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## **ROLE CLARITY ON JOB SATISFACTION OF PRIVATE BASIC SCHOOL TEACHERS IN ILORIN-WEST LOCAL GOVERNMENT AREA, KWARA STATE**

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### **Abstract**

This research was carried out to decide the relationship between role clarity and job performance of private basic schoolteachers in Ilorin-west LGA, Ilorin, Kwara State, Nigeria. This investigation employed descriptive research of correlational type. The sample for this investigation included one hundred and fifty teachers. Convenience sampling was the approach utilized for the choice of teachers who participated in the study. Role Clarity and Job Satisfaction Questionnaire (RCJSQ) was used to gather data. The data collected were analyzed using frequency count and percentage for the research questions and Pearson Product Moment Correlation (P.P.M.C.) was utilised to test the only hypothesis of the study. The critical region from which the hypothesis was tested was 0.05. The findings indicated that the level of role clarity of the participants of this study was high; the level of job satisfaction of the participant was low and there was a significant relationship between role clarity and job satisfaction of the study participants. The findings were discussed, and necessary recommendations based on the findings of this study were highlighted. These include finding the means of maintaining the role clarity of the teachers as well as means of improving the job satisfaction of the teachers.

**Keywords:** *Job satisfaction, Role clarity, Private basic school, Ilorin-west LGA*

## **Introduction**

Role clarity is important to employees as it determines how well tasks are being carried out and consequently the performance of an employee. Allameh et al. (2013) opined that employees who perceive their roles as clearly defined, know what is expected of them and are more likely to provide services with high quality. Blumethal et al. (1998) affirmed that poor role clarity is linked to increased levels of stress, ill health, and absenteeism. Bass (1990) observed the relationship between role clarity and job satisfaction from a personality dimension. He explains that people who have a high need for structure prefer to work in clear settings where they are clear about their task roles and aware of what is expected of them. This would increase the chances of higher satisfaction in the workplace (Bass & Avolio, 2004). Studies conducted by Singh (1993) and de Ruyter et al. (2001) as cited in Allemeah et al. (2013) affirmed that employees who understand their roles are more satisfied than those who are not

Job satisfaction is regarded as an indicator of organisational effectiveness. For a business enterprise to be effective, it needs employees who have excessive job satisfaction. Job pleasure emphasizes non-public feelings towards the personal job. Employees who are comfortable with their jobs will have tremendous consequences for the agency (Robbins & Judge. 2013). Role readability appreciably influences job delight and on the flip job pleasure offers a wonderful impact on workers' roles and responsibilities. Role readability will increase the steadiness and understanding of workers' job performance and will increase psychological empowerment besides proper overall performance (Gashtasb et al., 2013).

Role readability is necessary to representatives as it decides how properly duties are being processed and subsequently the overall performance of an employee. Allemeah et al. (2013), opined that employees who pick out their roles, of course, recognize what is predicted of them and are more appropriate to render excessively nice services. On the contrary, position ambiguity exists when employees' challenge or authority is no longer truly described, and the worker become hesitant to do anything. It acts as the country where the place and worker no longer have

clear information about the expectations of his/her function in the job, and the requirements to accomplish their duties (Panari et al., 2016, Rovithis, et al., 2017). Logically, it may want to be asserted that ambiguity functions as the supply of workers' job dissatisfaction and if position ambiguity is diminished, this will lead to extended job delight level. It is necessary for the organization to without a doubt spotlight the roles and obligations of their employees. What components are important, how they will be evaluated, and how handing over the obligations of the roles will assist the businesses reap their dreams and success (Rovithis, et al., 2017).

Employees' emotional state towards their occupations, considering both what they expected and received, is known as job satisfaction. Rizanyet al (2019) asserted that job satisfaction is a critical component of a workplace and has been associated with improved output and increased commitment to business or library services. Job satisfaction, according to Idiegbeyanose et al. (2019), is the extent to which employees' requirements and expectations are satisfied according to the prevailing national and international standards. Given that several factors have been proven to impact job satisfaction, role clarity is expected to be among the factors. Employment provides benefits beyond meeting necessities; these include elevating one's social status and giving one a sense of accomplishment. Job satisfaction is an employee's effective response to their employment. According to his ideals and needs, a worker's experience at work determines how happy he or she is.

Renaweera and Bodhinyaka (2018) posited that aspects of job satisfaction can be viewed from the perspectives of the nature of work, acknowledgment of accomplishments, capacity for initiative, involvement in decision-making, relationships with coworkers and supervisors, prompt payment of salary, remuneration, fringe benefits, contingent rewards, job security, working conditions, promotion policy, administration, and verbal or written communication and information sharing within the organisation. Similar results were obtained in an empirical study carried out by Fanimihin and Popoola (2013), which examined the impact of career advancement and educational background on the job satisfaction of employees in the Federal Civil Services of Nigeria. The study established a relationship between education, career advancement, and job satisfaction of library employees, with a significant contribution from each independent variable to the overall happiness of library employees at work.

A person's position within the greater community is their "role". This means that assessing how an individual fits into a group needs examining how others interact with them and what is expected of them. According to Samie et al. (2014), employees feel that their roles are clear when they are aware of what is expected of them. The authors Thangavelu and Sudhahar (2017) emphasised the need to give employees adequate information about their roles and responsibilities so they can perform their jobs well. This is known as "role clarity." This implies that employees have the responsibility to determine their tasks and the essential components of their jobs.

In addition to this, Kroposki et al. (1999) concluded that employees who experienced much role conflict and ambiguity exhibited less organizational commitment and job satisfaction. Another study conducted among nurses concluded that community learning disability nurses need a clear understanding of the concept of 'role' (Mafuba et al. (2015). This is important because it has implications for role clarity, role perception, and role enactment when meeting the healthcare needs of people with learning disabilities. Abd Elhamid et al. (2013) concluded that most of the studied sample at Minia University Hospital has a high level of role conflict and role ambiguity regardless of demographic characteristics. So, when each employee understands clearly his/her role and the causes of role ambiguity are discovered, this will affect positively his/her job satisfaction, and in turn, job satisfaction adds a positive effect to employees' roles and responsibilities. There is little study discussing the relation between role clarity and job satisfaction among teachers. So, the researchers conducted this study to reduce many clashes that occur among teachers, caused by role ambiguity which makes them dissatisfied with their jobs and in turn leads to reduced productivity.

In the setting of elementary schools in Ilorin-west LGA, Kwara, Nigeria, the current study examines the connection between role clarity and job satisfaction. This study topic is relevant and significant because it tackles a pressing issue in the field of education. It is possible to improve the job satisfaction of teachers by clearly stating their roles and responsibilities.

### **Statement of the Problem**

Although research in this field frequently ignores the unique difficulties faced by teachers in resource-constrained settings like private basic schools in Ilorin-west LGA, Kwara State, job satisfaction among educators is critical for optimal performance and student results. This area

may be more negatively impacted by unclear roles on teachers' well-being and job satisfaction due to its tight performance requirements and low budget. Uncertain roles, which include a lack of knowledge about duties, expectations, and available resources, impede the effectiveness of instruction and have a few negative effects: Research by Ngigi and Atusi (2016) and Bei and Liu (2015) showed that job satisfaction and role clarity are positively correlated. Uncertain positions in Ilorin-west LGA may worsen teachers' already moderate levels of satisfaction, which would lower motivation, engagement, and eventually teacher retention. Role ambiguity is noted as a source of stress for educators. Uncertain responsibilities combined with a heavy workload can exacerbate stress and lead to burnout in resource-constrained environments like Ilorin-west LGA, which has a detrimental effect on teachers' performance and health.

Role clarity is crucial for productive professional development and teamwork, as noted by Barth (2000). In Ilorin-West LGA, unclear responsibilities might make it more difficult for teachers to apply best practices, collaborate well, and use resources, which will eventually affect students' learning. The positive relationship between role clarity and job satisfaction is supported by studies like Ngigi and Atusi (2016) and Bei & Liu (2015), which is consistent with the idea that increased role clarity could improve the well-being of teachers in Ilorin-west LGA.

Previous studies frequently concentrate on overall teacher numbers or fail to address the unique difficulties faced by educators in resource-poor environments such as Ilorin-west Local Government Area. By examining the complex relationship between position clarity and job satisfaction in this setting and considering the additional stressors and limits faced by these teachers, this study seeks to close this gap. The purpose of this study is to ascertain how role clarity affects private elementary school teachers' job satisfaction in Ilorin-west LGA, Kwara State. The study aims to provide useful insights and recommendations for policymakers and school administrators to improve teacher well-being, reduce burnout, and foster a more effective learning environment for all by examining the aspects of role clarity that impact job satisfaction in this context.

This study is significant because it offers a better understanding of how role clarity affects job satisfaction and can lead to improved mental and emotional health for teachers. When the roles are given to teachers, there will be a reduction in ambiguity and stress, and this will enhance the overall well-being of the teachers (Skaalvik & Skaalvic, 2011). In addition to this, the outcome

of this can enhance the improvement of teaching quality. Klassen and Chiu (2010) observed that teachers with clearer role definitions are likely to have high job satisfaction which can make them more motivated and engaged in discharging their professional responsibility and this can lead to high teaching quality and better student outcomes.

Role clarity and job satisfaction relationships have been studied in diverse educational settings, including private schools. Empirical evidence posited that role clarity is a significant predictor of job satisfaction among teachers. Skaalvik and Skaalvik (2011) reported that role clarity was positively related to teachers' job satisfaction. This relationship could be explained from this perspective that teachers who are aware of their roles and responsibilities are more likely to express high job satisfaction and be less emotionally exhausted. A study also reported that role clarity contributed to job satisfaction among teachers by reducing work-related stress and enhancing their productivity (Klassen & Chiu, 2010). In addition to this, Chung et al. (2021) presented that role clarity was positively associated with all three emotional labour strategies, with natural acting being the most prevalent. It was also posited by the study that natural acting had a negative relationship with emotional exhaustion and perceived fairness of compensation positively moderates the relationship between emotional exhaustion and job satisfaction. Lopes and Oliveira (2020) reported that teacher-level variables including role clarity were better predictors of job satisfaction than school-level variables. This implies that role clarity is one of the best predictors of teachers' job satisfaction. Keena et al. (2020) reported a study conducted to use the job characteristics model to explain the job satisfaction of a set of participants. The study concluded among other things that role clarity mattered significantly in determining the job satisfaction of the participants

### **Purpose of the Study**

This study aims to examine the relationship between role clarity on job satisfaction of private basic schoolteachers in Ilorin-west LGA, Kwara State. The study will address the following specific objectives:

1. To identify the level of role clarity among private school teachers in Ilorin-west LGA, Kwara States.
2. To investigate the level of job satisfaction in private basic schools in Ilorin-west LGA, Kwara State.

3. To determine the relationship between role clarity on job satisfaction among private basic schoolteachers in Ilorin-west LGA, Kwara State

### **Research Question**

1. What is the level of role clarity of teachers in Ilorin-west LGA, Kwara state?
2. What is the level of job satisfaction of teachers in Ilorin-west LGA, Kwara state?

### **Research Hypotheses**

H<sub>01</sub>: There is no significant difference in the job satisfaction of private basic schoolteachers in Ilorin-west LGA based on their levels of role clarity.

### **Research Methodology**

A descriptive research design of correlational type was adopted for this study. This study did not intend to manipulate any variable. The study intended to observe through the administration of a questionnaire the relationship between the variables of the study. The population of this study consisted of all private basic schoolteachers in Ilorin-west LGA, Kwara State. Forty-eight private secondary schools are in the local government with 487 teachers according to information received from Ilorin-West Local Government Education Authority. A purposive random sampling technique was used to select the participants of the study. Ten private basic schools were purposively selected from the LGA. Fifteen teachers were randomly selected from each of the schools. The sample of this study consisted of 150 randomly selected teachers from 10 private upper basic schools in Ilorin-west LGA, Kwara State. The instrument of the study is the Role Clarity and Job Satisfaction Questionnaire (RCJSQ). The instrument is self-developed and well-validated. The instrument has two parts, A and B. Part A requests for demographic information of the respondents while Part B contains the items of the instrument. Part B has two sections. Section One contains 15 items on role clarity and section two contains 15 items on Job Satisfaction. These sections used four Likert response formats with response options ranging from very much like, like me, not like me, and not at all like me. The minimum and maximum obtainable scores from each of the sections are 15 and 60 in that order. A score between 15 and 37 represents low role clarity and low job satisfaction, while a score between 38 and 60 represents high role clarity and high satisfaction in both sections. The split-half method was used to establish the internal consistency of the instrument. The reliability coefficients of 0.76 and 0.81 were obtained on the section respectively. The statistical procedures employed in this study

were percentages and t-tests. The percentage was used to determine the level of role clarity and job satisfaction of most of the participants.

## **Results**

What is the level of role clarity of the participants?

Table 1

Table Showing the Levels and Percentage of the Respondents on the Role Clarity

Levels	Range of Score	No of Participants	%
Low	15 - 37	64	42.67
High	38 - 60	86	57.33
Total		150	100

Table 1 shows the result obtained from answering research question one. From the table, it is shown 64 participants had a score ranging from 15 and 37 indicating low role clarity, and 86 participants had a score ranging between 38 and 60 and indicated high role clarity. Since most of the participants (86) and 61% were on the high level of role clarity, the level of the role clarity of private basic schoolteachers in Ilorin was high.

## **Research Question Two**

What is the level of job satisfaction of the private basic schoolteachers in Ilorin-west LGA, Kwara State?

Table 2

Table Showing the Levels and Percentage of the Respondents on the Role Clarity

Levels	Range of Score	No of Participants	%
Low	15 - 37	106	70.67
High	38 - 60	44	29.33

Table 2 shows the result obtained from answering research question two. From the table, it is shown that 106 participants had a score which ranged between 15 and 37 and indicated low job satisfaction and 44 participants had a score which ranged between 38 and 60 and indicated high job satisfaction. Most of the participants (106) and 70.67% had a level of job satisfaction. The level of job satisfaction of private basic schoolteachers in Ilorin-west LGA, Kwara State was low.



### Research Hypothesis One

H<sub>01</sub>: There is no significant relationship between role clarity and job satisfaction of private basic schoolteachers in Ilorin-west LGA, Kwara State

**Table 3**

P.P.M.C. Table Showing the Relationship between Role Clarity and Job Satisfaction of Private Basic School Teachers in Ilorin-west LGA, Kwara State

Variables	No	Mean	St. Dev.	Df	r. Cal.	Sig	P
Role Clarity	150	28.47	10.36				
				148	0.43	0.01	**
Job satisfaction	150	27.32	11.41				

\*\* (Significant at 0.05 critical region)

Table 3 shows the results obtained from testing hypothesis one. From the table, it is shown that r. calculated as 0.43, the degree of freedom was 148 and the significance was 0.01. Since the significant level is less than 0.05, the null hypothesis was ejected. Thus, there was a significant relationship between role clarity and job satisfaction of private basic schoolteachers in Ilorin-west LGA, Kwara State.

### Discussion of Findings

The findings from this study show that the level of role clarity of most of the teachers (84, 57.33%) was high, while 64 indicating 46.67 % reported low role clarity. It is also indicated by the finding that the level of job satisfaction among private basic teachers in Ilorin-west LGA, Kwara State was low. This suggests a lack of widespread dissatisfaction but not a strong sense of fulfillment either. This shows teachers generally experience a moderate level of job satisfaction at work which aligns with the findings from other studies, like a study conducted by Topchyan and Woehler, (2021) where teachers often experience conflicting pressures and demands. However, the varied mean scores for different role aspects suggest that specific areas like resource availability and ambiguity likely have stronger influences on job satisfaction than others. A study by Toropova et al. (2021) identified access to resources and professional development opportunities as significant predictors of teacher job satisfaction. This aligns with the finding that resource availability plays a role in satisfaction.

It was found that role clarity of the private basic schoolteachers was significantly related to their job satisfaction. This means that the better the role clarity, the better the job satisfaction of the

teachers. This finding supported the previous findings of Lopes and Oliveira (2020) and Chung et al (2021). These studies reported a significant relationship between role clarity and the job satisfaction of teachers. Clarity in roles and responsibilities may contribute to fulfilling basic psychological needs, which in turn can influence job satisfaction. This position was aligned with Jiang et al. (2020) which reported a study conducted on the psychological needs satisfaction and subjective well-being which concluded that clarity in roles and responsibilities may contribute to fulfilling basic psychological needs, which in turn can influence job satisfaction.

### **Conclusion**

Based on the findings of this research, the following conclusions were drawn:

1. The level of role clarity among private basic schoolteachers in Ilorin-west LGA, Kwara State was high.
2. the level of job satisfaction among the private basic schoolteachers in Ilorin-west LGA, Kwara State was low.
- 3, There was a significant relationship between role clarity and the job satisfaction of the private basic schoolteachers in Ilorin-west LGA, Kwara State.

### **Recommendations**

Based on the findings of this research, the following conclusions were drawn:

- 1) Techniques must be derived to maintain the role clarity of the private basic schoolteachers in the LGA so that the teachers will maintain the high role clarity.
- 2) Methods should be put into place to improve job satisfaction of the private basic schoolteachers.
- 3) research light should also be beamed on the factors that can influence the job satisfaction of private basic schoolteachers in the LGA to be able to manage their job satisfaction.

By addressing these points, Ilorin-west LGA schools can potentially improve job satisfaction and retain dedicated teachers for the benefit of students.

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