

The Nexus Between Teachers' Motivation And Job Satisfaction In Public Secondary Schools In Nigeria

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Abstract: The study was conducted to identify the factor that contributes most to teachers' motivation and their job satisfaction in Nigeria, using Delta State as a case study. It also investigated the nexus between teachers' motivation and their job satisfaction and examined if the relationship between them was positive and significant. 360 teachers were selected based on multi-stage sampling technique from 30 public secondary schools. Descriptive statistics – the mean, percentage, standard deviation and Pearson's product moment correlation were used to analyze the two research questions and first hypothesis. The second hypothesis was analyzed at the 0.05 level of significance using the independent t-test and Pearson's correlation analysis. The findings show that job security was the commanding factor in teacher motivation and the freedom to use their skills in the teaching job was the dominant factor contributing to teacher job satisfaction. There was a positive and significant relationship between motivation and job satisfaction of teachers. It was recommended that government should enhance teacher's salary, guarantee their job security and promote teachers and principals' leadership and interpersonal relations skills through conferences, workshops, seminars and continuing education.

Keywords: Integrative Models, Job Satisfaction, Motivation, Public Secondary Schools, Teachers.

I. INTRODUCTION

Secondary schools are social and formal Organizations. Social Organizations consist of people who are in a network of relationships and interconnectedness in a relative degree of permanence. This enables the employees to work effectively together, to pursue and achieve set goals, grow and expand with the passage of time. They are considered formal because they are deliberately formed to meet specific goals within set-out fixed set of rules, procedures and hierarchical structure (Marshall, 2023; Mundanonedia, 2023). In order to survive, the group through integrated efforts must work to accomplish its primary tasks. To accomplish its goals, the organization requires a conscious combination of various inputs in the form of what is referred to as the 5ms; men, money, machine, materials and management competence (Peretomode and Peretomode, 2020, Sherlekar, 1984).

Of the resources in the school system, the human resource which is the teachers, are the most important. This is because the best equipped schools with the most current instructional facilities and smart technologies cannot achieve their performance potential without their use by competent teachers. Again, these teachers must be well motivated and properly managed and be satisfied if the schools are to achieve their educational goals. In a school system, therefore, motivation and job satisfaction are two important related but different issues that are *sine qua non* in the performance and attainment of educational goals; they are at the very heart of the practice of school administration.

Motivation is a word derived from the Latin "movere", which means "motive" – to move, which denotes a person's needs, desires, wants or urges that create willingness and gets an individual to start a behavior, energize, sustain, direct and fully utilize their abilities to achieve a goal. These striving

force or condition may be internal (*intrinsic*) or outside acting on the employees (*extrinsic* motivation). The other related concept in school behavior is job satisfaction. A good feeling resulting from a combination of physiological, psychological and environmental circumstances if the workplace and the role the individual presently occupy causes him/her to say, "I am satisfied with my job".

From the foregoing analysis, while motivation can be considered as a means to an end, job satisfaction can be viewed as an end in itself. This perspective helps clarify the confusion often associated with motivation and job satisfaction. While motivation may not necessarily lead to increase in productivity, it is strongly believed that a motivated employee works and directs his behavior over a period of time towards important goals (Donnelly, etal, 2003). Furthermore, while increased motivation can lead to increased performance and job satisfaction, it is also believed that satisfied workers are motivated to work harder and smarter in order to increase productivity because they are happy with their job. It is also not impossible for a highly motivated employee to be not satisfied with every aspect of his job just as it is possible that an employee who displays low level motivation from organization's perspective may yet enjoy every aspect of the job.

II. LITERATURE REVIEW

THEORETICAL FRAMEWORK

There are several theories of motivation and job satisfaction. Generally, they are classified under two broad categories called content and process theories. However, there is a third one which is less referred to and it is known as the integrative theories. Content theories are a subset of motivation theories that focus on the factors within the person that start, energize, direct, maintain and stop goal-directed behavior. They include Maslow's Hierarchy of Needs theory, McClelland's Achievement Theory, the Existence Relatedness and Growth (ERG) theory, and the Herzberg's dual-factor theory. On the other hand, the process theories of motivation are primarily focused on explaining how individual behavior is started, energized, directed, sustained and stopped. Examples of these are expectancy theory, reinforcement theory, equity theory, attribution theory, and goal setting theory. The integrative theories' category is a complex framework that merges ideas presented in other theories of motivation and job satisfaction taking into consideration both internal and external forces that drive an individual behavior at work. The Porter Lawler Model, the Theory V Model and the Core Dimension of Jobs also referred to as the Job Characteristics Model, are examples of this multifaceted models of motivation and job satisfaction.

This study is based on this complex multifaceted framework of theories by Maslow, Herzberg and Hackman and Oldman. Maslow (1943, 1970) posited that all human beings have needs and that these needs are arranged in a hierarchy of five tiers. He argued that some of these needs are basic and in their absence nothing else matters. This pyramid shape has the basic needs at the bottom and the more high-

level intangible needs at the top. He hypothesized that a person does not move to the second need level until demands of the first level have been satisfied to a certain degree or the third until the second has been satisfied, and so on. These needs from the bottom to the top are three lower – order needs: (1) physiological needs (water, food, shelter, clothing, sex), (2) Safety needs (job security, health security, financial security), (3) Social needs (love, belongingness, friendship), and two higher order needs (4) Esteem needs (self respect, self confidence and independence, achievement), and (5) Self – actualization needs (education, skill development, acceptance, creativity etc).

Herzberg (1959) developed the hygiene factors and motivators theory. He postulated that the motivators, also referred to as satisfiers, are intrinsic to the job. If truly present in the job, they encourage employees to work harder and feel satisfied, but if absent, they do not lead to job dissatisfaction but a situation of no-satisfaction. These factors are achievement, recognition, the work itself, autonomy, responsibility and promotion (growth and advancement). The hygiene factors, on the other hand, are extrinsic to the job. If they are present and pleasant in the work place they would be no dissatisfaction but if absent they lead to job dissatisfaction. These factors are organization policies, supervisor's relationships with superior, colleagues, and subordinates, work conditions, salary, and job security. The Maslow and Herzberg's theories are complementary to one another. Both demonstrate that motivation is important for employees to work harder and improve on their performance.

The third theory is the integrative called the five core job characteristics model propounded by Hackman and Oldman (1975, 1970). They posited that the five core characteristics namely: skill variety, task identity, task significance, work autonomy and feedback, are significant in fostering internal motivation and performance. These five characteristics differentially affect three critical psychological states – *experienced meaningfulness* (value of the work as determined by some system of values), *experienced personal responsibility and accountability* for results of work done, and *knowledge of the actual results* of his job performance. Hackman and Oldman (1976) expressed the view that when all five core job characteristics are combined, it gives rise to a single index score referred to as the "*Motivating Potential Score*" (MPS). This index indicates the overall potential of a job to foster self – generated work motivation on the part of the job-holders. This view point has been illustrated in a formula as follows:

$$MPS = \underbrace{(Skill\ variety + Task\ Identity + Task\ Significance)}_3 \times \underbrace{Autonomy \times feedback}_{\text{Related to Management of the job}}$$

Specifically Task Related

The authors postulated that a job to be high in MPS must be high on at least one of the three psychological states. As can be seen from the formula, a very low score on either autonomy or feedback will substantially reduce the overall MPS, but a low score on any one of the three task related characteristics cannot, by itself, seriously affect the overall MPS of a job.

It has been argued that Herzberg's motivation factors which include responsibility, achievement, autonomy, recognition and the job itself are directly linked to the job

characteristics model. For example, the factor of achievement has an implication for job feedback; the factor of work itself has an implication for job autonomy, all these being core characteristic model (Ruthankoon and Ogunlana, 2003).

Three major criticisms of theories of motivations and job satisfaction and dissatisfaction are that both concepts can reside in the job content, the context or both jointly (Dunnettee, Campbell and Hakel, 1967). The second is that one factor can cause motivation or job satisfaction for one person and no-motivation or job dissatisfaction for another (House and Wigdor, 1967). Thirdly, what motivates and satisfies a person in one situation may not motivate or satisfy the same person in another situation or at different career stages. These point to the dynamism of these important terms and the use of the integrative model in this study as illustrated in figure 1.

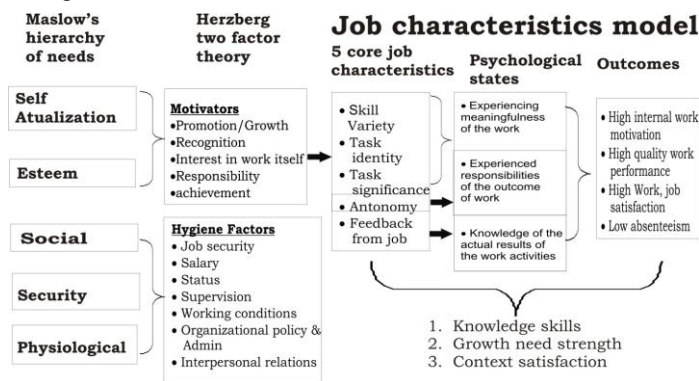


Figure 1: Conceptualization of Integrative model from Maslow, Herzberg and Hackman & Oldman's Theories of Motivation and Job satisfaction.

TEACHERS' MOTIVATION AND JOB SATISFACTION

In most countries of the world, including Nigeria, there has been awareness about the importance of teachers' motivation and job satisfaction as ways of achieving high quality education. Ombuya (2018) expressed the view that a nation aspiring to achieve high education standard must take teachers motivational needs with outmost seriousness. Teachers' motivation and job satisfaction are essential to the continuing growth of educational systems around the world (Ololube, 2018; Sargeant and Hannum, 2019). Satisfied teachers, rather than their dissatisfied counterparts, are more likely to remain in their schools and keep on working in their teaching positions (Mertler, 2017; Ellsworth Hawley & Mau, 2019). Chinweje's (2017) findings also revealed that teachers with high job satisfaction provided higher quality teaching and their students were more successful in their examinations, a phenomenon that benefits education overall. Ali and Ahmed (2020), kotou (2018) and Inayatullah and Jehangir (2019) study confirmed a strong positive relationship between teachers' motivation and their job satisfaction. These findings were also in tandem with those of the studies by Khan (2017) and Abdullah and Ramay (2018). Would these findings hold through in Nigeria using Delta State as a case study?

This study is significant in order to examine the relationship between motivation and job satisfaction of

teachers. The findings could furnish insight into providing better planning and services that would enhance better teacher motivation and increased job satisfaction of teachers from an integrative perspective rather than being based on one theory alone; no one cap can fit them all.

STATEMENT OF THE PROBLEM

The importance of teacher motivation cannot be overemphasized. Schools can achieve their goals when teachers are motivated. Closely related to teacher motivation is teachers' job satisfaction. Teachers' motivation when combined with their satisfaction will more likely cause teachers to devote their time and energy to their duties, especially to effective teaching. This in turn can lead to improved students academic achievement (Smith, 2017; Shaalvik and Shaalvik, 2017; Reeves, et al., 2017; Pogodzinski, 2015). When teachers' motivation is joined with teachers' job satisfaction, the combined effect could be remarkable on the overall quality of education. But what is the level of teachers' motivation and Job Satisfaction and the relationship between the two issues in Delta State, Nigeria.

The purpose of the study is to determine the levels of teachers' motivation and their job satisfaction, identify the most important factor impacting on each, and establish the nexus between teachers motivation and their job satisfaction and ascertain if the relationship would be significant or not.

The study specially examined two objectives:

- ✓ To determine the level of teachers' motivation and identify the most important factor contributing to teachers motivation.
- ✓ To ascertain the level of public secondary school teachers' job satisfaction and to identify the most important factor contributing to the teachers job satisfaction.

HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance

- ✓ Establish the relationship between teachers' motivation and teachers' job satisfaction in Delta State.
- ✓ Find out if a significant relationship exists between teachers' motivation and job satisfaction in Delta State.

III. MATERIALS AND METHODS

The Study utilized the correlation research based on the ex-post-facto design as appropriate for the purpose of investigating the possible relationship between teachers' motivation and their Job satisfaction in Secondary Schools in Nigeria, using Delta State as a case study. Both variables had already occurred and therefore do not involve any manipulation. It only involved looking backwards to determine if motivation can lead to job Satisfaction.

POPULATION, RESPONDENTS AND SAMPLING METHODS

The population of the study comprised of 11,988 teachers' of 419 secondary schools in the three senatorial districts of the State. A stratified sampling technique was used to select 360 respondents from 39 secondary schools selected based on the proportional random sampling technique from each of the local government areas of the three senatorial districts of the state.

RESEARCH INSTRUMENT

Two research instruments were used to collect data for the study. One was titled "Teacher Motivation Questionnaire". It consisted of 13 items in a 4-points forced Likert-type scale ranging from very low motivation= 1 point, to highly motivated= 4 points. The second was the "Teacher Job Satisfaction Questionnaire which consisted of eight items in a four point Likert-type Scale ranging from Strongly Disagree (SD) = 1 point to strongly agree. (SA) =4 points. The instruments had high validity with a test-retest reliability test and using Cronback alpha formula to determine the internal stability with a value of 0.70 and 0.61 for motivation and Job satisfaction respectively. The 360 instruments were administered to the respondents with the help of three research assistants. The researcher and his assistants waited and retrieved the instrument on completion by the respondents in order to reduce attrition rate and maximize return rate. 355 useable questionnaires, representing 98%, were retrieved and found useable.

DATA ANALYSIS

Descriptive Statistics- frequency, means, standard deviation and coefficient of determination and Pearson's Product Moment correlation were used to address the research objectives and influential statistics, the independent test and correlation were used to analyze data to test the null hypothesis at 0.05 level of significance. To also address the research objectives of the 4-point Likert-type Scale, a bench mark of a mean score of 2.50 was set. This means that any item less than the bench mark of 2.50 was rejected while mean score of 2.51 and above were interpreted as accepted.

IV. RESULTS AND DISCUSSION

The findings are presented according to the research objectives and hypotheses.

RESEARCH OBJECTIVE I

The level of teachers' motivation in Delta State Secondary Schools and teachers' dominant motivation factor?

Table 1 shows the mean ratings, standard deviation, and the overall mean level of teachers' motivation in public secondary schools in Delta State ranked in descending order. The table shows an overall mean score of 3.16 with a SD of 0.57 interpreted as highly motivated. This implies that all teachers of public secondary schools in Delta State have high level of motivation in the workplace. The table also shows that

Job security (tenure) with a mean of 3.48 and SD of 0.65 is rated the highest factor that contributed to teachers' motivation in secondary schools throughout Delta State. Job security is the second level of lower order in Maslow's Hierarchy of Needs theory and hygiene factor in Herzberg's two factors theory. Going by the principles underlying these theories, job security ought not to be a major factor in motivation. However, this finding is not surprising because of the high inflationary trend and high level of unemployment in Nigeria. Teachers' have tenure and are guaranteed continuing in their employment until retirement. Under these circumstances, they could not help but be motivated to do their work with some degree of commitment.

RESEARCH OBJECTIVE II

The level of teachers' job satisfaction in Delta State Secondary Schools and the factor that contributed most to their job satisfaction.

Table 2 depicts the mean ratings, standard deviations, and the overall mean level of teachers' job satisfaction in public Secondary Schools in Delta State. The table reveals an overall mean score of 3.39 and SD of 0.87 interpreted as very satisfied. This means that all secondary school teachers in Delta State have a very high level of satisfaction with their job. Freedom and autonomy in using their skills with a mean (\bar{x}) of 3.61 and SD of 0.60 is the most important factor contributing to teachers' job satisfaction in the state. This finding is in agreement with propositions of Maslow's higher order needs, Herzberg's motivations, and five core job characteristics by Hackman and Oldman.

S/N	STATEMENT	\bar{x}	\bar{x} RANKING	SD	INTERPRETATION
1.	Job security	3.48	1 st	0.65	Very High motivation
2.	Interpretation relationship with colleagues	3.41	2 nd	0.54	Very High motivation
3.	Responsibility for work	3.36	3 rd	0.64	Very High motivation
4.	Working conditions	3.35	4 th	0.52	Very High motivation
5.	Interpersonal relationships with administrators	3.26	5 th	0.64	Very High motivation
6.	Potential for professional growth	3.25	6 th	0.16	Very High motivation
7.	Potential for advancement	3.25	7 th	0.16	Very High motivation
8.	Principal's leadership style	3.12	8 th	0.86	High motivation
9.	Teacher evaluation	3.12	9 th	0.86	High motivation
10.	Sense of achievement	3.05	10 th	0.91	High motivation
11.	Salary	3.04	11 th	0.12	Low motivation
12.	Supervision by supervisor	2.19	12 th	0.78	High motivation
Overall mean:		3.16		0.57	High motivation

Note: 3.25 – 4.00 Very High, 2.50 – 3.24 High, 1.75 – 2.49 Low, 1.00 – 1.74 Very Low.

Table 1: Mean rating, Standard Deviation and overall level of public Secondary Schools Teachers' motivation

S/N	STATEMENT	\bar{x}	\bar{x} RANKING	SD	INTERPRETATION
1.	Freedom and independence to use my skills in the teaching job	3.61	1st	0.60	Very satisfied
2.	Satisfaction with different experiences	3.59	2 nd	0.60	Very satisfied
3.	Fair chance of being promote if one does his job well	3.50	3 rd	0.72	Very satisfied
4.	Increase in job responsibilities	3.47	4 th	0.82	Very satisfied
5.	The teaching job itself	3.45	5 th	0.86	Very satisfied
6.	Teacher – student interpersonal relationship	3.19	6 th	0.77	Satisfied
7.	The working environment of the school	3.19	6 th	0.83	Satisfied
8.	The principal leadership style	3.10	8 th	0.87	Very satisfied
Overall mean:		3.39		0.87	Very satisfied

Note: 3.25 – 4.00 Very satisfied, 2.50 – 3.24 Satisfied, 1.75 – 2.49 low satisfaction, 1.00 – 1.75 No Satisfaction

Table 2: Mean rating, Standard Deviation and the level of teachers' job satisfaction

HYPOTHESIS 1

What is the nature of the relationship between teachers' motivation and their job satisfaction?

Variable	N	\bar{x}	SD	r	r ²	r ² %	Decision
Teachers' Motivation	355						
		3.39	1.05	.542	.294	29.4	Positive relationship
Teachers' Job Satisfaction	355						

Note: Values between + 0.50 and + 1 = strong correlation; + 0.30 and + 0.49 = moderated correlation; values below + 0.29 = weak correlation; a value of zero = no relationship.

Table 3: Relationship between Teachers' Motivation and Teachers' Job Satisfaction

Pearson's correlation analysis was conducted to determine the relationship between teachers' motivation and teachers' job satisfaction. This is presented in Table 3. The results show the correlation coefficient (r) of teachers' motivation and their job satisfaction to be 0.542, with a coefficient of determination (r²) of 0.294. This explains that the relationship between motivation and job satisfaction is strong and positive and that teacher's motivation explains 29.4 percent of teachers' job satisfaction. This suggests that as motivation level of teachers increases so also are the level of teachers' job satisfaction. This finding corroborates with that position expressed by Bozpolat (2016), that teachers who are motivated are likely to have increased job satisfaction, and these category of teachers

tend to be high also in their performance. Similarly, Akunne, Nwadiobi, Mokwelu & Ezeokafor (2023) found a high positive relationship between teachers' motivation (intrinsic and extrinsic) and job satisfaction in secondary schools in Onitsha Education Zone, Anambra State, Nigeria

HYPOTHESIS II

There is no significant relationship between teacher's motivation and their job satisfaction.

Variable	N	\bar{x}	SD	r-cal	P-Value	Decision
Teachers' Motivation	355					
		3.35	1.05	.542	.000	H ₀ is significant
Teachers' Job Satisfaction	355					

Source: Field work, May 2024

Table 4: Test of Significance: Pearson Correlation Coefficient between Teachers' Motivation and their Job Satisfaction

Data in Table 4 show the value of the Pearson's correlation coefficient, r = 0.542 at an alpha level of 0.05, the P-value is .000. Since the probability value obtained r – 0.542 is greater than the alpha level 0.05, we stated therefore, that there is a significant relationship between teachers' motivation and their job satisfaction. The null hypothesis was therefore rejected. This correlation suggests that efforts to enhance teachers' motivation could potentially lead to improved job satisfaction. This finding corroborated with that of Inayatullah and Jehangir (2019) which indicated a significant and positive relationship between teachers' motivation and their job satisfaction. Similarly, this finding is in agreement with that of Abdullah and Ramay (2018), who found a strong positive significant correlation between motivation and teachers' job satisfaction. It can be argued that both motivation and job satisfaction are interrelated and are reinforcing. While motivation leads to job satisfaction, it is possible too that teachers' who are satisfied with the job they do may in turn become more motivated in the performance of their job.

V. CONCLUSION

The findings of the study logically lead to the conclusion that the level of teachers' motivation and that of their job satisfaction in Delta State Public Secondary School in Nigeria are high. The overall mean of teachers' job satisfaction (\bar{x} =3.39), however, is higher than that of their motivation (\bar{x} =3.16). It is also instructive to note that both lower and higher order needs, and hygiene and motivation factors combined to promote teachers' motivation and their job satisfaction. The Herzberg two factor theory of one category of factors called hygiene factors when present in a workplace and only the motivators can lead to motivations and job satisfaction is not quite substantiated. The Hackman and Oldman's five core dimensions of job characteristics seem to have been substantiated to a high degree for both motivation and job satisfaction. It would also be concluded that teachers' motivation and job satisfaction are not only related but the correlation between the two is strong, positive and significant.

It is also evident that teachers are concerned with their job security, professional autonomy, responsibility and recognition in the performance of their duties.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been made:

- ✓ The government should increase salary of teachers and ensure the stability of their tenure, improve upon their work and their welfare conditions.
- ✓ Employers of Public Secondary school teachers should foster their professional development, promote their professional autonomy and introduce recognition for achievement and increase their responsibilities.
- ✓ Both teachers and principals and other education supervising officers should promote professional development in leadership styles appropriate for different situations and promote interpersonal relationships.

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