

Oluwole Victor Falobi¹

Oluwasina Samson Okuneye²

Bilikis Opeyemi Olagunju³

**Motiation Variants and Job Performance of Teachers in Private Senior Secondary Schools
in Somolu Local Government Area of Lagos State**

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Abstract

This study examined the motivation variants and job performance of teachers in private senior secondary schools in Somolu Local Government Area of Lagos State. Descriptive method was adopted, four research questions guided the study. Simple random sampling technique was espoused for the selection of schools and teachers sampled in this study. The Population of the study consists of all 423 private senior secondary schools teachers in Somolu Local Government Area of Lagos State. Questionnaire entitled “Motivation Variants and Job Performance of Teachers in Private Senior Secondary Schools Questionnaire (MVJPTPSSSQ)” was used to collect data from 206 randomly selected respondents. Simple percentage and arithmetic mean were used for data analysis. The findings concluded that motivational variants had significant influence on job performance of teachers in Private senior secondary schools in Somolu Local Government Area of Lagos State, however, the study recommended among others that, Management should have a good relationship with workers and challenging work should be more valuable than resource adequacy or financial rewards, similarly, a good working environment, morale and excellent communications pattern is vital in the organization, there should also be opportunity for teachers’ personal growth and autonomy to higher levels.

¹ Department of Technology and Vocational Education, Department of Social Sciences Education, Faculty of Education, University of Lagos, Email: ofalobi@unilag.edu.ng

² Department of Technology and Vocational Education, Department of Social Sciences Education, Faculty of Education, University of Lagos

³ Department of Technology and Vocational Education, Department of Social Sciences Education, Faculty of Education, University of Lagos, Email: opebolagunju@gmail.com

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INTRODUCTION

Background to the Study

Axiom of management acknowledged that people are the most important of all the assets of an organizational set up. The key to motivation of a worker depends on his needs and desires. The key to motivation is the satisfaction of desires. As long as an individual has an unachieved personal goal, he (the manager) has the force to motivate him. Our behavior consciously or unconsciously generally motivates distinctive individual behaviour to a considerable degree subconsciously and therefore is not easily susceptible to examination and evaluation (Lathan, 2011). Many employers of labour have come to realize that people are the most important of an organization. They concern themselves with how the workers would be brought together to work for the fulfillment of the corporate of the organization. Ubeku (2015) asserts that of all the assets of a business organization, people are the most important. Motivation of workers in an organization is very important as it leads to the development of the individual and improves his job performance. Modern managers in an organization use personnel policy to motivate workers with a view to creating conducive working situation where workers could attain self-actualization. Motivation creates a sense of success and security in the workers when his/her work is recognized as contributing to the aims and objectives of the organization. Riegel (2015) observed that there has been persistent expression of dissatisfaction with the job attitudes and job performance of workers in public sector. This is due to the fact that the job is not attractive to workers. This inadequacy could be traced to the employee's personal needs, job expectations and or innate states. Employees are usually more productive during a task simply because they want to do it, not because they feel they have to do it. Therefore, it seems evident that people or individuals will be prepared to commit themselves to their job to put in their best effort and loyalty to the job and to work towards the achievement

of an organization targets if their goals are met on the job and if they are satisfied with the job. When one is positively motivated, it precipitates positive behavior hence positive performance and job satisfaction. According to Hughes (2010) morale affects efficiency of operation. Morale is the result of combination of many complex attitudes, workers personal feelings and biases, their values, economic and cultural environment, degree of security physical health, emotional stability, realization of job expectations and the flow of communication between management and the workers. Many authorities believe that production rates are more sharply influenced by morale of the work force than by any other environmental factor. If employees feel that they are treated fairly well and good working conditions are provided, they are likely to have high morale to do their job to also have positive job satisfaction at work. Most education stakeholders have also come to realize the importance of job satisfaction to Nigerian teachers or workers. This is due to the fact that a worker who is satisfied with his/her works would put up an enhanced performance while the reverse be the case for the dissatisfied teachers or workers. Thus, the success of or failure of any organization is a function of how satisfied its employees are with their work. A well-motivated worker could put up a high job performance because of the satisfaction he derived from his work. The assumption has been that people would work harder and produce more if substantial financial rewards are placed before them or threatened with either dismissal or physical punishment but not in the case of teachers because they are known to producing the next leaders of tomorrow (Adeyemo, 2013).

It is known to everyone that reward and recognition are very scarce when it comes to the educational sector. Numerous studies carried out by sociologists have confirmed this. Moreover, as most of the teachers' work is being carried out within the walls of closed classrooms, teachers often find themselves isolated from others without any support from peers and superiors. Due to such organizational structure, teachers do not receive appropriate feedback from others and often find it hard to work together so as to improve their work. According to Frase (2012), many teachers leave teaching within the first three years of employment as a result of these conditions. Decision makers therefore need to find ways to retain teachers in the profession and keep them motivated and at the same time promote satisfaction.

Studies have shown fairly convincingly that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (2012) carried out a survey which found that teachers identify their needs and measure their job satisfaction by factors such as participation in decision-

making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. In a survey conducted by Brodinsky and Neill (2013), a majority of school administrators (and teachers) cited three policies that effectively improved morale and motivated their staffs: shared governance, in-service education, and systematic and supportive evaluation. Luthan (2018) asserts that motivation should not be thought of as the only explanation of behaviour since it interacts with and acts in conjunction with other mediating processes and with the environment. Like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour, and this should not be equated with causes of behaviour. While recognizing the central role of motivation, many recent theories of organizational behaviour find it important for the field to re-emphasize behaviour. Motivation is ‘a process that starts with a physiological deficiency or needs that activates behaviour or a drive that is aimed at a goal incentives’. Therefore, the key to understanding the process of motivation lies in the meaning of, relationship among needs, drives, and incentives.

Management researchers have long believes that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person’s degree of commitment. It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. There are basic assumptions of motivation practices by managers or educational authorities which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person’s performance. Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers or educational authorities can use in organizations. If managers or educational authorities know what drives people working for them, they can tailor job assignments and rewards to what makes these people “tick”. Job satisfaction can also be conceived of as whether employees are well motivated to perform their duties by fulfilling or appealing to their needs. Motivation is goal directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit because it is a key to employees job satisfaction (Stoke, 2010).

Conceptual Framework

Motivation is a predisposition to act in a specific goal directed manner. The term motivation refers to goal directed behaviour characterized by the process of selecting and directing certain actions among voluntary activities to achieve goals. Motivation can be defined as the state of a person perspective which represents the strength of his propensity to exert a particular behavior. Eze (2014) defined motivation as a psychological process initiated by the emergence of a need in the organism which leads to a goal-directed behavior/action aimed at satisfying the need. According to Russel (2010) the term motivation is an expression of a person's needs, hence, they are personal and internal which includes the acquired determinants that regulates the pattern of action and that arouse core behavioural attitudes of employees. Russel (2010) continued as he defines job satisfaction as a function of the importance attached by the workers, to the extent to which needs are generally met in the work situation relative to the way in which these workers have ordered their wants and expectations. To conclude this definition, Russel (2010) stated that job satisfaction involves motivational, emotional and informational components, as to their attitude towards work. According to Davis (2011), he asserts that job satisfaction is the favourableness with which employee view their work. It is an indication of the congruence between the worker's expectations from his job and the actual rewards offered by the job. It is a sense of well-being, good feeling and positive mental state that emerge in an individual when he obtains regards, consequents upon his job performance, congruent with or very nearly congruent with the expected equitable rewards. These definitions stated above have one thing in common: recognition of the fact that an individual's expression of job satisfaction is an emotional effective personal response as a result of his estimation of the degree to which some facts of job reality is congruent or incongruent with values. In order to understand or describe an individual's job satisfaction, one needs to have a good understanding of that individual's personality and value system. Ejiogu (2019) stated that people's perception of their job situation will be directly related to the values which they face on the various aspects of their job and its environment as sources of satisfaction and dissatisfaction. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked.

Statement of the Problem

Teaching is a demanding profession, especially in private secondary schools where teachers often face unique challenges, such as limited resources, high workloads, and pressure to meet performance standards. In Somolu Local Government Area of Lagos State, private senior secondary schools rely on teachers' consistent performance to maintain educational standards and student success rates. However, many teachers in this area reportedly experience low motivation, which can hinder their job satisfaction and, ultimately, their effectiveness in the classroom. However, this has brought about laziness, disloyalty, bribery and corruption etc. among the teachers in service. This study seeks to investigate the variants of motivation that influence job performance among teachers in private senior secondary schools in Somolu. By identifying key motivational factors, this research aims to provide actionable insights to help school administrators implement effective strategies to boost teacher motivation and, by extension, enhance overall educational outcomes

Research Questions

In view of the problem raised, the study is therefore designed to seek answers to the following questions in line with the purpose of the study;

1. What are the factors affecting job satisfaction and performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?
2. What are the necessary needs that will enhance the performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?
3. How does motivation and job satisfaction affect the performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State teachers?
4. What are those strategies that can be used to motivate private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

METHODOLOGY

This study used a descriptive survey, this enabled the researcher to elicit the opinions of responses on motivation variants and job satisfaction among all private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The population for the study was 423 private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The sample

size for this study was 206 private senior secondary school's teachers in Somolu Local Government Area of Lagos State. The researchers used raosoft sample size calculator to determine the sample size. The instrument used in obtaining data for the research work is questionnaire. This was chosen because of its flexibility and numerous advantages. Questionnaire constructed by the researchers was administered to the sample population of 206 respondents (teachers) to get their responses on motivation variants and job satisfaction among private senior secondary schools' teachers in Somolu Local Government Area of Lagos State. The questionnaire was divided into two sections. Section A; focused on the personal information of the respondents which includes gender, educational qualification, marital status and years of service. While section B contain twenty items on variables of the study as identified in the specific objectives systematically constructed using four points' Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). A copy of the research instrument was given to two experts in the field of test and measurement for face and content validity. The researcher used a test retest method reliability to determine the reliability of the research instrument with a correlation co-efficient of (0.89) which ensured the reliability of the research instrument. The questionnaires for data collection was administered to the respondents directly. Respondents were briefed on how to complete the questionnaires and assure them of the importance and confidentiality of the information to be supplied. The data collected were analyzed using simple percentage and mean to answer all the research questions raised in this study.

RESULTS

Research Question One: What are the factors affecting job satisfaction and performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

Table 1:

Factors Affecting Job Satisfaction and Performance of private senior secondary schools' teachers in Somolu Local Government Area of Lagos State?

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St.Dev.</i>	<i>Remarks</i>
1.	Payment of teachers' salary makes teachers	72	100	30	4	206	3.17	0.53	Agree

	perform well and derive satisfaction in their job.	(35.0)	(48.5)	(14.6)	(1.9)	(100)			
2.	Promotional package given to teachers that are due to be promoted motivates their performance.	96	80	10	20	206	3.22	0.302	Agree
		(46.6)	(38.8)	(4.9)	(9.7)	(100)			
3.	Policies and practices are factors affecting teachers' satisfaction and performance.	87	98	10	11	206	3.2	0.942	Agree
		(42.2)	(47.6)	(4.9)	(5.3)	(100)			
4.	A good working environment is a factor that can aid the performance of teachers in deriving satisfaction from their job.	100	95	09	02	206	3.4	0.520	Agree
		(48.5)	(46.1)	(4.4)	(1.0)	(100)			
5.	Unavailability of teaching materials enables teachers to derive satisfaction and as well as improve their performance	78	96	10	22	206	3.1	0.682	Agree
		(38.0)	(47.0)	(4.9)	(10.1)	(100)			
Grand Mean							3.21	0.75	

- Percentages in parenthesis

Table 1 shows the mean and standard deviation of the relationship between motivation variants and teachers job satisfaction in private senior secondary schools in Somolu Local Government Area of Lagos State. The grand mean of the five items is 3.21 with a standard deviation of 0.75. This indicates that the respondents agreed with all the items. Therefore, it is concluded that paying teacher's salaries promptly, giving promotional packages, good policies and practices, enabling working environment and provision of adequate teaching materials for teachers are

important factors that gives a teacher satisfaction at work and also improve their performance at in the school.

Research Question Two: What are the necessary needs that will motivate the performances of Lagos state teachers?

Table 2:

Necessary Needs that will Motivate the Performances of Lagos State Teachers

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Fundamental needs like food, clothes, shelter are not necessarily needed for teachers to perform well.	15 (7.3)	22 (10.7)	69 (33.5)	100 (48.5)	206 (100)	1.76	1.104	Disagree
2.	Sense of belonging motivates teachers to perform excellently.	95 (46.1)	90 (43.7)	5 (2.4)	16 (7.8)	206 (100)	3.2	0.394	Agree
3.	Teacher whose safety is guaranteed is satisfied and motivated to perform well.	100 (48.5)	80 (39.0)	12 (5.8)	14 (6.7)	206 (100)	3.3	0.395	Agree
4.	Teacher who is not accorded the respect he/she deserves will be motivated to perform well	0.0 (0.0)	0.0 (0.0)	100 (48.5)	106 (51.5)	206 (100)	1.0	0.617	Disagree
5.	A self-actualized teacher is satisfied and as well motivated to perform better.	100 (48.5)	100 (51.5)	0.0 (0.0)	0.0 (0.0)	206 (100)	3.5	0.503	Agree
Grand Mean							2.55		

- Percentages in parenthesis

Table 2 above showed the necessary needs that will motivate the performances of Lagos state teachers. It was discovered that majority of the respondents attests to the fact that, experiencing

good sense of belonging in the workplace motivates teachers to perform excellently, additionally, teacher whose safety is guaranteed will definitely be satisfied and motivated to perform well, conclusively, a self-actualized teacher is also known as a satisfied teacher and such teacher will be excited and motivated to perform better. On the other hand, some respondents disagree with items that states that, “Fundamental needs like food, clothes, shelter are not necessarily needed for teachers to perform well, and teacher who is not accorded the respect he/she deserves will be motivated to perform well”. According to Abraham Maslow’s theory of hierarchical needs, provision of basic needs are essential requirement for an individual to be motivated to perform well in any task assigned to him/her.

Research Question Three: Does Motivation and Job Satisfaction have Effect on the Performance of Lagos State Teachers?

Table 3: Does Motivation and Job Satisfaction have effect on the Performance of Lagos State Teachers?

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Teachers who work tirelessly with low reward tends to derive satisfaction and perform better.	03 (1.5)	03 (1.5)	90 (43.7)	110 (53.3)	206 (100)	1.5	0.517	Disagree
2.	Payment of teachers’ salaries motivates them in performing better, and derives job satisfaction.	100 (48.5)	95 (46.1)	04 (2.9)	07 (3.4)	206 (100)	3.3	0.541	Agree
3.	Essential services like teachers’ welfare, allowances etc, have negative effects on job satisfaction.	90 (43.7)	87 (42.2)	16 (7.8)	13 (6.3)	206 (100)	3.70	0.461	Agree

4.	Teacher who is recognized for his effort tends to be happy, motivated and derives satisfaction to perform better	96 (46.6)	90 (43.7)	05 (2.4)	15 (7.3)	206 (100)	3.2	0.479	Agree
5.	A motivated teacher is excited to impact more on the students and increases their knowledge.	100 (48.5)	90 (43.7)	07 (3.4)	09 (4.4)	206 (100)	3.3	0.476	Agree
Grand Mean							3.0		

- Percentages in parenthesis

Table 3 above showed the effect of motivation and job satisfaction have on the performance of Lagos state private senior secondary school teachers, the report of the analysis showed that lack of essential services like teachers' welfare, allowances etc, do have a negative effects on job satisfaction, teacher who is recognized for his effort tends to be happy, motivated and derives satisfaction to perform better. Apparently, a motivated teacher is always excited to impact more on the students and increases their knowledge.

Conclusively, in the opinion of some other respondents; the following statements on the effect of motivation and job satisfaction on the performance of Lagos state private senior secondary school teacher's are not true:

- Teachers who work tirelessly with low reward tends to derive satisfaction and perform better.
- Lateness of payment of teachers' salaries motivates them in performing better and derives job satisfaction.

Research Question Four: What are those strategies that can be used in motivating Lagos State teachers?

Table 4: Strategies that can be used in Motivating Lagos State Teachers

<i>S/N</i>	<i>ITEM</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Total</i>	<i>Mean</i>	<i>St. Dev.</i>	<i>Remarks</i>
1.	Regular payment of teacher's salary will motivate them to take their responsibilities seriously.	95 (46.1)	90 (43.7)	6 (2.9)	15 (7.3)	206 (100)	3.2	0.402	Agree
2.	On-the-job training motivates teachers in acquiring more knowledge to perform well	100 (48.5)	100 (48.5)	06 (3.0)	(0.0) (0.0)	206 (100)	3.4	0.441	Agree
3.	Improving the working conditions of teachers (reducing workload) can motivate them to perform better.	100 (48.5)	87 (42.2)	09 (4.4)	10 (4.9)	206 (100)	3.3	0.441	Agree
4.	Fringe benefits e.g., leave, allowances among others motivate teachers to perform well.	103 (50)	99 (48.0)	03 (1.5)	01 (0.5)	206 (100)	3.4	0.368	Agree
5.	Pleasurable leadership style by educational authorities will assist teachers to perform well.	82 (40.0)	70 (33.9)	23 (11.1)	31 (15.0)	206 (100)	3.0	0.446	Agree
Grand Mean							3.26		

- Percentages in parenthesis

Table 4 above showed the strategies that can be used in motivating Lagos state private senior secondary school teachers. More than half of the respondents accepted all the five (5) items as

true. Conclusively, in the opinion of the majority of the respondents; the following statements on the strategies that can be used in motivating Lagos state teachers are true:

- i. Regular payment of teacher salary will motivate them to take their responsibilities seriously.
- ii. On-the-job training motivates teachers in acquiring more knowledge to perform well
- iii. Improving the working conditions of teachers (reducing workload) can motivates them to perform better.
- iv. Fringe benefits e.g., leave, allowances among others motivate teachers to perform well.
- v. Pleasurable leadership style by educational authorities will assist teachers to perform well.

Discussion of Findings

The purpose of this study was to find out the impact of motivation variant on the job performance of teachers at the private secondary schools in Somolu Local Government Area of Lagos State. It was found out that promotional package given to teachers that are due to be promoted motivates their performance. The study discovered that good working environment is a factor that can aid the performance of teachers in deriving satisfaction from their job. This finding supported the work of Ubeku (2015) which asserts that motivation of workers in an organization is very important as it leads to the development of the individual and improves his job performance. The result of the study showed that regular payment of teacher salary will motivate them to take their responsibilities seriously and fringe benefits e.g., leave, allowances among others motivate teachers to perform well. This finding supported the work of Adeyemo, (2013) which states that people would work harder and produce more if substantial financial rewards are placed before them. This means that teachers will be motivated to impact more on the students and increases their knowledge.

It was discovered from this study that teacher whose safety is guaranteed is satisfied and motivated to perform well. Also, self-actualized teacher is satisfied and as well motivated to perform better. This finding collaborated with the study of Stoke (2020) which states that motivation is goal directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit because it is a key to employees job satisfaction (Stoke, 2010).

However, from this study it was found out that lack of essential services like teachers' welfare, allowances, lateness in payment of salaries etc, have negative effects on job satisfaction. Unfair

policies and practices are factors affecting teachers' satisfaction and performance. Teachers who work tirelessly with low reward will not derive satisfaction.

It is clear from this study that motivation variants play a crucial roles in the private secondary schools teachers' job satisfaction and performance.

Summary

Evidences from the research literature and findings on teacher motivation issues in Nigeria, relevant documents, and the views of key stakeholders as well as the opinions of respondents (participants) used for the study suggested that, there is a teacher motivation crisis among school teachers in Nigeria be it primary, secondary or tertiary level. No school system can be higher in quality than the level of motivation and job commitment of teachers within the system. The Nigerian educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work.

In terms of job context, job content and reward system for teachers, there is a kind of systematic motivation crises within the Nigerian Educational System. School buildings are largely dilapidated, schools are overcrowded, and reward systems in terms of salaries and emoluments appear largely unsatisfactory. Improvements in recent years are not deep enough to record satisfactory improvement in teachers' morale.

Nevertheless, this study discovered a consistent trend or strategies to improve the job morale of Nigerian teachers especially in advent of democratic government that we practice in the country. Such strategies includes: regular payment of teacher salary, providing benefit like on-the-job training, improving the working conditions of teachers by reducing their work load, giving of fringe benefits e.g., leave, allowances as well as pleasurable leadership style by educational authorities that will see all teachers equally irrespective of their sex, age, tribe among others.

Another trend that which will help the teaching profession is the development outside the school system, such as the increasing trend of globalization, the tendency towards the information-driven economy, the increased tempo of private sector participation in education, and the improved federal funding of education will contribute to an appreciable improvement in teacher's morale

and commitment to work. If this trend continues before long, teachers' motivation in Nigeria will witness significant and satisfactory improvement.

Conclusion

The aims and objectives of the study were to determine the relationship between motivation variants and job satisfaction of Nigerian teachers. Analysis of the results revealed that there is a positive correlation between motivation and teachers' job satisfaction. This finding demonstrates that to get the best from our teachers, we need to give them the best. Their motivation is a pillar of their satisfaction in their trade, which also has a positive implication on their subjects as well as the students. Again, the evidence that there is no statistically significant difference among the teachers in relation to the type of motivation, attempts should be made at ensuring that both the intrinsic and extrinsic needs of teachers in the country are provided to ensure the delivery of quality teaching, quality products, and quality outcomes.

Recommendations

On the basis of the findings of the study, the following were carefully recommended:

1. Management should have a good relationship with workers and challenging work should be more valuable than resource adequacy or financial rewards.
2. There should be good working environment, morale and excellent communication patterns.
3. There should be opportunity for Nigerian teachers' personal growth and autonomy to higher levels.
4. There should be clear job duties, fair policies and responsibilities in administrative structure.
5. That employer should try as much as possible to identify what exactly can motivate an individual (teacher) because what can motivate Worker X may not motivate Worker Y.
6. Salaries and Allowances should be paid to Nigerian teachers as at when due.
7. Nigerian teachers should be promoted as at when due.
8. Work environment should be made conducive for Nigerian teachers. Employers should try as much as possible to acknowledge and recognized Nigerian teachers for effective teaching and learning.
9. Employers should provide adequate teaching materials to schools for effective teaching and learning.

10. There should be regular communication between employees and employer as information is the life blood too every successful organization.
11. Employers should encourage job satisfaction to avoid absenteeism and non-challant attitudes towards work.

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