

RESEARCH ARTICLE

Relationship between job satisfaction and job performance of high school agriculture teachers in Manzini region, Eswatini

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Abstract

This study aimed to describe the relationship between job performance and job satisfaction of high school agriculture teachers in the Manzini region. The study's main objective was to describe the relationship between job performance and job satisfaction of high school agriculture teachers. The study utilized a descriptive survey research design and a stratified proportionate simple random sampling technique. A questionnaire, validated by three experts, was used for data collection. The Cronbach Alpha reliability method was used to estimate a reliability coefficient. The data was collected from 94 of 123 agriculture teachers, indicating a retrieval rate of 76.9%. Statistical Package for the Social Sciences was used for data computation, while the real limit of numbers and Pearson product-moment correlation were used for data analysis. It was found that there is a positive, significant relationship between job satisfaction and job performance of high school agriculture teachers in the Manzini region. Key factors influencing job satisfaction included supportive administration, positive relationships with students, and opportunities for professional growth. Effective instructional practices, student engagement, and community engagement were identified as indicators of high job performance. Among others, continuous monitoring of the relationship between job satisfaction and performance is recommended.

Keywords: *Job Satisfaction, Job Performance, Agriculture Teachers, Descriptive Correlational*

1. Introduction

Manzini region is one of the four administrative regions in Eswatini. Agriculture is a core component of the secondary school curriculum in

Eswatini's Manzani region, reflecting the sector's importance to the local and national economy. Many schools offering secondary education in the Manzani area offer specialized agricultural programs that provide students with a strong foundation in crop cultivation, animal husbandry, horticulture, and farm management. These agricultural high school programs typically combine classroom-based instruction with hands-on practical training, often through school farms or demonstration plots. Students learn agrarian techniques, gain exposure to new farming technologies, and develop business skills for running small-scale or commercial farms. Some high schools even offer vocational tracks that allow students to earn certificates in specific agricultural specialties. By integrating agricultural education into the secondary curriculum, schools in the Manzani region aim to equip the next generation with the skills needed to support the region's thriving farming activities, whether as future farmers, extension workers, or agribusiness professionals. This agricultural focus at the high school level helps build a pipeline of talent to sustain the Manzani area's agricultural economy.

In Eswatini, research indicates that the number of farming teachers needs to be increased, and their performance is impacted by factors like inadequate training and resources (Gule & Mndebele, 2019). The reasons for these issues include low teacher salaries, limited professional development opportunities, and a lack of incentives to attract and retain qualified educators (See et al., 2020). In Eswatini, there are currently around 250 high school agriculture teachers and their performance is crucial in imparting practical skills and knowledge to students. Agriculture teachers are vital in promoting sustainable farming practices, food security, and rural development (Pawlak et al., 2020). Their job satisfaction and performance significantly impact the quality of education and the country's agricultural productivity and economy (Altman, 2020).

The relationship between job satisfaction and job performance has long been an area of interest in educational research, as it has important implications for teacher effectiveness and student outcomes. This is particularly salient for high school agriculture teachers, who are critical in preparing students for careers in agriculture, environmental science, and related fields. However, the unique challenges agriculture teachers face, such as limited resources, diverse student populations, and shifting curricular needs, may impact their job satisfaction and, in turn, their job performance. Teachers of agriculture in high school were essential in helping students get ready for professions in environmental science,

agriculture, and related subjects. Therefore, enhancing teaching effectiveness and student outcomes requires an awareness of the variables influencing their work satisfaction and performance (Toropova, 2021).

Programs for teaching agriculture frequently faced particular difficulties, such as few resources, a varied student body, and changing curricular needs. These difficulties may affect teachers' work satisfaction and, in turn, their performance. Furthermore, teachers' experiences in the classroom would have been further impacted by the nature of the agricultural business, which is characterized by seasonal needs and shifting market conditions. Even while work performance and job satisfaction are essential in educational contexts, there has not been much study on high school agricultural instructors. Thus, empirical research was required to examine the connection between this particular population's job performance and job satisfaction (Katebi et al., 2022).

This study was conducted at high schools in the Manzini region that offered agro-education programs. These educational institutions catered to pupils from various socioeconomic backgrounds and were situated in rural, suburban, or urban settings. The research collaborated with agricultural instructors and administrators in participating schools to collect data on employment happiness and job performance. The research setting provided insight into high school agriculture teachers' unique challenges and opportunities in different contexts. By examining a diverse range of schools, the study aimed to capture the complexities of the relationship between job satisfaction and job performance within the agricultural education profession.

1.1 Statement of the Problem

Over 70% of the workforce was employed in agriculture, a vital part of Eswatini's economy, accounting for 10% of the nation's GDP (Tsikati et al., 2023). However, the industry faced many difficulties, such as inefficient transactions throughout the agricultural value chains, traceability issues, and a lack of transparency (Alfonsi et al., 2024). These issues reduced the competitiveness of Eswatini's agricultural exports and made it more difficult for smallholder farmers to access profitable markets (Mangwe et al., 2020). Though their work performance and job satisfaction may be subpar, high school agriculture teachers played a crucial role in educating and training the next generation of farmers, which affected the quality of agricultural education and the growth of the agricultural sector (Tsikati et al., 2023; Ndou, 2019). Despite the

importance of this issue, there was a paucity of research examining the relationship between job performance and job satisfaction among high school agriculture teachers (Shongwe, 2024; Mkhize et al., 2022). This study aimed to investigate this relationship, providing valuable insights for policymakers, school administrators, and educational authorities to develop interventions and support systems to improve job satisfaction and performance, ultimately enhancing the quality of agricultural education and contributing to the overall development of the agricultural sector in Eswatini (Shongwe, 2024). The objectives of the study were to determine the level of job satisfaction of high school agriculture teachers in the Manzini region, determine the level of job performance of high school agriculture teachers in the Manzini region, identify the factors influencing job satisfaction of high school agriculture teachers in Manzini region; identify the factors influencing job performance of high school agriculture teachers in Manzini region, and describe the relationship between job performance and job satisfaction of high school agriculture teachers.

1.2 Theoretical Background

Frederick Herzberg created the Two-Factor Theory, sometimes known as Herzberg's motivation hypothesis, which was used in this investigation. Herzberg states that employees have two demands: hygienic and motivating (Ihensekien et al., 2023). Pay, work regulations, and working circumstances influence workplace hygiene requirements. While these elements cannot inspire workers, they can reduce discontent if managed well. Conversely, motivating demands are integral to the work, including advancement, accountability, and acknowledgment. Motivational elements satisfy personal aspirations for development and self-actualization, resulting in work contentment (Gopinath, 2020). Several studies have used Herzberg's motivation theory as a framework to examine job satisfaction and its related factors. For example, Filtvedt (2016) applied the theory to explore the relationship between motivation and job satisfaction among employees in various industries. Motivators, such as recognition and responsibility, were crucial for job satisfaction (Ali et al., 2021).

In the context of the relationship between job satisfaction and job performance of high school agricultural teachers, Herzberg's theory provides insights into the factors contributing to job satisfaction (Alrawahi et al., 2020). It suggests that motivators, such as recognition and opportunities for growth, are essential for fostering teacher job

satisfaction. When teachers feel satisfied with their jobs, they will likely be more motivated and perform better. Thus, Herzberg's theory helps to understand how job satisfaction can influence the job performance of high school agriculture teachers (Makola, 2023).

2. Literature review

2.1 *Level of Job Satisfaction*

A study conducted by Struckmeyer et al. (2015) examined job satisfaction among high school agricultural educators on a national scale. They found that these educators reported overall high levels of job satisfaction. The study utilized survey data from a diverse sample of high school agricultural educators across the United States. Through statistical analysis, they identified factors contributing to job satisfaction, such as supportive administration, positive relationships with students, and opportunities for professional growth (Sahito & Vaisanen, 2020).

Similarly, a study by Moss (2022) focused on job satisfaction among secondary agricultural educators in Indiana. Their findings echoed those of the national study, indicating that most participants reported high levels of job satisfaction. Factors that influenced satisfaction included supportive school administration, a sense of autonomy in teaching, and opportunities for professional development. Furthermore, research by Bunch et al. (2018) explored job satisfaction among agricultural educators in Texas. Their study revealed that teachers who perceived higher administrative support reported greater job satisfaction. Additionally, positive relationships with colleagues and opportunities for advancement were cited as contributing factors to overall satisfaction in their work.

2.2 *Level of Job Performance*

Research indicates a strong link between effective agricultural education and student achievement in science and mathematics (Ugwuoke et al., 2023). Evaluation frameworks assessed teacher performance, with a study showing high proficiency among high school agriculture teachers in instructional practices and student engagement (Osagiede & Alordiah, 2024). These teachers fostered community engagement through events like agricultural fairs, enhancing learning outcomes and local community relations (Jay, 2023). Continuous professional development was integral for effective teaching. High school agriculture teachers actively participated in various professional

learning activities to enhance their skills and knowledge in agricultural content areas and pedagogical practices (Oliver et al., 2019). This commitment to ongoing improvement underscored their dedication to enhancing teaching effectiveness.

2.3 Factors Influencing Job Satisfaction

Siyal et al. (2021) suggested that job satisfaction was influenced by intrinsic and extrinsic motivating factors, supervision quality, social relationships, and work success. Work-life balance policies aim to enable employees to balance work with personal interests. Studies showed that workforce satisfaction, including factors like colleagues, compensation, and leadership, correlated with organizational commitment. Adamopoulos (2022) argued that just and transparent pay and promotion policies aligned with employee expectations contribute to job satisfaction. Adil et al. (2020) found that teachers' salaries and promotional opportunities significantly impacted job satisfaction, emphasizing the need for competitive pay and advancement prospects to retain educators. Dewaele and Li, (2021) highlighted the excitement of monetary rewards for teachers, which were highlighted by other research findings.

Pfister et al. (2020) affirmed the positive impact of monetary rewards and recognition on job satisfaction. On the other hand, Comighud (2021) emphasized the importance of paying attention to teacher rewards and recognition to enhance motivation and performance, while Amitai and Van Houtte (2022) noted that inadequate pay was a common reason for educators to resign. Furthermore, Shammout (2021) stressed the importance of a conducive work environment for employee comfort and efficiency, including cleanliness, modernity, and appropriate tools. Upgraded information technology enhanced productivity and morale, contributing to job satisfaction.

2.4 Factors Influencing Job Performance

Motivation greatly influences teacher performance, which could be enhanced through training programs and a supportive work environment (Mulang, 2021). Motivation positively impacted job performance when effort was adequately considered, although obtaining support for this view could be challenging. Teacher commitment was a key predictor of job satisfaction, influencing work quality and student performance (Lopes & Oliveira, 2020). Committed teachers demonstrated strong affiliation to their schools and strived to achieve

teaching goals essential for delivering quality education. Dimmock et al. (2021) emphasized the importance of teacher commitment in education, driven by internal needs for responsibility and external demands for educational reform. Bashir et al. (2020) highlighted a positive relationship between professional commitment and job satisfaction, though some aspects of teaching competence may have had a less positive impact. Teaching was often considered a second-choice profession, affecting initial commitment levels (Ross, 2023). Herzberg's Two-Factor Theory distinguished between hygiene factors, preventing dissatisfaction, and motivators, promoting job satisfaction and performance (Alrawahi et al., 2020). Factors like job enrichment and recognition played crucial roles in enhancing teacher motivation and performance.

2.5 The Relationship between Job Performance and Job Satisfaction

The study of Maheshwari (2022) about the relationship between teacher job satisfaction and job performance revealed a strong positive correlation between job satisfaction and job performance among high school teachers. This suggested that satisfied teachers, including agriculture teachers, tended to perform better. Toropova et al. (2021) investigated job satisfaction and its impact on the retention of agricultural educators. Their study found that high levels of job satisfaction were associated with more excellent job performance and an increased likelihood of retention within the profession. This suggested that job satisfaction was crucial in maintaining effective performance among agricultural teachers. This was highlighted by Baroudi et al. (2022), who examined factors influencing job satisfaction among agricultural education teachers. Their findings highlighted job performance as a significant predictor of job satisfaction. Teachers who perceived themselves as performing well in their roles reported higher levels of job satisfaction, emphasizing the positive correlation between performance and satisfaction (Tohan et al., 2022).

2.6 Conceptual Framework

This study conceptualized the framework based on investigating whether there is a relationship between job satisfaction and job performance in high school agriculture teachers. The dependent variable is job performance, while job satisfaction is independent (Hassan et al., 2020).

The first part of the conceptual framework, as shown in Table 1,

presents the independent variables like working conditions, pay, and promotion. The dependent variable is job satisfaction, and the outcome is expected to be job performance.

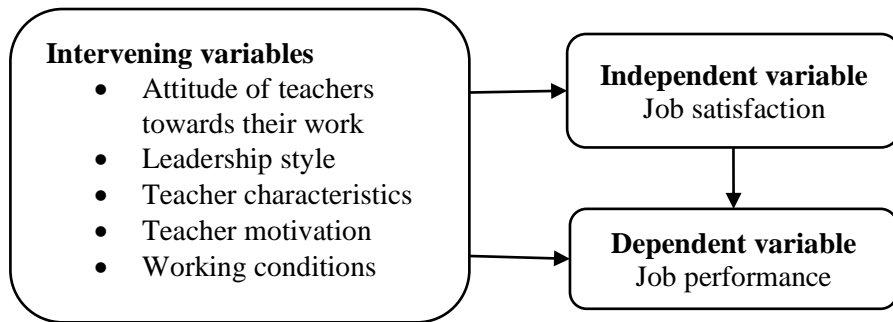
3. Methodology

This study adopted a quantitative research method with a descriptive survey design. Descriptive survey design allows the researcher to describe the state of affairs and report the findings (Russel et al., 2020). This design was an efficient method of collecting descriptive data regarding the characteristics of the teachers to justify current conditions and practices. Besides, the descriptive surveys allowed rapid data collection from a large sample within the shortest time possible using questionnaires, focus groups, and interview schedules (McGowan, 2020).

3.1 Operational Framework

Figure 1

The Operational Framework



The study population was 123, comprising 70 male and 53 female agriculture teachers from 70 high schools in the Manzini region. A sample size of 94 agriculture teachers was determined from the population using the Rao soft sample size calculator (Sharma et al., 2020). The calculator analyzed the population considering the number of errors the researcher accommodated, the size of uncertainty, the number of the sample, and the distribution of the given responses (Altig et al., 2022). Using a sample fraction of 0.76 (94/123), the sample comprised 54 male and 40 female agriculture teachers.

Having the list of the entire population of teachers with their respective schools and phone contacts, a simple random sampling technique (balloting without replacement) was used to select respective respondents, giving all the respondents equal opportunity to participate in the study (Campbell et al., 2020).

The instrument used for data collection was a structured questionnaire developed by the researchers from the literature review and their experiences in practice. The questionnaire titled Agriculture Teacher's Job Performance and Satisfaction Relationship Questionnaire (ATJPSRQ) had five sections: A, B, C, D, and E. Section A presented the level of job satisfaction of high school agriculture teachers; section B presented the level of job performance of high school agriculture teachers; section C presented the factors influencing job satisfaction of high school agriculture teachers; section D presented the factors influencing job performance of high school agriculture teachers, and section E presented the relationship between job performance and job satisfaction of high school agriculture teachers.

Three experts validated the ATJPSRQ: two from the Department of Agriculture Education and Extension, the University of Eswatini, and one 25-year experienced high school agriculture teacher. Their observations, suggestions, and corrections were used to improve the initial version of the instrument. There were 3 item mortalities from 37 to 34 items of ATJPSRQ used for the data collection. This was trial tested on 23 high school agriculture teachers in the Hhohho region of Eswatini, which was not part of the study. However, the respondents had the same training and work experience. Cronbach Alpha reliability method was used to determine the internal consistency of the questionnaire items, which gave a reliability coefficient of 0.78, indicating that the instrument was highly reliable for the study (Kennedy, 2022).

For data collection, the study utilized the survey method. Ninety-three copies of ATJPSRQ were distributed by the researcher and three research assistants to the respondents for self-administration. Respondents were given two weeks to answer the questionnaire, after which the researcher collected them when the week had elapsed. Permission to collect data from the schools was obtained from the Manzini regional education office and the principals of the selected schools. A follow-up was made to those teachers who did not respond to the questionnaire at the first distribution, giving them another 7 days to respond. At the end of the 3 weeks, 87 out of 94 copies of ATJPSRQ

administered were retrieved and used for data analysis, giving a retrieval rate of 81.78 %. The data collection lasted 3 weeks and 2 days, from Monday, 5th of February 2024, to Wednesday, 28th of February 2024.

The data was computed using Statistical Package for the Social Sciences (SPSS), first launched in 1968. SPSS is statistical software developed by IBM for data management. The computed data was then analyzed using mean and standard deviation to answer the research question, and the Pearson Product Moment correlation method was used to test the relationship and hypothesis at a .05 level of significance. Using three as a benchmark of the five response scales of the ATJPSRQ, any mean value of 3 or below was regarded as agreed, while any mean value above three was regarded as disagreed.

For clarity, the real limits of numbers were utilized for decision-making on the remark as follows.

- 1.00-1.49=Very satisfied/very good
- 1.50-2.49=Satisfied/good
- 2.50-3.49=Neutral/acceptable
- 3.50-4.49=Dissatisfied/poor
- 4.50-5.00=Very dissatisfied/very poor

Table 1 below shows how data was analyzed per objective using standard deviations, mean, percentages, frequencies, and correlation coefficient. The correlation was interpreted using the range of descriptors.

Magnitude of Correlation

Correlation efficiency	Adjectives
1.0	Perfect
0.70-0.99	Very high
0.50-0.69	Substantial
0.30-0.49	Moderate
0.10-0.29	Low
0.01-0.09	Negligible

Table 1
Statistical Tools for Data Analysis

Objectives	Scale measurement	Statistical analysis	Statistical test
To determine the job satisfaction and performance level of high school agriculture teachers.	Interval scale	Mean, Standard deviation	The real limit of numbers
To determine the factors influencing job satisfaction and performance in high school agriculture teachers.	Ratio Interval scale	Mean, Standard deviation	Pearson Product Moment Correlation
To find out the relationship between job satisfaction and performance in high school agriculture teachers.	Ratio Interval scale	Mean, Standard deviation	Pearson Product Moment Correlation

4. Results

This chapter presents the findings of the relationship between job performance and job satisfaction of high school agriculture teachers and further discusses these findings. The presentation of the study followed the order of the study's objectives. The response rate was 100%, and all the 94 teachers this study required participated.

Table 2 indicates that most of the factors contributing to job satisfaction of high school agriculture teachers ranged from 1.50-2.49, indicating satisfaction. However, only two factors had their means ranging from 2.50-3.49, indicating that respondents were neutral. The average mean of 2.44 indicated that high school agriculture teachers were satisfied with their work.

Table 2*Mean and Standard Deviation of Job Satisfaction of High School Agriculture Teacher*

s/n	Item statements	\bar{x}	s	Remarks
1	Level of success in my work	2.01	0.630	Satisfied
2	Emotional satisfaction in my job	2.41	0.780	Satisfied
3	The quality of supervision in my job	2.38	0.764	Satisfied
4	Pay or salary policy alignment with expectations	3.33	1.484	Neutral
5	Social relationships with colleagues	2.01	1.730	Satisfied
6	Job security provided by the employer	2.32	0.782	Satisfied
7	Work environment providing personal comfort	2.67	0.948	Neutral
8	The resources make my work easy	2.49	1.080	Satisfied
9	The balance between my life at work and life outside work	2.33	0.971	Satisfied
Average		2.44	0.909	Satisfied

\bar{x} - mean, s - standard deviation

Table 3 indicated that all the factors had means ranging from 1.50-2.49, indicating that their performance was good. Overall, the average mean of 2.15 indicated that the performance of high school agriculture teachers was good. Therefore, the level of job performance in high school agriculture teachers was good. In analyzing this section, the actual limits of numbers were utilized for decision-making (1.00-1.49 = very good, 1.50-2.49 = good, 2.50-3.49 = acceptable, 3.50-4.49 = poor, 4.50-5.00 = very poor).

Any item with a mean value of 1.00 to 1.49 was regarded as very good, 1.50 to 2.49 was regarded as good, 2.50 to 3.49 was regarded as acceptable, 3.50 to 4.49 was regarded as poor, and 4.50 to 5.00 was regarded as very poor.

Table 3*Mean and Standard Deviation of Performance of High School Agriculture Teachers*

s/n	Item statements	\bar{x}	s	Remarks
1	The motivation at school to do the work	2.46	1.04	Good
2	My ability to do the work	1.92	0.74	Good
3	The physical work environment at school	2.47	0.77	Good
4	My personality alignment with the profession	2.31	0.65	Good
5	The competency I have as a teacher	2.06	0.63	Good
6	The commitment I have to the profession	1.84	0.62	Good

7	The leadership style at work	2.10	0.79	Good
8	My attitude towards teaching	2.02	0.64	Good
Average		2.15	0.74	Good

\bar{x} - mean, s - standard deviation

Table 4 indicated that all the factors had means below 3, which indicated that the respondents agreed to them as factors influencing the job performance of high school agriculture teachers. They also had their standard deviation below 1, meaning there was a significant variation among the respondents' responses, except for 1 factor, which had a standard deviation of 1.07. The average mean was 1.90, which meant agreement. So, these nine items influenced the job performance of high school agriculture teachers.

Table 4

The Factors Influencing Job Performance of High School Agriculture Teachers

s/n	Item statements	\bar{x}	s	Remarks
1	One of the reasons that boosts my performance at work is my monthly salary	1.52	0.74	Agreed
2	My commitment to the job helps me perform well	1.82	0.74	Agreed
3	The level of training I got helped me perform better	1.83	0.74	Agreed
4	My level of competency aids in my work performance	1.91	0.65	Agreed
5	The leadership style helped me perform well	1.92	0.75	Agreed
6	The motivation, such as the recognition I get in my work, helps me perform better	1.95	0.81	Agreed
7	My health and wellness enable me to perform better at work	1.96	0.80	Agreed
8	My work environment, including safety, helps me perform much better	2.03	0.74	Agreed
9	The technology we use at my job enables me to perform better	2.15	1.07	Agreed
Average		1.90	0.78	Agreed

\bar{x} - mean, s - standard deviation

Table 5 indicated that all the factors had means below 3, which meant that the respondents agreed with the abovementioned factors, except for one with a mean of 3.25. Almost all the factors had a standard deviation below 1, except for two factors with a standard deviation of

1.03 and 1.31. The overall mean was 2.37, with a standard deviation of 0.96, which indicated agreement. Therefore, these nine factors influenced the level of satisfaction of high school agriculture teachers.

The benchmark used to analyze the data was 3, where the mean values below three were considered an indication of ‘agreement’ and the mean values of 3 and above were considered an indication of ‘disagreement.’ For the standard deviation, a standard deviation of below 1 meant a significant variation among respondents’ responses.

Table 5

The Factors Influencing Job Satisfaction of High School Agriculture Teachers

s/n	Item statements	\bar{x}	s	Remarks
1	My monthly salary is too low, and I am not satisfied with it	1.61	.84	Agreed
2	I am satisfied with the training I got for my job	2.02	.82	Agreed
3	I am satisfied with the school's culture and values	2.20	.84	Agreed
4	I am satisfied with the job security I have about my job	2.29	.97	Agreed
5	I am satisfied with my work environment, including safety	2.34	.97	Agreed
6	I am satisfied with my health as I do my job	2.51	.87	Agreed
7	I am satisfied with the weather conditions around my school	2.52	.92	Agreed
8	I am satisfied with the motivation I receive at work	2.52	1.02	Agreed
9	I am satisfied with the political stability in my country	3.24	1.30	Disagreed
Average		2.36	.95	Agreed

\bar{x} - mean, s - standard deviation

The correlation between job performance and job satisfaction was computed to determine the magnitude and direction of the relationship between the variables. The correlation was interpreted using the range of descriptors.

Data in Table 6 indicated a correlation coefficient (r) of .55, which was positive and within the coefficient limit of $\pm 0.50-0.69$. This indicated that job performance had a positive and substantial correlation with the job satisfaction of high school agriculture teachers. The table also shows a p-value of .00, which was less than the significance level of .05. This meant that a significant relationship existed between the job performance and job satisfaction of high school agriculture teachers.

Therefore, the hypothesis of no significant relationship between the job performance and job satisfaction of high school agriculture teachers was rejected.

Table 6

The Correlations Between Job Performance and Job Satisfaction of High School Agriculture Teachers

	JS	JP
Variable	Independent	Dependent
Mean	21.29	17.14
Standard Deviation	4.65	4.45
Correlation Coefficient (r)	0.55	
p-value	0.00	

JP=Job performance, JS=Job satisfaction, N=sampled population

5. Discussion

5.1 Objective 1: Level of Job Satisfaction

High school agriculture teachers generally exhibited high levels of job satisfaction, as evidenced by research. Bunch et al (2018) found that teachers in Texas reported greater satisfaction when perceived higher levels of administrative support, positive relationships with colleagues, and advancement opportunities. Similarly, Struckmeyer et al. (2015) observed high job satisfaction among high school agricultural teachers nationwide, cited factors like supportive administration and professional growth opportunities. Moss (2022) discovered similar trends among secondary agricultural educators in Indiana, with satisfaction linked to supportive administration, teaching autonomy, and professional development opportunities.

5.2 Objective 2: Level of Job Performance

The findings revealed that the performance of high school agriculture teachers was good. This was in line with the findings of Warner et al. (2015), who evaluated high school agriculture teachers using a comprehensive set of evaluation criteria, including

instructional practices, student engagement, and professional development involvement. The findings indicated that most teachers demonstrated proficiency in these areas, reflecting positively on their overall performance. This finding conforms to the study of Jay (2023), who explored the community impact of agricultural education programs and highlighted the positive relationships built between schools, students, and local stakeholders through the efforts of dedicated teachers and Oliver et al. (2019), who examined the professional development practices of agricultural educators and found a high level of engagement in various forms of professional learning activities, indicated their dedication to improving their teaching effectiveness.

5.3 Objective 3: Factors Influencing Job Satisfaction

The findings revealed that all nine items influenced the job performance of high school agriculture teachers. This was in line with Siyal et al. (2021), who stated that job satisfaction was affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups, and the degree to which individuals succeeded or failed in their work. People are motivated to achieve specific goals and will be satisfied if they achieve these goals. This was also in line with the idea of Adamepoulos (2022), who stated that employees would want pay systems and promotion policies that were just, unambiguous, and lined with their expectations.

On the other hand, Koo et al. (2020) confirmed the strong positive effects of monetary rewards and recognition of job satisfaction. The same applies to the findings of Comighud (2021), who found out that the motivation and job performance of teachers can be increased considerably if more attention is given to teacher rewards and their recognition (satisfaction, motivation, knowledge, collaboration with partners, and colleagues, dedications, holding and participation may be in the order of the most critical aspects of human resource management results).

5.4 Objective 4: Factors Influencing Job Performance.

The study revealed that all nine items influenced the level of job satisfaction of high school agriculture teachers. This was in line with the study of Mulang (2021), who posits that a teacher's performance is determined by three factors: i.e. motivation, work environment,

and ability to do work. This was also in line with Hackman and Oldham's proposal, the Job Characteristics Model, which suggested that job enrichment led to higher job satisfaction and performance by increasing the core job dimensions of skill variety, task identity, task significance, autonomy, and feedback. Furthermore, Alrawahi et al.'s (2020) study found that satisfaction and dissatisfaction at work arise from different factors. Hygiene factors (e.g., pay, working conditions) prevent dissatisfaction, while motivators (e.g., achievement, recognition) lead to job satisfaction and performance.

5.5 Objective 5: Relationship between Job Performance and Job Satisfaction

The findings revealed that job performance had a positive and substantial correlation with the job satisfaction of high school agriculture teachers. This was in line with the study of Siyal et al. (2021), who examined the factors influencing job satisfaction among agricultural education teachers. Their findings highlighted job performance as a significant predictor of job satisfaction. Teachers who perceived themselves as performing well in their roles reported higher levels of job satisfaction, emphasizing the positive correlation between performance and satisfaction.

Maheshwari's (2022) study revealed a strong positive correlation between high school teachers' job satisfaction and job performance. This suggests that satisfied teachers, including agriculture teachers, tended to perform better. This finding conforms to the study conducted by Toropova et al. (2021), who investigated job satisfaction and its impact on the retention of agricultural educators. They found that high levels of job satisfaction were associated with greater job performance and increased likelihood of retention within the profession. This suggested that job satisfaction was crucial in maintaining effective performance among agricultural teachers; thus, when they are satisfied with their jobs, they are more likely to perform better. This could be because satisfied teachers are more motivated, committed, and engaged in their work, leading to improved instructional practices, student engagement, and community involvement.

These findings have important implications for Eswatini's education system and agricultural sector. Policymakers and school administrators should focus on developing interventions and support systems to enhance job satisfaction among high school agriculture teachers, as this could lead to improved teaching

effectiveness and student outcomes. This, in turn, could contribute to the overall development of the agricultural sector in Eswatini by producing more skilled and knowledgeable future farmers and agricultural professionals.

6. Conclusion

The study found a positive, significant relationship between job satisfaction and job performance of high school agriculture teachers in the Manzini region. This is an important finding, as these teachers play a crucial role in educating and training the next generation of farmers, directly impacting the quality of agricultural education and the growth of the agricultural sector in Eswatini. The high levels of job satisfaction and performance reported by the teachers align with the observed trends in the region's agricultural education institutions, where school administrators have created a positive work environment and prioritized continuous professional development. However, the study highlights the need for ongoing monitoring and evaluation, given these teachers' unique challenges. By addressing the relationship between job satisfaction and job performance, agricultural education institutions can contribute to the overall development of the agricultural sector in Eswatini, enhancing the competitiveness of the country's agricultural exports and improving the livelihoods of smallholder farmers.

7. Limitation

Limitation is an aspect of research that influences the results negatively but over which the research has no control (Joseph, 2016). The study mainly depended on questionnaires given to randomly selected individuals from randomly selected schools. Therefore, the results may not accurately represent the entire population.

One limitation is the study sample size. The population consisted of 123 teachers, and data was collected from 94 of them, representing a retrieval rate of 76.9%. Although this sample size is adequate for statistical analysis, a larger sample size could have strengthened the generalizability of the findings, particularly in the context of the region's diverse educational institutions and teaching environments.

The study also relied on a self-reported questionnaire to measure job satisfaction and performance. While this is a common approach in such research, it may be susceptible to potential biases, as teachers

may be inclined to present themselves favorably or not accurately reflect their experiences and perceptions. Incorporating multiple data sources, such as classroom observations or performance evaluations by school administrators, could have provided a more comprehensive and objective assessment of the teacher's job performance.

Furthermore, the study employed a descriptive survey research design, which, while appropriate for the research objectives, may not have captured the nuances and complexities of the factors influencing job satisfaction and performance. Combining quantitative and qualitative data collection techniques, a mixed-methods approach could have yielded deeper insights into the underlying mechanisms and contextual factors shaping the relationship between these two variables.

8. Recommendation

Based on the findings, the following recommendations are proposed:

- a. School administrators should provide strong support and guidance to agriculture teachers by addressing resource limitations, diverse student needs, and changing curriculum requirements.
- b. Education authorities should offer continuous professional development programs to enhance agriculture teachers' content knowledge and pedagogical skills through workshops, training sessions, and participation in professional networks.
- c. Policymakers should review and adjust agriculture teachers' compensation and benefits packages to be competitive and align with their qualifications and experience, including salary, health insurance, retirement plans, and opportunities for advancement.
- d. School leaders should foster a positive work environment and strengthen interpersonal relationships among agriculture teachers through collaborative activities, team-building events, and recognition of their contributions.

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