



## Job Satisfaction and Work Performance of Public Secondary School Teachers in Akoko North West Local Government Area of Ondo State

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### **ABSTRACT**

The study examined the relationship between job satisfaction and work performance of secondary school teachers in Akoko North West Local Government Area of Ondo-State, Nigeria. The study population consisted of all secondary school teachers, while two hundred of them were randomly selected for the study. Regular payment of salary, opportunities for promotion, rapport with school authority, in-service training, job security, career prospect and retirement benefits were the variables considered. The questionnaire titled “Workers Opinion Survey Inventory (WOSI)” and the Productivity Rating Scale (PRS) which was in line with Annual Performance Evaluation Report (APPER) was used to obtain information for the study. The data was analyzed using Pearson Product Correlation Moment. One of the recommendations made include the onward review of policies, remuneration and work conditions of teachers in the public secondary schools in Nigeria for optimum productivity.

**Key words:** Job satisfaction, productivity, public secondary schools, work performance.

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### **1.0 Introduction**

The vital problem in any work organization is its job performance. In any establishment or organization, the study of job satisfaction cannot be over emphasized. This is in pursuance of the improvement of productivity and lives of workers. This makes researchers to research more and more. Maslow (1954) posits that job satisfaction is a product of a person’s set of needs; goals, derives values, experiences and expectations. Teachers, in government owned secondary schools in Nigeria are poorly remunerated with work environment not so conducive for teaching-learning activities. They are also faced with transportation problems, lack of motivation and shortage of staff, especially in subjects such

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as English Language and Mathematics, among others. Without doubt, these situations militate against the growth and output of secondary education in the country. Normally, employee will be more satisfied when they feel they are rewarded fairly for the work they have done. The tendency to work hard and deliver the expected results will be high in a work environment where staff motivation is valued. In a situation where employees' excellent performances are unnoticed, the reverse is the case. Adekunle (1997) opined that it is a pity that teachers, whose primary occupation is to see to the total development of the child physically, morally, spiritually and intellectually, are treated as second hand citizens. In recent times, one of the educational issues which have greatly aroused the interest of the intelligence of Nigerians is the extent to which teachers who constitute a large percentage of the working population are dissatisfied with their jobs, Babalola (1992).

It is obvious that higher level of job satisfaction is an essential ingredient for achieving organizational outcomes. As a result of this, researchers have agreed that a satisfied worker is an efficient and effective employee. If teachers in Nigerian public schools are satisfied with their jobs by giving them necessary incentives such as promotion, salary, retirement benefits and a host of others, they will be delighted to carry out their assignments and responsibilities with uttermost dedication and commitment. Unfortunately, many teachers, especially those in the public schools, are becoming increasingly dissatisfied with their jobs, even after the approval of increase in minimum wage by the government. These has always been the source of concern to researchers and therefore, intend to know why teachers display poor attitude towards their job or chosen career. Many Researchers like Arnold (1991) believes that the concept of job satisfaction has gained importance for two important reasons. Firstly, job satisfaction can be an indicator for someone's general mental well-being. If a person is unhappy at work, it doesn't seem likely that this person will be happy in general. Secondly, and more importantly for this study, the general assumption is that happiness at work improves work motivation and, in consequence, job performance. Therefore, the aim of this study is to find answers to the following, main questions.

- How do we measure job satisfaction?
- Is there a correlation between job satisfaction and job performance?
- Does job satisfaction increase the level of job performance?

### 1.1 Job satisfaction

The concept of job satisfaction does not have a universal definition despite being widely researched by many scholars. Mbua (2003) sees job satisfaction as fulfillment acquired by experiencing various job activities and rewards." Whereas, for Robbins (1995), the concept of job satisfaction refers to the employee's feelings about his or her job. Similarly, job satisfaction is "a positive feeling about one's job resulting from an evaluation of its characteristics (Robbins and Judge, 2008). Moreover, job satisfaction is defined as "the amount of importance a school places on its human resources" (Lunenburg and Ornstein, 2004). While relating the concept to the teaching-learning environment, Robbins (1995) explains that teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. The concept of teachers' job satisfaction refers to the teachers' attitudes, perceptions and feelings that they have towards their job. Teachers' job satisfaction refers to whether teachers are happy with their job or not. In different or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ D.W 1997).

### 1.2 Job dissatisfaction

Job dissatisfaction is not synonymous to job satisfaction. The term dissatisfaction denotatively refers to "a feeling that you are not pleased and satisfied (Oxford Advanced Learner's Dictionary, 7th Edition, 2005). In other words, teachers' job dissatisfaction refers to worker's negative or bad feelings or attitudes on their jobs. Similarly, if worker's have negative attitudes towards their work, they are then said to be dissatisfied. However, this simply resorts to Spector's definition of the concept of job

dissatisfaction. According to him, job dissatisfaction refers to the degree to which employees dislike their works (Spector, 1997).

### 1.3 Job satisfaction factors

Job satisfaction is multidimensional. The phenomenon of job satisfaction is associated with five main factors namely: achievements, recognition, work itself, responsibility and advancement (Bolin, 2007). The seven major factors of job satisfaction, cited by Bolin (2007), are “administration, promotion, job nature, superiors, salary remuneration, working conditions and colleagues. Additionally, the teachers derive their satisfaction from such factors as: “salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job recognition, among others. Davidson (2007) conducted a survey on teacher motivation and he discovered that most teachers were unhappy with their pay, fringe benefits, teacher’s accommodation, their promotion, status and number of lessons allocated. This implies that they have a low level of job satisfaction. Furthermore, Greenberge and Baron (1995) identified factors that are associated with job satisfaction to be organizational and individual determinants. According to them, the organizational determinants include reward system, perceived quality of supervision, work and social stimulation and pleasant working conditions. Whereas, the personal factors or determinants listed are personality, job congruent with interest, status and seniority and general life satisfaction. This implies that job satisfaction is derived from both the organizational and the individual factors. In other words, in measuring worker’s job satisfaction, one needs to study both the organizations and situations in which they work and the individual employees themselves.

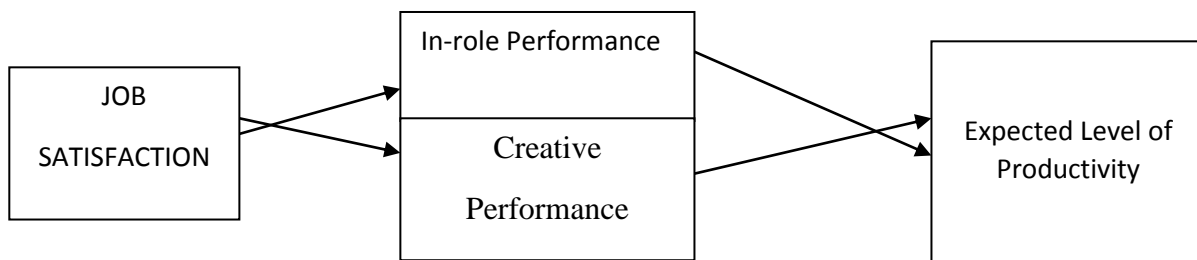
Latham, (1998) argues that teachers’ motivation and job satisfaction associated with “intrinsic and extrinsic rewards”. Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement, while the extrinsic ones include pay and job security. This implies that in studying employees’ job satisfaction, one has to incorporate these aspects. However, Maslow, in his theory of motivation, argues that human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, another comes up in the foreground, and so on. This implies that good pay, acceptance and recognition do not make man to always get satisfied with their jobs. In other words, when teachers have indicated that they were satisfied with their job last year, it does not necessarily imply that they will be at same level of job satisfaction presently or in the future. Similarly, Spector (1997) argues that job satisfaction can be measured using the nine facets approach which includes: pay, promotion, supervision, operating conditions, co-workers, nature of work and communication. He explained further in tabular form below:

### 1.4 Facets of job satisfaction

Job Satisfaction facets	Description
Pay	Satisfaction with pay and pay rises.
Promotion	Satisfaction with promotion opportunities.
Supervision	Satisfaction with the person’s immediate supervisor.
Benefits	Satisfaction with fringe benefits.
Contingent rewards	Satisfaction with rewards (not necessarily monetary given for good performance.
Operating Conditions	Satisfaction with rules and procedures.
Co-workers	Satisfaction with co-workers.
Nature of work	Satisfaction with type of work done.
Communication	Satisfaction with communication within the organization.

Source: Spector (1997, 8).

Therefore, job satisfaction could lead to good in role and creative performance by the employees while the expected level of productivity in the organization is achieved as indicated in the diagram below.



Source: Aroge (2014)

## 2.0 Theory of motivation versus job satisfaction

The phenomena of job satisfaction are closely related to the Maslow's theory of motivation (Mbua, 2003). This implies that the theory of motivation could be used to explain clearly what job satisfaction is all about. According to Mbua, Maslow's theory of motivation focus on factors within the person that start, energize, direct, maintain, and stop the behavior. Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy, beginning with the most basic to the highest. These are:

- Physiological needs
- Safety or security needs
- Social or belonging or affiliation needs
- Self-esteem, ego or status needs and
- The need for self-actualization

Robbins and Judge (2008) provide a thorough description of each of the Maslow's human needs.

### Description of Maslow's human needs

Needs	Description
Physiological	Includes hunger, thirst, shelter, sex and other bodily needs.
Safety	Includes security and protection from physical and emotional harms.
Social	Includes affection, belongings, acceptance and friendship.
Esteem	Includes internal factors, such as self-respect, autonomy, and achievement, and external factors, such as status, recognition and attention.
Self-actualization	The drive to become what one is capable of becoming includes growth, achieving one's potential and self-fulfillment.

Source: Robbins and Judge (2008, 70).

Lunenburg and Omstein (2004) established Maslow's theory to be capable of laying the basics or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are hierarchical. However, it has been established that people have needs which, if not met, they cease to function effectively and the employees go to work to meet or

satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations.

### Productivity

Productivity is an overall measure of the ability to produce good or service. More specifically, productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality. Productivity may also be defined as an index that measures output (goods and services) relative to the input (labor, materials, energy, etc., used to produce the output). Productivity improvement, according to Aroge (2011), means an increase in output and quality of goods and services in an organization or an industry. It is generally the result of interaction of the factors of production such as capital, volume of labour input, quality of labour input and attitude of human resources and scale of operation. Productivity, according to (Mbua, 2003) is dependent upon variety of factors, which include morale, the willingness to work and the job satisfaction on the part of all employees. He further explained that top management of any organization must accept responsibilities for the productivity and morale of its total work-force. Management should be able to recognize why people do not produce effectively and therefore provide adequate incentives that will motivate optimum productivity within their respective departments.

### Components of job satisfaction

The key to understanding human behavior is the understanding of human needs. It is obvious that man has several sources of motivation. These are simple needs that necessary for the satisfaction of basic physiological requirements of man (Mbua, 2003). The need for food, water and safety, as explained on the Maslow's motivation theory, fall within this category of simple needs. Higher needs of man are those necessary for the satisfaction of personal ego, status, and esteem. It includes recognition and self-realization. It appears that sources of motivation increase in value and complexity depending on the age and social status of an individual. At infancy, human needs are mainly physiological and could be satisfied through the provision of concrete motivators like food. However, as the individual grows, the requirement for food, though still important to sustain life, is pushed to the background. In order to motivate employees to put in their maximum efforts so as to bring about job satisfaction, it is essential that these needs be satisfied. Below are a few of job satisfaction components;

**Salary and Wages:** Although emphasis has been placed on the satisfaction of higher human needs for the motivation of employees, the basic needs have to be satisfied first. Large family responsibilities must be put in consideration, which is attached to wage and salary in Nigeria. While one is aware of the social science findings in Europe and America, which tend to play down the importance of wages and salaries as a motivating factor, there is no doubt that in Nigerian context, this has a large motivating element in it. There is never going to be a time when the size of the pay packet alone will determine the level of an individual workers satisfaction. Hence, the payment of good wages and salaries is fundamental to the productive efforts of those employed.

**Opportunities for Promotion:** Promotion could be a source of motivation to many workers. Not many workers would want to be tied down to the same status level for years. This is because promotion has financial and status implications. It is desirable that promotion exercise or staff review is carried out annually and for the right staff. (At any rate, when an indolent staff is reviewed and given promotion to the next grade, justice appears to have been done in the overall interest of the organization). Denial of advancement provides an impetus for staff to sit up and work harder. This is in accordance with Herzberg theory, the criteria for promotion must be a combination of ability, relevant experience and length of service, punctuality at work, regular attendance at work, output at work, technical expertise, innovativeness and resourcefulness, dedication and commitment, among others.



**Provision for Transport Facilities:** The general law on contract of employment places an obligation on the employer to provide the worker with free transport or allowance in lieu of transport, where such a worker is required to travel 0.6km or more from his place of work site. This is recommended by the National Labour Advisory Council. Whatever form transport is provided, whether vehicle or otherwise, the employer must ensure that it is suitable.

### The relationship between job satisfaction and productivity

Although, common sense might lead us to expect that a worker who find his job satisfying would produce more than one who isn't satisfied. Many investigations have shown that generally speaking, productivity and job satisfaction are not related. It is possible that a satisfied worker may have low productivity or a dissatisfied may have a high productivity or vice versa. The expectation that a satisfied employee will work hard implies that the employee is grateful for being given a satisfying job, shows his gratitude by complying with the employer's wishes, because he is satisfied; he is inevitably enthusiastic, conscientious and persistent and therefore, produces at a high rate. However, a more realistic assumption is that the employee may not have any feelings of gratitude towards this employer and that his enthusiasm may either show itself in a form welcome to the employer. From the employee point of view, work brings much kind of rewards e.g. money, friendship, status and achievement among others. Status and achievement, which might be expected to favor high productivity are needs which have little appeal to some employees or are needs which they do not expect to satisfy at work. It is quite possible also, for employees to work hard in jobs they dislike because they fear dismissal or attracted by high level of pay or simply find the best way of making the time go quickly.

### 3.0 Research Method

The research design used for this study is a Correlation Research of the survey type. The population of the study consisted of all the teachers in the fifty-seven (57) public schools in Akoko North West Local Government of Ondo State, Nigeria, out of which two hundred (200) teachers were selected as the sample by using Stratified Random Technique. The major instrument used to collect data was the questionnaire titled "Workers Opinion Survey Inventory" (WOSI). The Test-Retest Method was used to establish the reliability of the instrument which was calculated at 0.05 level of significance. The data gathered from the field was analyzed using the Pearson Product Moment statistical tool.

#### Research hypothesis

- There is no significant relationship between job satisfaction of experienced teachers and the inexperienced ones.
- There is no significant relationship between job satisfaction of teachers in the rural areas and those in the urban areas.
- There is no significant relationship between job satisfaction of teachers and their work performance in Akoko North West Local Government Area of Ondo State.
- There is no significant relationship between teachers' rapport with the school authorities and their job satisfaction
- There is no significant relationship between provision of in-service training for the teacher and their work performance.
- There is no significant relationship between the teacher's level of job security and their work performance.
- There is no significant relationship prospect for regular payment of teachers' pension/their retirement benefit and their work performance.

#### Hypothesis testing

The entire hypothesis raised for this study was tested using Pearson Product Moment Correlation Statistical tool.

Hypothesis 1: There is no significant relationship between teachers' job satisfaction and their work performance.

<b>Table 1: Relationship between teachers' job satisfaction and their work performance</b>					
Variables	N	r.cal	Df	t-cal	t-critical value
Job Satisfaction	230	0.4460	228	7.52	1.96
Work Performance	230				
P<0.05 (result significant).					

Table 3 shows the t-calculated value of 7.52 and the table value was 1.96. The hypothesis (that) is therefore rejected because the analysis shows there is significant relationship between teacher's job satisfaction and their work performance.

Hypothesis 2

There is no significant relationship between regular payment of teacher's salaries and their work performance.

<b>Table 2: Relationship between regular payments of teacher's salaries and their work performance</b>					
HO 2					
Variables	N	r.cal	df	t-cal	t-critical value
Regular payment of teacher's salaries	230	0.7749	228	18.51	1.96
Work Performance	230				
P<0.05 (result significant)					

The result of the test of significant relationship on table 2 showed the t-calculated value of 18.51 which is greater than the 1.96. The hypothesis is therefore rejected. That is, there is significant relationship between regular payment of teacher's salaries and their work performances.

Hypothesis 3: There is no significant relationship between teachers' promotion prospect and their work performance.

<b>Table 3: Relationship between teachers' promotion prospect and their work performance</b>					
HO 3					
Variables	N	r.cal	df	t-cal	t-critical value
Teachers promotion prospect	230	0.8255	228	22.08	1.96
Work Performance	230				
P<0.05 (result significant)					

Table 3 shows that t-calculated value of 22.08 is greater than the 1.96 indicating that there is significant relationship between teachers' promotion prospect and their work performance, hence hypothesis 3 is rejected.

Hypothesis 4

There is no significant relationship between teachers' rapport with the school authorities and their job satisfaction.

<b>Table 4: Relationship between teachers' rapport with the school authorities and their job performance</b>					
Variables	N	r.cal	df	t-cal	t-critical value
Teachers' rapport with the school authorities	230	0.7461	228	16.91	1.96

Work Performance	230
P<0.05 (result significant)	

Table 4 shows the t-calculated value of 16.91 at 0.05 level of significance while the the t-critical value is 1.96. Hence, the hypothesis is rejected. That is, there is significant relationship between teachers' rapport with the school authorities and their job performance.

Hypothesis 5: There is no significant relationship between provision of in-service training for the teacher and their work performance.

<b>Table 5:</b> Relationship between provision of in-service training for teachers and their work performance. HO 5						
VARIABLES	N	r.cal	df	t-cal	t-critical Value	
Provision of in-service training for teachers	230	0.8404	228	23.41	1.96	
Work Performance	230					
P<0.05 (result significant)						

Table 5 shows the r-calculated value of 0.8404 which revealed that there is relationship. When this was statistically tested, the t-calculated showed a value of 23.41 and a table of 1.96. Therefore, the hypothesis is rejected, that is, there is significant relationship between the provision of In-service training for the teachers and their work performance.

Hypothesis 6: There is no significant relationship between the teacher's level of job security and their work performance.

<b>Table 6:</b> Relationship between teachers' level of job security and their work performance. Ho 6						
Variables	N	r.cal	df	t-cal	t-critical value	
Teachers level of job security	230	0.8013	228	20.22	1.96	
Work Performance	230					
P<0.05 (result significant)						

Table 6 shows the r-calculated value of 0.8013 and the t-calculated value of 20.22, while t-critical value is 1.96. Hence, the hypothesis is rejected. That is, there is significant relationship between teachers' level of job security and their work performance.

Hypothesis 7: There is no significant relationship prospect for regular payment of teachers' pension/their retirement benefit and their work performance.

<b>Table 7:</b> Relationship between prospect for regular payment of pension and retirement benefits of teachers and their work performance						
Variables	N	r.cal	df	t-cal	t-critical value	
Prospect for regular payment of pensions and retirement benefits of teachers	230	0.6955	228	14.62	1.96	
Work Performance	230					
P<0.05 (result significant)						

Table 7 revealed the r-calculated value of 0.6955 which was tested at 0.05 level of significance. The r-calculated value of 0.6955 seemed to show that there is relationship. When this was statistically



tested, the r-calculated showed a value of 14.62 and a table value of 1.96 hence, the hypothesis is rejected. That is, there is significant relationship between prospect for regular payment of pension and retirement benefits and teachers job performance.

#### 4.0 Discussion of results

##### Relationship between teacher's job satisfaction and their work performance

The first hypothesis states that there is no significant relationship between teachers' job satisfaction and their work performance. This hypothesis was rejected which implies that there is significant relationship between teachers' job satisfaction and their work performance. The finding disagrees with Herzberg (1987) who found out that achievement, recognition, the work itself, responsibility and advancement are closely related both conceptually and empirically, when they are present in a job. The individual basic needs will be satisfied and positive feelings as well as improved performance will emerge. It follows that that if employees are given their needs, they will be satisfied and consequently their work performance will be increased.

##### Relationship between regular payment of teachers' salaries and their work performance

Hypothesis 2 states that there is no significant relationship between regular payment of teachers' salaries and their work performance. This hypothesis was rejected, which implies that there is significant relationship between regular payment of teachers' salaries and their work performance. This result confirms the fact that, a company's turn over will reduce if its pay is not satisfying. This result may have been so because workers like their salaries to be paid regularly.

Hypothesis 3 states that there is no significant relationship between teachers' promotion prospect and their work performance. This hypothesis was rejected. This means there is significant relationship between teachers' promotion prospect and their work performance. The result of the finding agreed with Ibukun (1999), who postulated that, promotion brings along with it, not just more money but a mark of recognition in relation to each individuals performance. It therefore follows that; promotion opportunities will yield a feeling of satisfaction if they are present in an organization.

##### Relationship between teacher's rapport with the school authority and their work performance.

Hypothesis 4 states that there is no significant relationship between teachers' rapport with the school authority and their work performance. This hypothesis was rejected. This finding implies that there is significant relationship between teachers' rapport with school authority and their work performance. The findings is consistent with evidence in literature that positive reward behavior was casually related to higher effort-to-performance expectancy as well as higher satisfaction, while punitive leader reward behavior was suggested to be casually related to a lower satisfaction with work (Morse 2000). The result of this finding shows that cordial relationship between leaders and the led will result in higher performance while negative behavior leads to job dissatisfaction.

##### Relationship between provision of in-service training for teachers and their work performance

Hypothesis 5 states that there is no significant relationship between provisions of In-service training for the teachers and their work performance. This hypothesis was rejected. This implies that there is significant relationship between provision of in-service training for teacher and their work performance. This finding is consistent with Ibukun (2007), who emphasize that in order to cater for the needs of the employees, credible system must be set up so as to aid in identifying training needs in the organization and set up to carry out the training. It follows therefore that, staff development will improve job performance.

### Relationship between teachers' level of job security and their work performance

Hypothesis 6 states that there is no significant relationship between teachers' level of job security and their work performance. This hypothesis was rejected. This means that there is significant relationship between teachers' level of job security and their work performance. This finding agrees with Gruneberg (2000) who remarked that recently, University graduates preferred the security of job which the civil service provides, that they did not like the uncertain atmosphere in the industry and they hated the idea of the boss alone having the power to terminate their services. It follows therefore that, job security would eliminate fear of losing one's job, bring about satisfaction and consequently increase work performance.

### Relationship between prospect for regular payment of teachers' pension and retirement benefits and their job satisfaction

Hypothesis 7 states that there is no significant relationship between prospect for regular payment of teachers' pension and retirement benefits and their job satisfaction. This hypothesis was rejected. It implies that, there is significant relationship between prospect for regular payment of teachers' pension, retirement benefits and their job satisfaction. This result agrees with the view of Mary (2000), that many teachers have been forcibly retired or rationalized after scores of years in the service, yet benefits would not be paid in due time. He went further that some teachers have gone to the great beyond without having a taste of the meager earthly rewards. This finding shows that prospect for prompt payment of pension and gratuities could bring about job satisfaction even after retirement. This would in turn give the retirees joy that they had gone into the right profession. It is however regrettable to note that most retiree teachers in Ondo state do not normally receive their gratuities on the due date. Many of them usually spend about a quarter of the total emolument for bribe before they could succeed in obtaining the benefits. This is contrary to their expectation at the tail end of their career, whereby the teachers look forward to live an enriched life after obtaining the gratitude and regular pension benefit.

## 5.0 Conclusion

This study has established strongly, the relationship between job satisfaction and work performance of teachers in the public secondary schools in Ondo State. The study supports the school of thought that subscribes to the view that the level of job satisfaction a worker derives from his work is an important factor which can influence his/her work performance or productivity. Apart from this, other variables such as pay packages, promotion, recognition, qualification and a host of others also influences job satisfaction and work performance. All these contribute to the general behaviour of secondary school teachers in Akoko North West Local Government of Ondo State, Nigeria. Since the study showed significant relationship between level of job satisfaction and work performance, it implied that if teachers' needs are not met by way of motivation or incentives, this may result in un-seriousness or apathy, inefficiency and frustration. In view of this, workers may decide if their needs are not provided and consequently work total output or achievement of the organization concerned. This study, therefore, established that if teachers are to have job satisfaction and increased work performance, all stakeholders in the education sector must provide conducive environment and good remuneration for them.

## 6.0 Recommendations

Based on the findings of the study, the following recommendations were made:

- Government at all levels, school administrators and other stakeholders in education should motivate teachers by providing them with necessary incentives such as regular promotion and better welfare packages in order to achieve educational goals. Wages and salaries should be

reviewed from time to time in order to meet with the ever-rising cost of living. The government should set up a panel that would look into the general condition of workers yearly with a view to improving their conditions of service.

- That government should organize periodic training for teachers from time to time, such as seminars and workshops in order to develop them to acceptable standards and they should also be given training allowances.
- Retirement benefits of retirees should be paid to them from time to time in order to improve their living conditions.

Works should be secured by laying down procedure for grievances, disciplines and termination. While work environment should be made safe for workers, especially teachers in public schools, so as to enhance their on-the-job performance.

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