

INTERNATIONAL
JOURNAL OF APPLIED RESEARCH
AND
INNOVATIVE DEVELOPMENT



ISSN: 2695-6429

World Research Academy

Dublin

INTERNATIONAL JOURNAL OF APPLIED RESEARCH AND INNOVATIVE DEVELOPMENT



PRINCIPALS' MANAGEMENT STRATEGIES AND JOB SATISFACTION AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN IZZI LOCAL GOVERNMENT AREA (LGA) OF EBONYI STATE

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Abstract

This study investigated the Principals' Management Strategies and Job Satisfaction among Teachers in Public Secondary Schools in Izzi LGA of Ebonyi State. Three research questions and two hypotheses guided the study. Descriptive survey research design was adopted, with a total population of 1032 target audience. Simple random sampling technique was used to get a sample size of 200 respondents, selected from ten (10) public secondary schools. The instrument used for data collection was a four point modified Likert Rating Scale of Agree, Disagree, Strongly Agree and Strongly Disagree and Cronbach Alph was used to establish the reliability as follows: Sub scale 1.92 Sub scale 2, 0.99 with grand coefficient of 1.96 for 15 items. Data analysis were done using descriptive statistics of frequency counts, percentage and mean to answer the research questions, while the hypotheses formulated were tested using Z-test statistical at 0.05 level of significance. The study concluded that there was a significant impact on the implementation of principal management strategies on the Job satisfaction of teachers in public Secondary Schools in Izzi Local Government Area of Ebonyi state. The study recommended that the Principals should create conducive environment to accommodate teachers, also to liaise with the state government to ensure teachers' promotion and regular payment of salaries, among other things.

Keywords: Management strategies, Principals, Teachers, Job Satisfaction in Secondary schools.

Introduction

Education is an instrument per excellence for national development, Eze-Anyim, (2015) in NPE (2013). Education serves as the cornerstone of societal progress, and teachers play an indispensable role in this process. Education is widely acknowledged as a pivotal factor in the measurement of developmental progress.

Principal' is used to address the chief executive or manager in secondary schools in Nigeria. The adoption of effective management strategies by the principal is dependent upon the conceptual,

human and technical skills possessed. As a leader, a skillful, manager, principal should adopt supervisory role, teamwork, staff appraisal, and training/development of staff. Through appraisals the principal is able to identify the strength and weakness in the teachers and in the system. Through teamwork the teachers are motivated to participate in decision making. Through supervision the principal is able to oversee the teachers and processes in the school and through staff training/development the principal is able to improve the knowledge, skills, attitudes and behaviours of teachers while

on the job.

In the pursuit of this objective, the Education sector requires a quality teachers and satisfied workforce. Teachers who experience a high degree of job satisfaction tend to invest their time, energy, and commitment into their work, resulting to super quality production. As Onuoha (2001) aptly pointed out, job satisfaction has captured the attention of numerous researchers as a compelling field for examining the work-related attitudes of employees. Given the enhanced performance demonstrated by contented teachers, it is a paramount goal for all Educational organizations to enhance satisfaction levels in order to attain their desired objectives.

However, Principal's management refers to the procedures, styles, strategies and instructional techniques used to manage students' behavior, learning activities, school plants and other facilities, relationship with host communities etc. Effective principals' management strategies create an environment that is conducive for both teaching and learning, while ineffective principals' management strategies often create chaos. Teachers are often faced with some challenges from students or the entire class that makes them to re-strategize on method of solving averting the impending doom. Job satisfaction is a subjective feeling of fulfillment which an employee derives from working in a given and conducive organization by granting him a desired fulfillment. With the breath of fresh air, the worker would be happy with his organization and therefore becomes committed to achieving the goals of the organization.

In line with this perspective, Armstrong (2006) defines job satisfaction as the amalgamation of attitudes and sentiments that individuals hold in regard to their jobs. For Armstrong, a positive and favorable perspective towards one's work and the work environment signify job satisfaction. Conversely, negative or unfavorable attitudes directed at the job signify job dissatisfaction. Teachers are the most important resources in a secondary school. They are the key figures for any changes (e.g., educational

reforms) needed in schools. any new curriculum contents are interpreted and can only be implemented by teachers. The provision of a high-quality education system depends on high quality teachers. A high teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning, Bolin, (2007). A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom. Ofoegbu, (2004). To realize this, one of the important key to providing education in the schools are teachers. Hence, teachers " must play the most decisive role in influencing social and economical development of the students". Teachers as role-models, are the pillars of the schools and society at large Ofoegbu, (2004). On this note, teachers should be professionally balanced, effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on teachers who play significant role on students' achievement. When teachers feel informed and involved in decision-making processes, it contributes to a sense of ownership and empowerment, positively impacting their satisfaction levels Hallinger, (2011). Therefore, this study attempts to examine principals' management strategies and Job satisfaction among teachers in secondary schools in Izzi LGA of Ebonyi state Nigeria.

Statement of the problem

In this age of speedy education transformation on science and technology, industrial progression around the globe, Nigeria, Ebonyi state inclusive, with gross reference to Izzi LGA is still behind others with terribly stumpy standard of education. The retrogression may not be unconnected to poor principals management strategies and job un-satisfaction among the teachers in the area due to government neglect and inadequacy in the provision of conducive teaching learning environment. Most importantly, the aim of every business organization is to maximize profit, reduce

expense and maintain cordial relationship with its clients and employees; to achieve this is dependent on how the organization can harness and manage resources through the adoption of appropriate management strategies. Referencing public Secondary schools in Izzi L. G.A. of Ebonyi State, experience has shown that job satisfaction does not exist at various levels among teachers judging from their level of motivation and commitment to duties. Non availability of conducive classrooms, inadequate teaching aids and facilities, laboratories and libraries, computers in this computer age, poor quality of teachers and uninterested and hostile students, repeated strikes in education sector signifies that all is not well with our future educationally. Cases of lateness to school, absenteeism, agitations, forceful withdrawal from service, parental neglect and hostile relationship towards students are some of the observable outcome of low job satisfaction. If expectations of teachers from government decline, students' academic work also decline because teachers will show little or no commitment to teaching process leading to low output. The question therefore is: does principals' management strategies influence job satisfaction among the teachers of public secondary schools in Izzi L.G.A,“ This is the problem addressed by the present investigation. The Education sector in Nigeria has seen significant growth and transformation over the years, but it continues to grapple with issues such as inadequate infrastructure, resource constraints, and a shortage of qualified educators. These challenges not only affect the quality of education but also contribute to teacher dissatisfaction, leading to adverse consequences for students' effectiveness.

Over the years, various challenges have emerged in the education system, including teacher attrition, low morale, and declining performance, which can be attributed, at least in part, to issues related to job satisfaction. This research aims to delve into the intricate relationship between principal management strategies and job satisfaction among teachers. It is essential to understand the specific problems faced by teachers and explore how effective management

strategies can contribute to increased job satisfaction, thereby enhancing the quality of education in Izzi Local Government Area of Ebonyi State.

The purpose of the study.

The purpose of the study is to analyze the management strategies employed in public secondary schools in Izzi L.G.A of Ebonyi State, Nigeria.

The study aimed to:

1. Find out adequate Management Strategies and Practices employed by School Principals in public Secondary Schools within Izzi LGA of Ebonyi State.
2. Determine factors that contribute to job satisfaction among teachers in the selected secondary schools in the research area.
3. Determine the implementation of principal management strategies impact job satisfaction of teachers in these secondary schools in Izzi LGA”

Research Questions

1. What are the Adequate Management Strategies and Practices employed by School Principals in public Secondary Schools within Izzi LGA of Ebonyi State,
2. What are the determinant factors that contribute to job satisfaction among teachers in the selected secondary schools in the research area”
3. How does the implementation of principal management strategies impact job satisfaction of teachers in these secondary schools in Izzi LGA”

Research Hypotheses

H₁: There is no significant different on the impact of the implementation of principal management strategies on the job satisfaction of teachers in public secondary schools in Izzi local Government Area of Ebonyi State.

H₀: There is no significant difference between the mean ratings of principals and teachers on the ways principals” use of teamwork strategy to influence teachers” job satisfaction in public

secondary schools in Izzi local Government Area of Ebonyi State.

Methodology

This study used a descriptive survey research design carried out in a structured process. This design according to Kpee (2015) is one in which data is collected from sample of a given population for describing the pattern of distribution of the elements in the entire population. The population of 1,032 target audience consisting of 16 Principals, 1016 teachers in the 16 public secondary schools in the study area. Stratified random sampling technique was used to draw a sample size of 200 respondents from the study population. The instrument for Data collection was a self structured questionnaire titled: "Principals' Management Strategies and Job Satisfaction among Teachers in Secondary Schools Questionnaire." (PMSJSTSSQ).

The instrument was made up of 15 items, grouped into 3 clusters in line with the specific purpose of the study. The Instrument was developed on a four point rating scale and was administered by the researcher with the help of 2 trained research assistants. this instrument was

face validated by three experts; two were drawn from Education Administration and Planning units and one from Measurement and Evaluation unit, all from Ebonyi State University, Abakaliki. These trio scrutinized the items for language clarity and suitability before the instrument was used for data collection. Z-test method was adopted to test the reliability of the instrument before use and a reliability coefficient of $r=0.85$ was gotten using Pearsons Product Moment Correlation. A direct delivery and retrieval method was used by the researcher to ensure 100% return rate of the administered copies of the instrument. The collected Data was analysed using Mean and standard Deviation. A mean score of 2.50 was accepted as decision benchmark. This benchmark figure of 2.50 was arrived at by calculating the arithmetic average of the scale values of 1,2,3 and 4=10 divided by 4=2.50

Items: Adequate management strategies and practices employed by school principals

Result and Findings

Research Question 1: What are the proper management strategies and practices employed by school principals in public secondary schools in Izzi LGA of Ebonyi State

Table 1: Proper Management Strategies and Practices Employed by School Principals

| S/N | Proper Management Strategies and Practices Employed by Principals | SA | A | D | SD | N | FX | X | SD | DECISION |
|------------|---|----|----|----|----|-----|-----|------|------|----------|
| 1. | Encouragement of collaborative decision-making among staff | 85 | 65 | 40 | 10 | 200 | 595 | 2.97 | 0.86 | Agree |
| 2. | Improve vertical horizontal communication between school authority, staff and students. | 60 | 35 | 70 | 35 | 200 | 520 | 2.6 | 0.98 | Agree |
| 3. | Encourage training and re-training programmes for teachers | 60 | 50 | 72 | 18 | 200 | 552 | 2.76 | 0.93 | Agree |
| 4. | Teachers to be involved in decision making | 90 | 40 | 47 | 23 | 200 | 597 | 2.98 | 0.85 | Agree |
| 5. | School managers to discourage bullying and discrimination among students | 40 | 50 | 43 | 67 | 200 | 463 | 2.30 | 1.12 | Disagree |
| Grand mean | | | | | | | | | | 2.72 |

Results of data analysis as shown in table 1 implied that tables 1,2,3,and 4 have mean scores above the benchmark of 2.50 showing agreement to encouragement of collaborative decision making among staff, improve vertical and horizontal communication btw school authority, staff and students. They equally encouraged training and re-training programmes for teachers, Teachers to be involved in decision making as a proper management strategies and practices employed by school principals in public secondary school in Izzi LGA. It equally showed that only item no.5 that is less than 2.50.which imply that school managers

discourage bullying and discrimination among students.

From the analysis in table one, it was observed that the grand mean of 2.72 imply that the above stated items based on the research question one Agreed that Proper management strategies and practices employed by school principals.

Research Question Two

Determinant factors contributing to job satisfaction among teachers leading to students' academic improvement

Table 2: The mean responses on how determinant factor contributing to job satisfaction among teachers leading to students' academic improvement

| S/N | ITEMS DESCRIPTION | SA | A | D | SD | N | FX | X | SD | DECISION |
|-----|---|----|----|----|----|-----|-----|------|------|----------|
| 6 | The schools provide a conducive and collaborative work atmosphe.re among staff | 93 | 46 | 32 | 29 | 200 | 630 | 3.0 | 0.76 | Agree |
| 7 | Teachers receive recognition for their contributions and effort from government, education boards authorities | 90 | 50 | 39 | 21 | 200 | 609 | 3.0 | 0.76 | Agree |
| 8 | The schools to offer relevant and beneficial professional development opportunities to teachers | 80 | 60 | 30 | 30 | 200 | 590 | 2.95 | 0.86 | Agree |
| 9 | The schools to promote policies that support work-life equality for teachers. | 60 | 50 | 72 | 18 | 200 | 552 | 2.76 | 0.93 | Agree |
| 10 | The government provides remuneration packages for hard working teachers as an incentive | 66 | 62 | 32 | 40 | 200 | 554 | 2.80 | 0.79 | Agree |

Grand Mean

2.90

Results of data analysis as shown in table 2 above implied that the respondents agreed in items 6,7,8,9 and 10 and the grand mean of 2.90 as seen above had high score above 2.50 the benchmark.

These indicated agreement to all determinant factors that contribute to job satisfaction among teachers in the selected secondary schools in Izzi LGA.

Research Question 3

Influence of principals' management strategies in teacher's job satisfaction"

Table 3: mean ratings of respondents on the influence of principals' management strategies in teachers job satisfaction.

| S/N | ITEMS DESCRIPTION | SA | A | D | SD | N | FX | X | SD | DECISION |
|-----|--|----|----|----|----|-----|-----|------|------|----------|
| 11 | Teachers to be knowledgeable to effect and initiative by designed principals. | 93 | 61 | 29 | 17 | 200 | 630 | 3.20 | 0.67 | Agree |
| 12 | The principal's leadership style to positively influences the overall work environment. | 50 | 89 | 33 | 28 | 200 | 561 | 2.80 | 0.79 | Agree |
| 13 | Teachers should be inspired and motivated by the principal's leadership style. | 43 | 97 | 24 | 36 | 200 | 547 | 2.74 | 0.95 | Agree |
| 14 | Teachers believe that the professional development provided aligns with their needs. | 86 | 73 | 3 | 38 | 200 | 607 | 3.0 | 0.76 | Agree |
| 15 | Teachers to receive constructive feedback from principals to help improve their qualitative academic performance | 91 | 50 | 23 | 36 | 200 | 596 | 2.98 | 0.86 | Agrees |

Grand Mean

2.94

From Table 3, the respondents reacted positively on all the items as agreed because all scored above the benchmark of 2.50. The item numbers 11,12,13,14,15, indicating that the principal's leadership style to positively influence the overall work environment.

From the analysis in table 3, it was observed that the grand mean 2.94 imply that the above stated items based on the research question three are the influence of principals' management strategies

on teacher's job satisfaction.

Hypothesis:

Hypothesis 1

H₁: There is no significant impact of the implementation of principals' management strategies on the job satisfaction of teachers in public secondary schools in Izzi Local Government Area Ebonyi State

Table 1: Z-Test of the impact of the Implementation of Principal Management Strategies on the teachers Job Satisfaction of Teachers in Public Secondary Schools in Izzi Local Government Area Ebonyi State.

| Respondents | N | X | SD | DF | Level of sign | Z-cal. | Z-crit. | Decision |
|-------------|-----|------|------|-----|---------------|--------|---------|-----------------------------|
| Principal | 35 | 3.00 | 1.01 | 192 | 0.05 | 1.92 | 1.96 | H0 ₁ Accepted |
| Teachers | 195 | 2.64 | 1.07 | | | | | |

Table 1: showed a summary of mean, standard deviation and Z-test of impact of the implementation of principal management strategies on the job satisfaction of teachers. Z-test statistics calculated and used in testing the hypothesis stood at 1.92 while the critical Z-value stood at 1.96 uses 198 degree of freedom at 0.05 level significance. Since the calculated Z-cal was less than the critical Z- value, the researcher therefore, accepted the null hypothesis of no significant impact of the implementation of principals' management

strategies on the job satisfaction of teachers in public secondary schools in Izzi Local Government Area Ebonyi State.

Ho₂: There is no significant difference between the mean ratings of principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction in public secondary schools in Izzi local Government Area of Ebonyi State.

Table 2: Z- test analysis of different between the mean ratings of principals and teachers on the ways principals' use of teamwork strategy influence teachers' job satisfaction in public secondary schools in Izzi local Government Area of Ebonyi State.

| Respondents | N | X | SD | DF | Level of sign | Z-cal. | Z-crit. | Decision |
|-------------|-----|------|------|-----|---------------|--------|---------|-----------------------------|
| Principal | 35 | 2.90 | 1.04 | 192 | 0.05 | 0.99 | 1.96 | H0 ₂ Accepted |
| Teachers | 194 | 2.71 | 1.08 | | | | | |

Table 2: Showed the summary mean, standard deviation Z-test of the different between principal and teachers in use of teamwork strategies to influence teacher's job satisfaction. The Z- test statistics calculated and used in testing the hypothesis stood at 0.99 while the critical Z- value stood at 1.96 using 198 degree of freedom at 0.05 level of significance. Since the calculated Z-value was less than the critical z-value, the researcher, therefore, accepted the null hypothesis of no significant between mean rating of principals and teacher's on the use of teamwork strategy to influence teacher's job satisfaction in public secondary schools in Izzi local Government Area of Ebonyi State.

Summary of the Findings

From the analysis, it is evident that the behavior of principals and teachers plays a significant role in educating students. Going in the direction of this work, the behavior of the teacher affects the effectiveness of teaching and learning. By looking at their immediate environment, their basic needs will enable the students to grow up psychologically, emotionally and intellectually balanced. The extent to which they enter school better equipped to deal with the socio-emotional aspect of schooling with a very sound communication skills matter a lot.

Discussion of Findings

Results of data analysis as presented in table 1 showed that there is need for proper Principals Management Strategies and Teachers' Job Performance in Public Secondary Schools. From the analysis of the respondents' positions, the researcher discovered the existence of a significant relationship between implementation of principals' management strategies and teachers job performance in public secondary schools. This discovery is in agreement with "McGregor's theory such as motivation and supervision as a means of getting the employees to put adequate effort toward achieving the set target, since human characteristics dislike work except when closely supervised and motivated. When there is negligent on duty by the school managers (principals), teachers' attitude to work will dwindle, lesson notes and lesson plan will not be prepared and teachers' absenteeism both in school and in class will be at the increase thereby affecting job performance negatively. The students' academic performance will suffer tremendously which may lead them getting involve in crime because poor academic performance is a strong predictor of involvement in crime. However, despite the impact of supervision on job performance, this researcher postulate that school managers should avoid the extreme application of either of the McGregor's theory X and theory Y but should use both concurrently based on the circumstance. In-service Training and Teachers' Job Performance Teachers' job performance is positively affected in our schools when seminars, workshops, conferences and other forms of in-service training are established for teachers. This is due to the existence of a significant relationship between in-service training and teachers' job performance. The analysis equally shows that

teachers' acquire more knowledge from the programmes and hence it improves the educational standard. The significance of this relationship regards teamwork as a means of managing teachers that takes staff development and educational reforms to a higher level by creating a professional community capable of sustaining long-term educational goals. Compensation and Teachers' Job Performance It is discovered that compensation significantly relates with teachers' job performance. Teachers turn to be unserious with their teaching work in schools because of inadequate compensation by government. Inadequate promotion may prompt a teacher to feel rejected and unappreciated hence abandon his teaching work and goes for a better job. Also, teachers refused to carry out their duties effectively and efficiently, since their welfare have been neglected.

Conclusion

The study concluded that school principals' in Izzi L.G.A of Ebonyi State should adopt motivational strategies which include proper supervision, in-service training, conducive environment, remunerations that could offer their teachers job satisfaction.

Recommendation:

It is recommended that the government through the Ministry of Education should maintain that only Knowledgeable and experienced individuals should occupy the position of secondary school principals. Creation of adequate and conducive environment by Government and Principals is a positive reinforcement to hard work for teachers and students. Timely payment of teachers' salaries and allowances will enhance teachers performance.

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