relationship between teachers' self-esteem and Mathematic performance of the pupils. The finding also reveals that there is gender difference between males and females in job satisfaction and self-esteem levels.

5.4 Recommendations

The analysis and interpretations of the data collected from the study led to several suggestions and number of recommendations. Universities and colleges of education are training ground for teachers and prospective teachers, the curriculum for teaching psychology of education as a compulsory course include; motivation and self-esteem theories. Faculties, schools and department therefore should endeavor to teach anything concerning theories of motivation and self-esteem its form and level, the proponents, the theories, the assumption, application and empirical studies as regards to the theories and their principles and practice as it affect academic performance of the pupils Consequently the researcher makes the following recommendations:-

5.4.1 Recommendations

- 1 All stake holders should try their best to support and encourage both teachers with high and low job satisfaction to perform excellent in discharging their duties.
2. All stake holders should try their best to encourage both teachers with high self-esteem and low self-esteem to perform excellent in discharging their duties.

3. All stake holders should consider the Mathematic teachers whose have high job satisfaction, teachers with higher job satisfaction are recognized by giving those rewards and other encouragement.

4. But it is important that the stake-holders to recognize Mathematic teachers with high self-esteem by giving those rewards and other encouragement to feel comfortable with their job or teaching condition.

5 Female Teachers tended to feel more satisfied in their job or teaching career than their male counterparts. Therefore, educational administrators should look in to this with a view to striking a balance.

6 Female Teachers tended to have high self-esteem compared to the male counterparts. Therefore, educational administrators should look in to this with a view to striking a balance. . Perhaps, this aspect is instinctive and dependable; it is attitudinal that is self-determined. Teachers are always encouraged to feel satisfied and contented with existing state of affairs.

5.4.2 Recommendations for Further Studies

1. The researcher suggests that this work should be extended to other educational zones in Kano state. So as to have a comprehensive research reports in teachers' job satisfaction, self-esteem and how its affect the mathematic performance of the pupils at lower basic level.
2. The researcher also suggests that this work should be extended to Mathematics teachers who teach in secondary schools across the education zones in Kano state.

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Baumeister states that "individual with high self-esteem are likely to do better job and particular task" (Baumeister, 2003, p. 36).

Dewis state that "there was a difference between job satisfaction and dissatisfaction with regards to Maslow lower needs, individuals mate these needs to differ satisfaction" (Dewis, 2004, p. 273).

Dewis state that "in terms of measuring facet of job satisfaction, this is considered to be one of the most widely and most prepared researchers because it respondents to describe their jobs opposed direct asking about satisfaction level". (Dewis, 2004, p. 464-479).

APPENDIX TWO

Bayero University, Kano

Faculty of Education

Department of Education

Dear Respondents I am conducting a research on “the influence of teachers’ job satisfaction and self-esteem on Mathematic performance of the lower basic pupils in Dawakin Kudu Zone in Kano state” in partial fulfillment for the award of master of educational psychology.

The research is purely academic, and your response will receive adequate confidentiality. It is believed that, honest response will be of help in generating the necessary data needed for the research. You are kindly requested to go through the questionnaire carefully and fill where requested as it applies to your own case.

Your cooperation is highly appreciated.

Thanks.

Tijjani Abdullahi

PART A: TEACHER’S PERSONAL DATA.

1. Name of school
2. Gender : male { } Female { }
3. Subject Taught 4. Class taught
5. Working experience: { } 5 years or less { } 6-14 years { } s15 years and above.
- 6 Highest Qualification...
 - a. NCE/OND
 - b. Degree/HND
 - C. Others (specify)

MINNESOTA SATISFACTION QUESTIONNAIRE – Short-term scale

1 = very dissatisfied 2 = dissatisfied 3 = neither satisfied nor satisfied 4 = satisfied 5 = very satisfied

Instruction: please show the level of your satisfaction on the present job by circling the options that best describe your opinion

On my present job

S/N	Items	VD	DS	N	S	VS
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do difference things from time to time					
4	The chance to be somebody in the community					
5	The way my boss handles his/her workers					
6	The competence of my supervisor					
7	Being able to do things that don't go against my conscience					
8	The way my job provides for steady employment					
9	The chance to do things for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of my abilities					
12	The way company policies are put in to practice					
13	My pay and the amount of work I do					
14	The chances for advancement on this job					
15	The freedom to use my own judgment					
16	The chance to try my own methods of doing the job					
17	The working conditions					
18	The way my co-workers get for doing a job					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					

PART C TEACHER'S SELF-ESTEEM QUESTIONNAIRE.

INSTRUCTION: Circle the appropriate letters for each statement, depending upon how you feel about yourself. **Strongly Agree 4, Agree 3, Disagree 2, and Strongly Disagree.**

S/N	ITEM	4	3	2	1
1	On the whole I am satisfied with me.				
2	At times I think I am not good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other peoples.				
5	I feel do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that iam a person of worth, at least equal to others.				
8	I wish I could have more respect for myself.				
9	All in all, iam inclined to feel iam a failure.				
10	I take a positive attitude toward myself.				

APPENDIX THREE

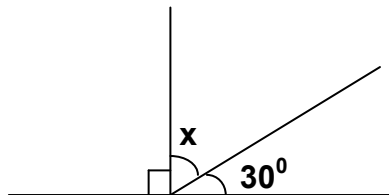
KANO STATE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
KANO EDUCATIONAL RESOURCE DEPARTMENT
EVALUATION WITH ETHICS
TRANSITIONAL EXAMINATION MATHEMATICS PAPER 2015/2016 SESSION



MATHEMATIC

INSTRUCTION: choose the correct answer from the given options A to D

1. Write in figure, ten thousand and eleven.
a. 1011 b. 10011 c. 10110 d. 100011
2. One side of a square is 16cm. what is the perimeter of the square?
a. 64cm b. 36cm c. 72cm d. 256cm
3. Add $182 + 33 + 7 =$
a. 212 b. 202 c. 122 d. 222
4. Find the HCF of 14, 42 and 28
a. 42 b. 14 c. 48 d. 12
5. Divide 0.24 by 0.3
a. 0.6 b. 0.04 c. 0.08 d. 0.8
6. The unit for measuring capacity is: -
a. Meter b. liter c. degree d. gramme
7. Express $\frac{2}{5}$ as a decimal
a. 0.4 b. 0.04 c. 0.25 d. 0.2
8. Find the value of x in the figure below



- a. 30^0 b. 90^0 c. 60 d. 120^0
9. Find the value of :7 364 – 152
a. 212 b. 236 c. 194 d. 301
10. Find the square root of 0.49, leaving your answer in common fraction
a. $\frac{1}{7}$ b. $\frac{2}{7}$ c. $\frac{7}{20}$ d. $\frac{7}{10}$
11. The time is 11:55am. What will the time after 30m minutes?
a. 11:25am b. 12:25am c. 12:25pm d. 11:25pm

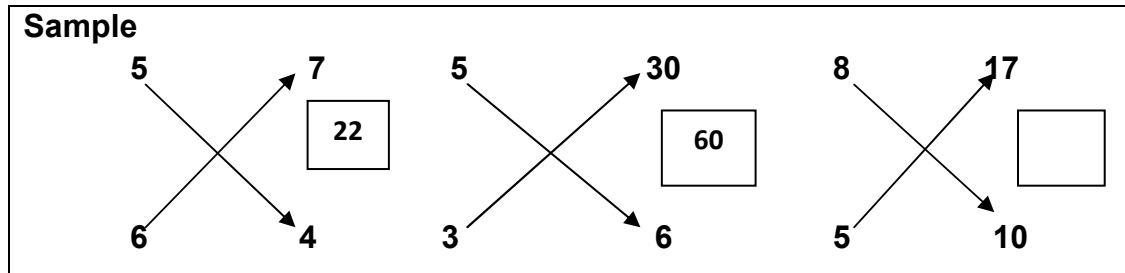
12. What is the simple interest on N200 for 2 years at 5% per annum?

- a. N10 b. N12.50 c. N20 d. N7.50

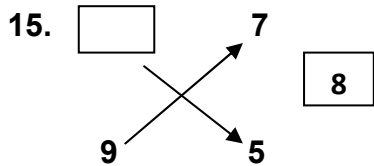
13. If Maggi cube has a base of 10mm. what is its height?

- a. 5mm b. 10mm c. 20mm d. 2mm

14. Use the sample to answer questions 14 and 15



- a. 160 b. 5 c. 85 d. 15



- a. 11 b. 29 c. 83 d. 65

16. Find the LCM of 4, 6 and 8

- a. 20 b. 22 c. 8 d. 24

17. What does the roman number XLIX

- a. 59 b. 69 c. 49 d. 29

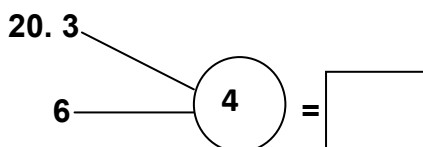
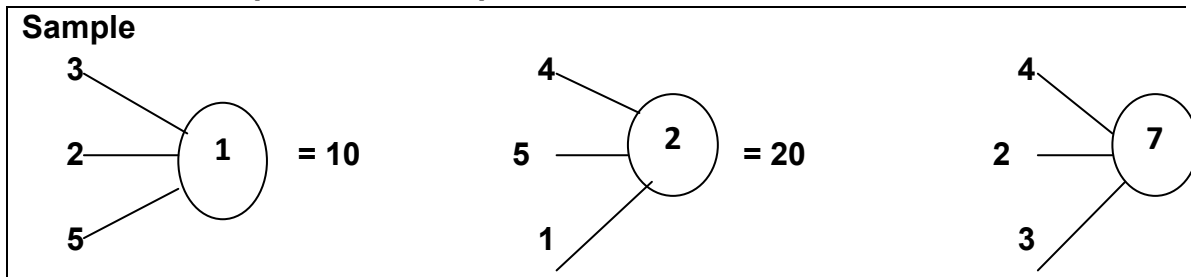
18. How many days are there in 28 weeks?

- a. 192 days b. 196 days c. 195 days d. 280 days

19. Find the value of $9^2 - 3^2$

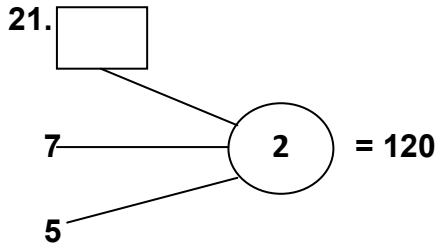
- a. 9 b. 71 c. 81 d. 72

Use the sample to answer question 20, 21 and 22

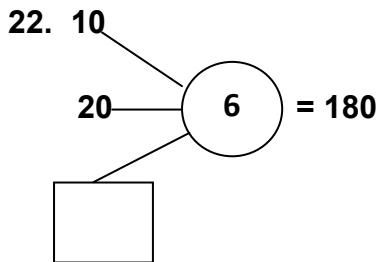




- a. 11 b. 26 c. 36 d. 44



- a. 48 b. 60 c. 72 d. 96



- a. 180 b. 100 c. 0 d. 90

23. Reduce $\frac{25}{125}$ to its lowest term.

- a. $\frac{1}{5}$ b. $\frac{1}{6}$ c. $\frac{1}{4}$ d. $\frac{1}{8}$

24. Change 1225 kobo to Naira and kobo

- a. N12.10 b. N12.05 c. N12.20 d. N12.25

25. Which of the following is 20% of 1 hour?

- a. 12 minutes b. 8 minutes c. 20 minutes d. 5 minutes

APPENDIX FOUR

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376

2,000	322	563	869	1655	498	808	1141	1785
2,500	333	591	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	9211	610	1147	1960	5165
10,000	370	727	1332	9899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1505	8574	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX FIVE

List of scores on teacher job satisfaction and self-esteem of males and females teachers.

1.00 stand for male score, while 2.00 stand for female score.

M J.S S.E

1.00	65.00	31.00
1.00	54.00	25.00
1.00	53.00	29.00
1.00	63.00	28.00
1.00	27.00	16.00
1.00	38.00	35.00
1.00	28.00	25.00
1.00	59.00	29.00
1.00	66.00	35.00
1.00	52.00	31.00
1.00	52.00	25.00
1.00	54.00	29.00
1.00	47.00	34.00
1.00	54.00	24.00
1.00	54.00	28.00
1.00	47.00	32.00
1.00	50.00	24.00
1.00	53.00	26.00
1.00	60.00	30.00
1.00	57.00	32.00
1.00	50.00	24.00
1.00	57.00	36.00
1.00	60.00	27.00
1.00	60.00	26.00
1.00	60.00	38.00
1.00	68.00	37.00
1.00	59.00	26.00
1.00	71.00	28.00
1.00	65.00	28.00
1.00	61.00	29.00
1.00	56.00	29.00
1.00	67.00	24.00
1.00	57.00	29.00

1.00	56.00	29.00
1.00	60.00	28.00
1.00	57.00	26.00
1.00	56.00	29.00
1.00	65.00	33.00
1.00	75.00	28.00
1.00	75.00	29.00
1.00	58.00	35.00
1.00	75.00	27.00
1.00	59.00	27.00
1.00	62.00	25.00
1.00	26.00	29.00
1.00	69.00	32.00
1.00	69.00	31.00
1.00	60.00	24.00
1.00	56.00	27.00
1.00	50.00	26.00
1.00	57.00	23.00
1.00	59.00	26.00
1.00	58.00	27.00
1.00	36.00	26.00
1.00	68.00	27.00
1.00	60.00	26.00
1.00	53.00	27.00
1.00	57.00	23.00
1.00	67.00	25.00
1.00	61.00	25.00
1.00	58.00	26.00
1.00	53.00	27.00
1.00	56.00	26.00
1.00	58.00	28.00
1.00	37.00	27.00
1.00	50.00	26.00
1.00	49.00	30.00
1.00	52.00	24.00
1.00	58.00	25.00
1.00	56.00	26.00
1.00	50.00	28.00
1.00	48.00	27.00
1.00	52.00	28.00
1.00	67.00	25.00
1.00	53.00	21.00

1.00	58.00	28.00
1.00	53.00	27.00
1.00	56.00	29.00
1.00	58.00	26.00
1.00	37.00	27.00
1.00	50.00	26.00
1.00	53.00	26.00
F.	F.J.S	F.S.E
2.00	74.00	33.00
2.00	69.00	31.00
2.00	75.00	33.00
2.00	75.00	34.00
2.00	68.00	28.00
2.00	75.00	31.00
2.00	67.00	29.00
2.00	66.00	28.00
2.00	67.00	31.00
2.00	67.00	24.00
2.00	61.00	28.00
2.00	63.00	31.00
2.00	61.00	34.00
2.00	60.00	28.00
2.00	59.00	36.00
2.00	63.00	28.00
2.00	61.00	36.00
2.00	75.00	27.00
2.00	74.00	28.00
2.00	60.00	40.00
2.00	69.00	34.00
2.00	65.00	26.00
2.00	67.00	27.00
2.00	25.00	27.00
2.00	66.00	18.00
2.00	69.00	23.00
2.00	73.00	20.00
2.00	73.00	27.00
2.00	63.00	21.00
2.00	62.00	22.00
2.00	63.00	21.00
2.00	68.00	28.00
2.00	67.00	33.00
2.00	72.00	34.00

2.00	58.00	28.00
2.00	59.00	31.00
2.00	57.00	29.00
2.00	57.00	28.00
2.00	65.00	31.00
2.00	68.00	34.00
2.00	70.00	28.00
2.00	72.00	36.00
2.00	56.00	28.00
2.00	73.00	26.00
2.00	62.00	27.00
2.00	68.00	28.00
2.00	75.00	40.00
2.00	53.00	34.00
2.00	53.00	26.00
2.00	75.00	27.00
2.00	59.00	28.00
2.00	69.00	39.00
2.00	63.00	27.00
2.00	60.00	28.00
2.00	61.00	26.00
2.00	63.00	30.00
2.00	70.00	33.00
2.00	68.00	29.00
2.00	59.00	27.00
2.00	61.00	33.00
2.00	65.00	29.00
2.00	65.00	30.00
2.00	65.00	30.00
2.00	59.00	33.00
2.00	54.00	20.00
2.00	53.00	29.00
2.00	58.00	25.00
2.00	46.00	30.00
2.00	52.00	36.00
2.00	53.00	26.00
2.00	56.00	25.00
2.00	59.00	27.00
2.00	53.00	29.00
2.00	56.00	27.00
2.00	55.00	29.00
2.00	57.00	30.00

2.00	61.00	26.00
2.00	52.00	40.00
2.00	59.00	28.00
2.00	53.00	35.00
2.00	40.00	34.00
2.00	43.00	30.00
2.00	29.00	21.00
2.00	21.00	33.00
2.00	28.00	31.00
2.00	29.00	33.00
2.00	35.00	31.00
2.00	29.00	32.00
2.00	49.00	30.00
2.00	59.00	31.00
2.00	57.00	32.00
2.00	62.00	21.00
2.00	70.00	33.00
2.00	71.00	31.00
2.00	73.00	26.00
2.00	69.00	28.00
2.00	66.00	26.00
2.00	60.00	28.00
2.00	75.00	31.00
2.00	73.00	33.00
2.00	71.00	32.00
2.00	73.00	31.00
2.00	76.00	29.00
2.00	70.00	28.00
2.00	69.00	29.00
2.00	58.00	27.00
2.00	61.00	30.00
2.00	60.00	32.00
2.00	62.00	33.00
2.00	64.00	36.00
2.00	61.00	35.00
2.00	58.00	36.00
2.00	61.00	30.00

APPENDIX SIX

Difference in Mathematic performance of the pupils whose Teachers have high job satisfaction and those whose teachers have low job satisfaction.

Group Statistics

Mathematic Performance		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Mathematic performance of pupils whose teachers have high job satisfaction	275	40.1546	16.69560	1.16042
	Mathematic performance of pupils whose teachers have low job satisfaction	109	27.9302	7.25848	1.10691

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job_Satisfaction	Equal variances assumed	34.578	.000	4.704	382	.000	12.22436	2.59879	7.10584	17.34287
	Equal variances not assumed			7.623	148.483	.000	12.22436	1.60369	9.05535	15.39336

T-TEST

APPENDIX SEVEN

Difference in Mathematic performance of the pupils whose teachers have high self-esteem and those whose teachers have low self-esteem

Group Statistics

Mathematic Performance	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem: Mathematic performance of pupils whose teacher have high self-esteem.	275	27.8357	8.24869	.57332
Mathematic performance of pupils whose teacher have low self-esteem	109	29.3488	12.33440	1.88098

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Self- Esteem Equal variances assumed	10.456	.001	-995	382	.321	-1.51309	1.52022	-40.50727	17.34287
Equal variances not assumed			7.623	148.483	.000	12.22436	1.60369	-5.46259	15.39336

T-Test

T-Test APPENDIX EIGHT

Gender difference in job satisfaction among primary school Mathematic

Teachers

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Male	82	55.97	9.66	1.
	Female	114	27.9302	7.25848	1.10691

Independent Samples Test

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Upper	
Job st	Equal variance s assumed	-3.350	194	.001	-5.14720	1.53637	-2.11706	
	Equal variance s not assumed	-3.434	187.857	.001	-5.14720	1.49896	-2.19023	

T-Test

T-Test

APPENDIX NINE

Gender difference in self-esteem among primary school Mathematic

Teachers

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	Male	82	27.71	3.55	
	Female	114	29.61	4.25	1.10691

Independent Samples Test

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of	
						Lower	Upper
S Equal variance assumed	-3.295	194	.001	-1.89795	.57604	-3.03405	-.76184
Equal variance not assumed	-3.393	189.656	.001	-1.89795	.559415	-3.00141	-.79448

