
SCHOOL LOCATION AS THE DETERMINANT OF JOB SATISFACTION OF MUSIC TEACHERS AND JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN MUSIC IN SOUTH-SOUTH NIGERIA

Stephen A. UDOH, *Ph.D*
Department of Music
University of Uyo
Uyo, Nigeria

ABSTRACT

This study was to examine the influence of school location on job satisfaction of music teachers and junior secondary school students' performance in music in South-South Nigeria. The study adopted a descriptive design method. This study was undertaken in South-South Nigeria. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled "School Location on Job Satisfaction of Music Teachers and Students' Performance in Music Questionnaire (SLJSMTSPMQ)". Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted with administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (SLJSMTSPMQ), was analyzed with inferential statistic. This study concluded that school location on the level of job satisfaction of music teachers in junior secondary schools in South-South Nigeria have not been satisfied enough for high performance. Job satisfaction of music teachers has immense contributions to the level of their students' performance in music. In terms of school's location, the study has proven that students in urban areas had better performances than their rural counterparts. In other words, students in urban school locations have a very great advantage by learning in an urban environment, which apparently enriches their academic performances in music, despite the apparent disadvantage. One of the recommendations made was that schools administrators should encourage students to study music irrespective of their school location since school location does not affect performance when a positive attitude towards the subject is inculcated.

KEYWORDS: School Location, Job Satisfaction, Music Teachers, Junior Secondary School, Students' Performance, Music, South-South and Nigeria

Introduction

A school is one of the social institutions that are responsible for the development and training of the mind and skills of a person. It is also for the preparation of man for the challenges and responsibilities of society at large. According to Schlichting and Brown (2001), music has always been one of man's basic needs to improve his abilities, inspiring him to greater accomplishments both educationally and beyond. As widely noted by Adeyanju, Oshinyadi, Olusegun and Bello (2015), the high-quality of music teaching staff is the cornerstone of a successful educational system. Daily interaction between music teachers and music students is at the centre of the educational process. Attracting and retaining high-quality music teachers is a primary necessity for education in Nigeria. One step in developing a high-quality faculty is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction. The music education profession has worked tirelessly to establish itself as an essential component of all students' education around the world. Music teachers in the classroom, and the quality of their teaching, have made a vital contribution to the success of music education. Such music teachers form a crucial link in bringing talented people into society (Thornton and Bergee, 2008).

Raychaudhuri, Debnath, Sen, and Majumder (2010) report a positive relationship that exists between school location (closer distance to homesteads) and student's academic performance as long as they attend school regularly. Emore (2005) shows that distance to school together with school discipline, family background, and school location causes truancy (attendance irregularity) among school students. Distance, in association with the location of the school, seems to be one of the strongest influences on academic performance among students. Obayan (2003), who confirmed that the school's physical environment exerts a dominant influence on students' academic performance. Frankel and Essien (2008) noted that job satisfaction is important, not only for humanitarian reasons, but also because it has been held that a music teacher who likes his job will work with efficiency and enthusiasm. He further states that the satisfaction an employee derives from employment is largely dependent on the extent to which the job and everything associated with it meet his needs, expectations, and values, which constitute a few of the factors of job satisfaction.

Statement of the Problem

School location and job satisfaction have been identified as some of the factors that can influence students' academic achievement in music. Job satisfaction of music teachers has been a prevalent issue in South-South Nigeria. Job satisfaction of music teachers and student performances in music have been the keys to an efficient and effective attitude. In South-South Nigeria, there is a general dearth of music teachers, which has resulted in the employment of unprofessional teachers to teach music, thereby discouraging students through inefficient and ineffective learning of music. It was observed that when the student is unsuccessful, much blame is usually levelled on the teacher and the school location. Therefore, the study aims to examine the school location on the level of job satisfaction of music teachers and junior secondary school students' performance in music in South-South Nigeria.

Objective of the study

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

Research Question

What is the influence of school location on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria?

Hypothesis

There is no significant influence of school location on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria.

Concept of School Location

School location refers to the particular place in relation to other areas in the physical environment (urban and rural) where the school is located. School location refers to the community in which the school is located, such as a village, hamlet, or rural area. The concept of "school location" reminds us of schools that are located in rural or urban areas. Darling-Hammond (2004) posits that school location, sometimes referred to as the school environment, involves much more than just the school buildings, although they are its central element. For the

purpose of this study, school location includes the centre site, its landscaping, playgrounds, and other land, classrooms, corridors, lighting, sanitary facilities, recreational facilities, furniture, equipment, and musical instruments, as well as other school environment factors required for use in order to motivate and cause satisfaction among teachers and achieve instructional and educational objectives. According to Orji (2013), school location refers to rural and urban schools. Thus, Orji further conceptualised urban schools as those schools in the municipalities or schools found within the towns, and rural schools as those located in the villages or semi-urban areas. Frederick (2011) views school location as one of the major factors that influence students' academic achievement in some subject areas. As such, Frederick added that many parents look at factors such as the location of schools (urban or rural) and the distance to the school before enrolling their wards. Owoye and Yara (2011) noted that many parents prefer their children to attend schools in urban areas because they (parents) believe that students from urban schools perform better than their counterparts from rural schools.

Concept of Job Satisfaction

Job satisfaction refers to the extent to which an employee feels self-motivated, content, and satisfied with his or her job. Job satisfaction is the level of satisfaction employees feel with their job (BasuMallick, 2020). Job satisfaction refers to a positive emotional response you experience when doing your job or when you are present at work. According to Robbins (2006), job satisfaction is an individual's general attitude towards his or her job. A person with a high level of job satisfaction holds a positive attitude towards the job. Job satisfaction is strongly and consistently negatively related to an employee's decision to stay or leave the organization. For three reasons, high job satisfaction is important. Therefore, managers, directors, and heads should be concerned with the level of job satisfaction in their organisation. Lu, Barriball, Zhang, & While (2012) stated that job satisfaction is one of the most researched variables in the area of workplace psychology and has been associated with numerous psychosocial issues ranging from leadership to job design. Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Job satisfaction, or employee satisfaction, is a measure of workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as the nature of work or supervision. According to Hulin and Judge (2003), job satisfaction can be measured in terms of cognitive (evaluative), affective (or emotional), and behavioural components. Kumari (2008) stated that job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institutional, and social aspects.

Concept of Music

Music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and colour (Thesaurus dictionary 2019). Music is the tones or sounds employed, occurring in a single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both. Music, according to Alan (2009), is "the art by which a composer, through a performer as an intermediary, communicates to a listener certain ideas, feelings, or states of mind." It is an art of expression in sound, rhythm, melody, and harmony that is pleasant to the ear. It may take the form of singing with or without an accompaniment in choral music, instrumentation, or a combination of singing and playing instruments. which has become an integral part of human emotions and could be used in advertising, political campaigns, radio/television, jingles, and has a great influence on the lives of people. " Adeogun (2012) states that "music is a product of people and societies. Musical knowledge is a transmittable constellation of enduring socio-musical traits that codify, articulate, and validate the unique practise of human groups. Its organisation depends largely on the use of society-widely recognised theories of tonality and/or modality, thematic structures, rhythmic patterns, tempo, timbres, and the use of language and musical instruments in communicating ideas, thoughts, contents, and meaning to members of society". Odili (2008) viewed music as a central phenomenon that is present in every society and is experienced by every person. It also gives life and identity to human society. It is a cultural expression that is determined, coloured, and moulded by the cultural environment of its people. According to Bakan (2011), music is a humanly organised sound. It is an intentionally organised art form whose medium is sound and silence, with core elements of pitch (melody and harmony), rhythm (meter, tempo, and articulation), dynamics, and the qualities of timbre and texture. Music means different things to different individuals or can be valued based on personal perception or belief. It is also an age-old means of passing a message across to the people in a society.

Concept of Students' Performances

Student performance refers to the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad and Abdullah 2016). They added that these goals

are measured by using continuous assessment or examination results. Student performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardised tests (Ballotpedia 2019). Student performance in a case method course may be assessed along a variety of dimensions, including class participation, individual written work on papers and exams, and group activities such as projects and presentations. Student performance is the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average (Willcox, 2011). Student performance is measured using grade point averages (GPAs), high school graduation rates, annual standardised tests, and college entrance exams. A student's GPA is typically measured on a scale of zero to four, with higher GPAs representing higher grades in the classroom. Yusuf, Onifade, and Bello (2016) opined that student performance is the measurable and observable behaviour of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as a class exercise, a class test, mid-semester, a mock examination, and an end-of-semester examination.

Method

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

Result and Discussion

Research Question

The research question seeks to find out the level of influence of school location on music teachers’ job satisfaction and their students’ performance in music in South-South Nigeria. To answer this research question, descriptive analysis was performed on the data and the summary of the output is as presented in tables 1

and 2 and graphically in figure 1 and 2 respectively.

Table 1: Descriptive analysis of the level of influence of school location on music teachers' job satisfaction in South-South Nigeria

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

Source: Field Survey (2015)

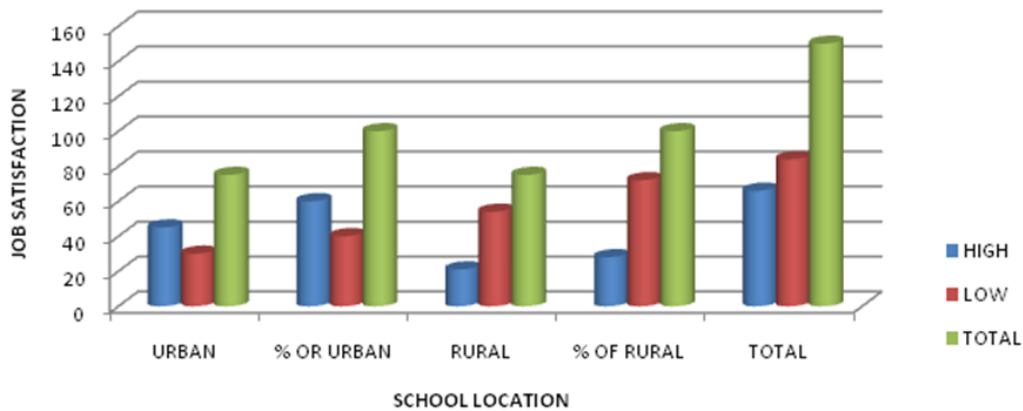


FIG. 1: INFLUENCE OF SCHOOL LOCATION ON MUSIC TEACHERS' JOB SATISFACTION

Source: Field Survey (2015)

Table 2: Descriptive analysis of the level of influence of school location on students' performance in music in South-South Nigeria

School location		Students' Performance			Total
		High	Average	Low	
Urban	Freq	30	45	0	75
	%	40.0	60.0	0.0	100.0

Rural	Freq	7	52	16	75
	%	9.3	69.3	21.3	100.0
TOTAL		37	97	16	150

Source: Field Survey (2015)

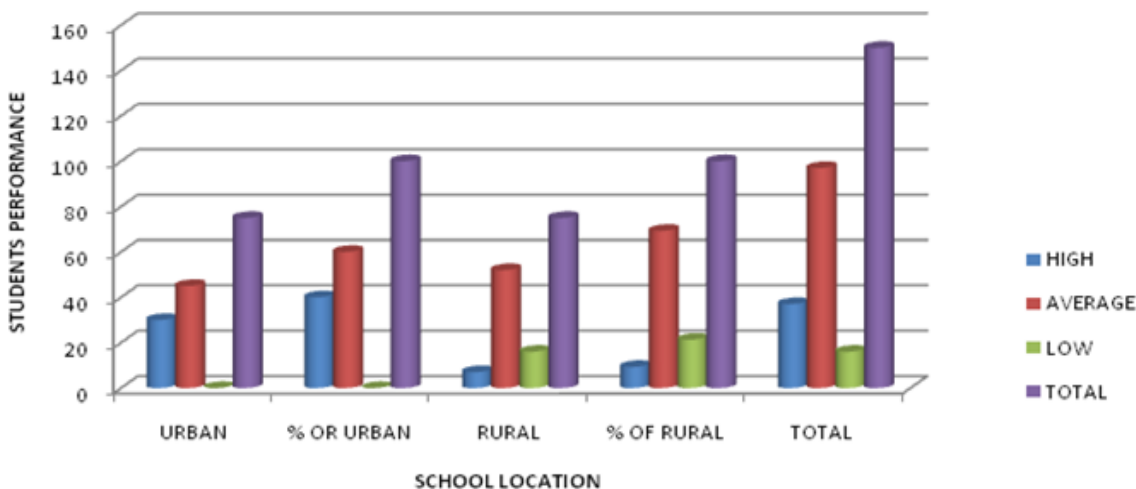


FIG: 2: Influence of School Location on Students' Performance

Source: Field Survey

The result on the above table 1 and figure 1 present the descriptive analysis of the level of influence of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. From the table it is observed that, 60.0% of the teachers from urban schools are identified with high level of job satisfaction, while 40.0% of the teacher is identified with low level of job satisfaction. Also, with respect to teachers from rural schools, 28.0% of the teachers from rural schools are identified with high level of job satisfaction, while 72.0% of them have low level of job satisfaction.

Regarding students' performance table 2 and figure 2, shows that with teachers from the urban schools, 40.0% of their students are identified with high level of performance, while 60.0% are identified with average level of performance. No student in the group has low level of performance. Also, with respect to teachers from the rural schools, 9.3% of the students recorded high level of performance, while 69.35% have average level of performance, whereas only 21.3% of the students are identified with low level of performance.

Hypothesis

The null hypothesis states that there is no significant influence in the level of school location on music teachers' job satisfaction and their students' performance

in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

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

Chi-square statistic is used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers' and their students' performance in music in South-South Nigeria. The summary of the output is presented in tables 3 and 4 respectively.

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

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

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

O = Observed frequency

E = Expected frequency

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

School Location	Students' Performance				Total	X ²
	High	Average	Low			
Urban	O	30	45	0	75	30.80*
	E	18.5	48.5	8.0		

Rural	O	7	52	16	75
	E	18.5	48.5	8.	
TOTAL		37	97	16	150

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

O = Observed frequency

E = Expected frequency

Tables 3 and 4 show the calculated X^2 -values as (15.58) and (30.80). These values are tested for significance by comparing it with the critical X^2 -value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X^2 -value (15.58) and (30.80) is greater than the critical X^2 -value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. The result of the data analysis also shows equal number of teachers from the urban and rural schools with respect to job satisfaction and students' performance. This explains why there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria.

Discussion of the Findings

The result of the data as shown in table 4.3 and 4.4 proves that it is significant due to the fact that the calculated X^2 -value (15.58) and (30.80) is greater than the critical X^2 -value (6.99) at 0.05 level with 2 degree of freedom. This result implies that there is significant influence in the level of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria. This result stems from the fact that music teachers in urban schools happen to be more highly satisfied in their work and so also produce students with high academic performance in music than their counterparts in the rural areas in South-South Nigeria. The result therefore is in agreement with an earlier submission by Mourish (1976) who states that where there is impoverished school location or environment, the teacher is less satisfied and with low job satisfaction, the performance of their students will also be low. This view is collaborated by Akinboye (1982), who observes that "in Nigeria for example, some of the reason given by teachers and students for poor academic achievement include location of school..." He explains further that schools in the rural areas lack basic work resources, such as books, equipment, instruments, discipline, etc, when compared to schools in the urban areas, and these demoralizes the teaching situation. The significance of the result caused the null hypotheses to be rejected, while the

alternative is accepted. It is a fact based on the result of the study that lack of adequate cognitive stimulation may not only adversely affect the learner but also may prevent him from benefiting fully from what the school has to offer. The influence of school location acts in this case as a motivation to the learner. The school location can make or mar the teacher's job satisfaction and the out-put which also influences the learners' performance.

Conclusion

This study concluded that school location on the level of job satisfaction of music teachers in junior secondary schools in South-South Nigeria has not been satisfactory enough for high performance. The job satisfaction of music teachers has an immense contribution to the level of their students' performance in music. In terms of school's location, the study has proven that students in urban areas had better performances than their rural counterparts. In other words, students in urban school locations have a very great advantage by learning in an urban environment, which apparently enriches their academic performances in music, despite the apparent disadvantage.

Recommendation

1. Schools administrators should encourage students to study music irrespective of their school location since school location does not affect performance when a positive attitude towards the subject is inculcated.
2. Music educators should adopt and again show that music education is necessary for a well-rounded and all-inclusive education regardless of the school location and job satisfaction.
3. Music educators should utilize available learning resources to enhance positive attitude and discourage any negative attitude towards learning music without considering the schools location and satisfaction of the job.

REFERENCES

- Adeogun, A O (2012). Africanization of Music Education in Nigeria within the Context of Globalization: A critical Appraisal. *Journal of the Music association of Nigerian Musicologists* No. 3, Association of Nigerian musicologist.
- Adeyanju, H. I., Oshinyadi, P. O., Olusegun, P. A. & Bello, H. G. (2015). *Teachers' Job Satisfaction as a Correlate of Students' Academic Achievement in Ogun State Secondary Schools*. Retrieved from: <https://www.academia.edu/>
- Alan, M. (2009). *The anthropology of music*. Evanston, Ill.: Northwestern University Press.
- Bakan, M. (2011). *World music: Traditions and transformations*. New York, NY: McGraw-Hill.
- Ballotpedia (2019). *Academic performance*. Available at: https://ballotpedia.org/Academic_performance
- BasuMallick, C. (2020). *What is job satisfaction?* Definition, factors, importance, statistics, and examples. Available at: <https://www.toolbox.com/hr/engagement-retention/articles/what-is-job-satisfaction/>
- Darling – Hammond, L. (2004). *Teacher quality and student achievement: A review of state policy evidence*. U.S.A: Stanford University Press.
- Emore, C. (2005). *Causes of students' lateness to school*. In Iwue, L. G. A. of Delta state. Abraka, Nigeria.
- Essien, E. G. (2008). *The problems of job satisfaction in Uyo Senatorial District*. A Masters Dissertation. University of Uyo, Akwa Ibom State.
- Frederick, E. O. (2011). Influence of sex and school location on students' achievement in agricultural science. *African Journal of Science Technology and Mathematics Education (AJSTME)*, 1(1), 96-101.
- Hulin, C. L., & Judge, T. A. (2003). *Job Attitudes*. In W. C. Borman, D. R. Igen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 255-276). Hoboken, NJ: Wiley.

- Kumari, C. J. (2008). *Job Satisfaction of Teachers*. New Delhi: Discovery Publishing House.
- Lu, H., Barriball, K., Zhang, X. & While, A. (2012) Job satisfaction among hospital nurses revisited: A systematic review. *International Journal of Nursing Studies*, 4(2): 10-17
- Narad, A. and Abdullah, B. (2016). Academic Performance of Senior Secondary School Students: Influence of Parental Encouragement and School Environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities* 8(2):12-19
- Obayan, P. T. (2003). *Realizing Nigerian millennium education dream*. In O. Bamiasaiye, Nwazuoke and Okediran (Eds.). Ibadan: The UBE.
- Odili. E. I. (2008). *Music as an instrument of communication in Igbo communities: A case study of Aniocha North L.G.A of Delta State*. Unpublished undergraduate project University of Nigeria Nsukka.
- Orji, E. I. (2013). *Effect of cognitive conflict instructional model on students' conceptual change and attention in temperature and heat*. Unpublished M.Ed. thesis, University of Nigeria, Nsukka
- Owoeye, J. S. & Yara, P. O. (2011). School location and academic achievement of secondary school students in Ekiti State, Nigeria. *Asian Social Science*, 7(5), 170-175.
- Raychaudhuri, A., Debnath, M., Sen, S., and Majumder, B. G. (2010). Factors affecting students' academic performance: A case study in Agartala Municipal Council Area. *Bangladesh e-Journal of Sociology*, 7(2): 34-41.
- Robbins, S. P. (2006). *Organizational behaviour concepts, controversies and application, (3rd ed)*. New York: Prentice Printing Press. Pp. 256 – 260.
- Schlichting, H. E. & Brown, R. V. (2001). Effect of Background Music on Student Performance. *The American Biology Teacher*, 32(7), 427-429
- Thesaurus Dictionary (2019). *Music definition*. Available at: <https://www.dictionary.com/browse/music>
- Thornton, L. and Bergee, M. (2008). Career choice influences among music education students at major schools of music. *Bulletin of the Council for Research in Music Education*, 177; 7- 17

Willcox, M. del R. (2011). Factores de riesgo y protección para el rendimiento académico: Un estudio descriptivo en estudiantes de Psicología de una universidad privada. *Revista Iberoamericana de Educación*, 55(1), 1-9.

Yusuf, T. A., Onifade, C. A. and Bello, O. S. (2016). Impact of Class Size on Learning, Behavioral and General Attitudes of Students in Secondary Schools in Abeokuta, Ogun State Nigeria. *Journal of Research Initiatives*, 2(1).