

Research article

## Organizational Trust, Job Satisfaction and Job Performance Among Teachers in Ekiti State, Nigeria.

By

**\*Olamiposi Usikalu, \*Adedeji J. Ogunleye and \*\*James Effiong**

\*Department of Psychology, Faculty of the Social Sciences, Ekiti State University, Ado Ekiti; Nigeria.

\*\*Department of Psychology, Faculty of Social Science, University of Uyo, Akwa Ibom State; Nigeria.

All correspondence to: [dr.ajogunleye@gmail.com](mailto:dr.ajogunleye@gmail.com)



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

---

### Abstract

This study examined the influence of organizational trust and job satisfaction on teachers' job performance among teachers in Ekiti State. Two hundred and fifty eight teachers randomly drawn from Ekiti State public secondary schools participated in the study. Organizational trust scale, Job satisfaction scale and Teachers' Sense of Efficacy Scale were used as measures of investigation. Four hypotheses were tested using the independent t-test and the two way Analysis of Variance. Results showed that organizational trust significantly influences job performance among teachers in Ekiti State [ $F(1,254) = 12.355; P < .01$ ]. Also, it was revealed that job satisfaction significantly influences job performance among teachers [ $F(1,254) = 3.529; P < .05$ ]. However, no significant interaction effect of job satisfaction and organizational trust was found on job performance. Result of data analyses also showed that sex has no significant influence on job performance among teachers in Ekiti State [ $t(256) = -0.58; p > .05$ ]. The findings were discussed in line with previous research findings and it was recommended that teachers should be

given responsibilities and authority with less supervision to boost their sense of belongingness, respect and commitment which sustains trust in organizations and enhance performances.

**Keywords:** Organizational trust, job satisfaction, job performance, teachers, Ekiti State, Nigeria.

---

## INTRODUCTION

The issues of trust and job satisfaction have taken on a greater strategic importance in organizations since the post-Enron scandal (Callaway, 2006). The Enron scandal, revealed in October 2001, eventually led to the bankruptcy of the Enron Corporation, an American energy company based in Houston, Texas; and the de-facto dissolution of Arthur Andersen, which was one of the five largest audit and accountancy partnerships in the world. In addition to being the largest bankrupt organization in American history at that time, Enron was attributed as the biggest audit failure. Its failure was caused as a result of lack of mutual trust among its organizational members: employees and management.

Organizations with higher level of mutual trust among members and between management and employees may be able to maintain and sustain human talents in order to achieve business competitiveness.

Trust has been linked to overall employee job satisfaction and perceived organizational effectiveness (Shockley-Zalabak, Ellis, & Winograd, 2000). Unfortunately, trust in companies has never been lower than in the post-Enron organization scandal (Watson, 2005). Trust facilitates individual and organizational learning. However, organizations often take it for granted, misunderstood or ignore it (Adams, 2004).

One of the most respected professions in the world is teaching. A teacher is a model and is consciously imitated. Teachers are the pivot of any education system. In fact teachers are the strength of a nation. The success or failure of any nation is often said to depend largely on the quality of its educational system. This, in turn, depends on the quality of her teachers. In Ekiti State of Nigeria, the attentions paid to teachers at all levels appear to negate the importance of teachers and teachers' education as a tool for National development. In the State, teachers are often owed salaries, not promoted as at when due, not encouraged to train and retrain for better performances, and worst still they are sometimes robbed of their entitlements and benefits by the hungry, corrupt, greedy and manipulative politicians who are often at the helm of affairs in the education ministries and parastatals. These individuals seem to be at lost with the reality that education is the key to national development and that only teachers hold the key to it. All educational enterprises, they say, revolve around teachers; afterall.

An anonymous writer noted that education is so powerful that it can "heal and kill, it can build up or tear apart; it can lift up or impoverish". He however noted that much would depend on the type of education and particularly on

the teacher who is the hub of the education process.

Teacher's attitude towards teaching and aspiration is determined by their perception of the environment. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement; which, in turn, impacts manpower development and national growth.

Job satisfaction and organizational trust are some of the important factors that may influence teachers' job performance. Poor performing teachers not only do not provide expected results, but their negative behavior may distract others from doing their jobs and reduce other staff credibility (Banfield, Richmond & McCroskey, 2006).

It is obvious that the educational system in Ekiti state of Nigeria is beset with many problems and challenges which arise from many factors. The secondary school educational system is characterized by low motivation to work on the part of teachers based on the psychological satisfaction they derive from their job. Not long ago, for example, the government of Ekiti State got engrossed in conflict with the teachers because some of them were "unjustly" retired, sacked, or promoted and demoted. This reflected in the regression of Ekiti State from the 7th position to 34th position out of the 36 states in Nigeria in the recent rating of States in Nigeria through Secondary School Students' performance in West Africa School Certificate Examinations. In Edo State, a show of shame came alive when a woman teacher could not even answer questions posed to her by Governor Adams Oshiomole in correct English Language. Also not long ago, the Academic Staff Union of Universities (ASUU) in Nigeria went on strike for about six months owing to what they described as poor funding and deplorable conditions of Nigeria Universities. Under these conditions, the out-put of the teachers are affected and thus have a negative impact on students thereby making the nation produce sub-standard manpower.

It has become imperative therefore that a study of this nature be conducted so that the policy makers and those at the helm of affairs can be exposed to the havocs being wrecked on the educational system and then be better informed of the need for concerted efforts to salvage the system for a better future for the entity called Nigeria.

## **METHODS**

### **Research Design:**

The study is an ex-post facto research adopting the survey research method. The factorial design was used to test for the interaction effects of the independent variables on the dependent variable while the independent samples' design was used to compare the mean scores of the samples for the study on variables of interest.

### **Participants for the study:**

The population of the study consists of public secondary school teachers in Ekiti State of Nigeria. The researchers used 258 respondents in all. This consist of 97 male and 161 female secondary school teachers in Ekiti State with their age ranging

between 18 and 59 years and the mean age of 37.10 years. Random sampling technique was used to select respondents in this study while the multi-stage random sampling technique was adopted to select the secondary schools used for the study. All the participants had equal chance of being selected.

### Measures:

A questionnaire comprising of four sections was used for this study. Section 'A' of the questionnaire contained questions relating with personal bio-data such as age, sex and name of school.

Section 'B' contained Organizational Trust Index. The scale was developed by Shockley-Zalabak, Ellis & Winograd (2000). It is a 29-item measure which was used to assess the level of trust teachers had towards their superior. Some items on this scale includes: 'I can tell my immediate supervisor when things are going wrong', 'I have a say in decisions that affect my job'. Response options to the scale are 'VERY LITTLE', 'LITTLE', 'SOME', 'GREAT' or 'VERY GREAT'. The authors of the scale reported alpha reliability coefficient of .95 for the scale, indicating that the instrument is stable over time and internally and externally consistent while in the present study, cronbach alpha of 0.92 was found indicating that the instrument is stable over time and internally and externally consistent.

Section 'C' contained Job Satisfaction Survey which was developed by Spector (1985, 1994). It is a 36-item scale which was used to assess how satisfied teachers are in their job. Each item is scored from 1 to 6. The response options for the scale range from 'disagree very much' to 'agree very much'. Some of the items are negatively worded while some are positively worded. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each statement. This assumes that the scale has not been modified and the original agree-disagree response choices are used.
2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost. This can also be accomplished by subtracting the original values for the internal items from 7. 1 = 6, 2 = 5, 3 = 4, 4 = 3, 5 = 2, 6 = 1.
3. Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36. Note the reversals are NOT every other one. The present study found a Cronbach's alpha reliability coefficient of .84 for the scale.

Section 'D' also contained Teachers Self Efficacy Scale. The 24-item scale was developed by Tschannen-Moran & Woolfolk Hoy (2001) to gain better understanding of the kinds of things that create difficulties for teachers in their

school activities. Some of the questions asked were: 'How much can you do to motivate students who show low interest in schoolwork?' 'How much can you do to improve the understanding of a student who is failing'? Response options to the scale attracted 'Nothing', 'Very little' 'Some' 'Quite a bit', 'Great', ranging from 1 to 5. Cronbach's alpha reliability coefficient of .89 was found for the measure in the present study indicating that the instrument is stable over time and internally and externally consistent.

### Procedures for data collection:

The data for this research was collected through the use of a questionnaire. The questionnaire was distributed personally by the researchers. The participants in the study were strictly secondary school teachers. The researcher assured the respondents that whatever information they supplied will be treated with utmost confidentiality and the purpose of the study was also highlighted during the process. Out of 300 questionnaires that were administered to the respondents, only 258 of them were found to be properly filled and analyzed, leaving 42 questionnaires not analyzed because some could not be retrieved while some others were improperly filled.

### Methods of data analysis:

The data in this research was analyzed using inferential statistical technique. Two by two Analysis of Variance (ANOVA) was used to test for hypotheses 1, 2 and 4, while Independent t-test was used to test for hypothesis 3.

## RESULTS

The results of the data analysis of the present study is presented below.

Table 1a. Descriptive statistics table showing the mean and standard deviation of Job Satisfaction and Organizational Trust.

### Descriptive Statistics

Organization Trust Level	Job satisfaction Level	Mean	Std. Deviation	N
Low	Low	83.6585	33.69882	82
	High	92.0938	34.38619	32
	Total	86.0263	33.95428	114
High	Low	98.2586	23.45325	58
	High	103.9767	21.52863	86
	Total	101.6736	22.42028	144
Total	Low	89.7071	30.64991	140
	High	100.7542	26.04137	118
	Total	94.7597	29.10715	258

**Table 1 b:** 2x2 Analysis of Variance (ANOVA) table showing the influence of Organizational trust and job satisfaction on teachers' job performance.

Dependent Variable: Performance

Source	Type III sum of Squares	df	Mean square	F	p.
Corrected model	18348.869	3	6116.290	7.792	
Intercept	1975742.707	1	1975742.707	2516.892	
Organization Trust Level	9698.668	1	9698.668	12.355	<
Job Satisfaction Level	2770.083	1	2770.083	3.529	<
Organizational Trust Level*Job Satisfaction Level	102.090	1	102.090	.130	>
Error	199388.232	254	784.993		
Total	2534422.000	258			
Corrected Total	217737.101	257			

a. R Square = .088 (Adjusted R Square = .073)

Results from this table revealed that. Organizational trust significantly influences job performance of secondary school teachers in Ekiti State [F (1, 254) = 12.35, P<.01].

Also, job satisfaction is revealed to significantly influence job performance of secondary school teachers in Ekiti State [F (1, 254) = 3.529, P<.05]. Nonetheless, no significant interaction effect of organizational trust and job satisfaction was found on job performance of secondary school teachers in Ekiti State [F (1,254) = 0.130, P>.05].

**Table 2:** t-test Table showing influence of sex on job performance

sex	N	Mean	SD	df	t	P
Job Performance: Male	97	93.41	31.64	256	-0.575	>.05
Female	161	95.57	27.54			

Table 2 above shows that sex has no significant influence on job performance among secondary school teachers in Ekiti State, Nigeria [t (256)= -0.576; p>.05]. The result indicated that male teachers (mean = 93.41) were not significantly different in job performance from female teachers (mean= 95.57).

**Table 3:** Correlation Matrix Table showing the Relationship among organization trust, job satisfaction and job performance.

		Age	Organizational Trust	Job Satisfaction	Job Performance
Age	Pearson Correlation Sig. (2-tailed) N				
Organisational Trust	Pearson Correlation	-.137 .063			

	Sig. (2-tailed) N	185			
Job Satisfaction	Pearson Correlation Sig. (2-tailed) N	-.410** 000 185	.377** 000 258		
Job performance	Pearson Correlation Sig. (2-tailed) N	-.230** .002 185	.319** .000 258	.469** .000 258	

\*\* Correlation is significant at the 0.01 level (2-tailed)

From the table above; it is revealed that job satisfaction { $r(185) = -0.410$ } and performance { $r(185) = -0.230$ } decreases with age.

However, a strong positive relationship existed between job satisfaction and organizational trust { $r(258) = 0.377$ }, job satisfaction and job performance { $r(258) = 0.469$ }, and between job performance and organizational trust { $r(258) = 0.319$ }.

## DISCUSSION, CONCLUSION AND RECOMMENDATIONS

### Discussion:

The first hypothesis stated that teachers who are high in organizational trust will significantly report higher levels of job performance than those who are low in organizational trust. From the result, it was established that teachers who are high in organizational trust significantly reported higher levels of job performance than those who are low in organizational trust. Consistent with the findings of this research, Brown & Leigh (1996) have noticed that when employees have trust in the top managers and management, their organizational commitment and organizational identity also improve, which in turn cause employees to work harder and spend more time and energy in their jobs. Also, Zauderer (2002) found that employees who work in organizations with higher levels of organizational trust were more successful and innovative than institutions with lower levels of trust. The scholar suggested that products and services' quality were significantly related to levels of organizational trust.

Langfred (2004) however, showed in his research that trust can be negatively related to performance. He found that high trust leads to a reduction in team monitoring, which leads to lower performance than in teams with high level of monitoring. Wintrobe and Breton (1986) argued that there is a potential conflict between vertical trust (trust between the employers and employees) and horizontal trust (trust among employees). They argued that when employees do not trust their management, they bond together for collective action.

The second hypothesis stated that teachers who are high in job satisfaction would significantly report higher levels of job performance than those who are low in job satisfaction. From the result, it was established that teachers who

are high in job satisfaction significantly report higher levels of job performance than those who are low in job satisfaction. Several researches, according to Organ and Near (1985), had gone so far as to argue that job satisfaction fails to predict job performance because extant job satisfaction measures reflect more cognitive evaluation than affective ones. Also, contradicting this research finding, Judge, Hanisch & Drankoski, (1995) in their research concluded that there was no appreciable relationship between job satisfaction and job performance. They also professed that it is accepted among most researchers that there is not a substantial relationship between job satisfaction and productivity. In consonance with the findings of the present study however, Ivancevich (1978), submitted that the satisfaction-performance correlation is substantially stronger in high-complexity jobs than low-complexity jobs and according to Kysilka & Davis (1988), teaching is a complex act.

The third hypothesis stated that female teachers would significantly report higher job performance than male teachers. From the results of the present study, it was established that female teachers do not significantly report higher job performance than male teachers. Most studies find that females report higher teacher efficacy than males; according to Anderson, Greene, & Loewen, (1988). This is because teaching is viewed as a female occupation and these gender differences are partly explained by the female teacher's higher level of empathy (Anderson et al, 1988). That no gender differences were noticed in the job performances of male and female teachers in Ekiti State may be attributable to the fact that both sexes are consumers of products and services and they patronize the same market for their consumptions. Also, the clamor for an egalitarian society portends that both sexes should be equally affected by situational and environmental factors in the society.

The fourth hypothesis stated that organizational trust and job satisfaction will have an interactive influence on the job performance of teachers. From the result, it was established that organizational trust and job satisfaction does not have an interactive influence on the job performance of secondary school teachers in Ekiti State, even though the variables have individual influences on job performance.

Results of analysis of data in the present study also revealed that both job satisfaction and job performance decreases with increasing age. This may be interpreted as meaning that reward expectations tend to increase with increasing responsibilities as one age. However, as age also increases, the ability and energy to perform reduces and will only require extra motivations (extrinsic) to increase efforts to perform increasingly.

### **Conclusion:**

Considering the result obtained in this study, it can be concluded that organizational trust and job satisfaction has significant individual influences on the job performance of secondary school teachers in Ekiti State. However, sex of secondary school teachers in Ekiti State is not a determinant of their job performance. Also, it can be concluded that there is a significant negative relationship between job satisfaction and age; and between job performance and age.



### **Recommendation:**

Based on the findings and conclusions therefore, it was recommended that there should be an improvement on the levels of trust given to teachers within the levels of management to enable them carry their responsibilities in the most effective and efficient way. Also, policy makers, particularly, as they concern teachers should endeavor to create an environment of trust to encourage optimal performance of teachers. More also, to create a better performance of teachers, responsibility should be given to them with less supervision in order for them to have a sense of belonging, respect and commitment which sustains trust, and in turn enhances performance.

Furthermore, organizations should ensure the satisfaction of teachers in order to improve their job performances. Principals should make an effort to ensure that their relationships with teachers are cordial, Pre-service teachers should be trained to value teaching as a noble profession. Recognizing the values of teaching in contributing to transformation of lives and society will help to promote positive attitude towards teaching and enhance teacher job satisfaction.

### **REFERENCES**

- [1] Adams, S. H. (2004). The Relationships among Adult Attachment, General Self-Disclosure, and Perceived Organizational Trust. Doctoral Dissertation, Virginia Polytechnic Institute and State University, Virginia. Retrieved October 25, 2005, from <http://www.scholar.lib.vt.edu/theses/available/etd-032504-150617/unrestricted/SamAdamsRevDissertationFinal.pdf>
- [2] Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among Teachers' and Students' Thinking Skills, Sense of Efficacy and Student Achievement. *Alberta Journal of Educational Research*, 34(2): 148-165.
- [3] Baird, L. S. (1976). Relationship of Performance to Satisfaction on Stimulating and Non-stimulating Jobs. *Journal of Applied Psychology*, 61: 721-727.
- [4] Banfeild, S. R., Richmond, V. P., & McCroskey, J. C. (2006). The Effect of Teacher's Misbehaviors on Teacher Credibility and Affect for the Teachers. *Communication Education*, 55: 63-71.
- [5] Brown, S. P., & Leigh, T. W. (1996). A New Look at Psychological Climate and its Relationship to Job Involvement, Effort, and Performance. *Journal of Applied Psychology*, 81: 358-368.
- [6] Callaway, P. L. (2006). The relationship between organizational trust and job satisfaction: An analysis in the US federal work force. A Ph.D Dissertation, Cappela University, Florida; United States of America
- [7] Ivancevich, J. M. (1978). The Performance to Satisfaction Relationship: A Causal Analysis of Stimulating and Non-stimulating Jobs. *Organizational Behavior and Human Performance*, 22: 350-365.
- [8] Judge, T. A. Hanisch, K. A. & Drankoski, R. D. (1995). Human Resources Management and Employee Attitudes. In G. R. Ferris, S. D. Rosen, & D. T. Barnum (Eds.), *Handbook of Human Resources Management* (Pgs.574-596). Oxford, England: Blackwell.
- [9] Kysilka, M. L. & Davis, O.L. Jr. (1988). Teaching As Thinking in Action. In A. Wood, M. Kysilka, K. Biraimah & J. Miller (Eds.), *Reading, Writing, and Thinking in Education* (Pgs.106-116). Needham Heights, MA: Ginn Press.

- [10] Langfred, C. W. (2004). Too Much of a Good Thing? Negative Effects of High Trust and Individual Autonomy in Self-managing Teams, *Academy of Management Journal*, 47: 385-399.
- [11] Organ, D. W. & Near, J. P. (1985). Cognition vs. affect in measures of job satisfaction. *International Journal of Psychology*, 20: 241-253.
- [12] Shockley-Zalabak, P., Ellis, K., & Winograd, G. (2000). Organizational Trust: What it Means and why it Matters. *Organization Development Journal*, 18(4): 35-48.
- [13] Sorensen, P.F., Minihan, M. (2011) 'McGregor's legacy: the Evolution and current application of Theory Y management', *Journal of Management History*, 17 (2),178-192. JSTOR [Online]. Available at: <http://emeraldinsight.com/i751-1348.htm> (Accessed: 1 July 2013).
- [14] Spector, P. E. (1985). Measurement of Human Service Staff Satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6): 693-713.
- [15] Spector, P. E. (1994). Job Satisfaction Survey. Retrieved July 24, 2004 from <http://chuma.cas.usf.edu/~spector/scales/jsspag.html>
- [16] Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17: 783-805
- [17] Watson, M. L. (2005, March). Illusions of Trust: A Comparison of Corporate Annual Report Executive Letters Before and After Sarbanes-Oxley (SOX) Paper Presented at the 8th International Public Relations Research Conference, Miami, and FL. Retrieved January 21,2006, from <http://www.instituteforpr.com>.
- [18] Wintrobe, R. & Breton, A. (1986). Organizational Structure and Productivity. *American Economic Review*, 76: 530-538.
- [19] Zauderer, D. G. (2002). Workplace Incivility and the Management of Human Capital: How to Build a Community where People feel included, Welcomed, and Work Together with Mutual Respect to Enhance Individual and Organizational Productivity. *The Public Manager*, 31: 1-14.