

CONDITIONS OF SERVICE, IN-SERVICE TRAINING AND SCHOOL CLIMATE AS PREDICTORS OF SECONDARY SCHOOL TEACHERS' JOB SATISFACTION IN OGUN STATE, NIGERIA

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ABSTRACT

This study examined conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria. Descriptive survey design of the causal comparative type was used. The population of the study comprised 15,416 public secondary school teachers' in Ogun State, South-West, Nigeria. Using simple random sampling technique, a total of 1700 public secondary school teachers' were selected across Ogun West, East and Central Senatorial Districts in Ogun State. This represents 11.03% of the population size. Purposive sampling technique was used for selecting public secondary schools investigated. From Ogun East, 30 public secondary schools were selected, 27 public secondary schools were selected from Ogun Central while 25 public secondary schools were selected from Ogun West making a total of 82 public secondary schools. The study used researcher's developed questionnaire; titled: Conditions of Service Questionnaire (COSQ), In-Service Training Questionnaire (ISTQ), School Climate Questionnaire (SCQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). A reliability coefficients of 0.68, 0.72, 0.70, and 0.81 realized attests that the instruments were reliable for use to achieve the stated purpose of the study. The inferential statistics of multiple regression was used for the analysis of the data in respect of the research questions and hypotheses at 0.05 significance level. The findings revealed that there is significant influence of (regular staff promotion, regular payment of fringe benefits and salary, in-service training and school climate) on teachers' job satisfaction in Ogun State, Nigeria. Out of five variables examined four were found to be significant and strongly determine teachers' job satisfaction. Payment of fringe benefits was positive but not significantly enough to determine teachers' job satisfaction. About 52% of the variance in teachers' job satisfaction was accounted for by the linear combination of the independent variables. It was recommended that salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery. The government and school management should ensure regular promotion of teachers promptly. The government and school management should motivate teachers by surprise packages such as soft loans, free medical care, free accommodation etc which will spur them to enhance their job performance.

Keywords: Staff Promotion, Fringe Benefits, Salary, In-Service Training, School Climate, Teachers' Job Satisfaction.

Introduction

Teacher job satisfaction is important and desirable for school goal achievement. This is because a satisfied teacher is likely to be motivated towards the accomplishment of set educational goal and objectives. Teacher job satisfaction according to Korlo and Akintunde (2016) refers to the fulfillment a teacher derives from day-to-day activities in his or her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his or her work. Teacher job satisfaction relates to a teacher's perception of what he or she expects to get from teaching and what he or she is actually getting from teaching. Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. For Korlo and Akintunde (2016), the factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, poor handling of disciplining issues, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks. However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he or she belongs; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction of teachers has ripple effects on students' academic growth. Some of the reasons proffered for low teacher job satisfaction include lack of professional autonomy, poor salaries, and unavailability of teaching resources. Meanwhile, the effects of teacher job dissatisfaction on teaching-learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor academic performance of students (Akpan, 2013). Aujata, Enose and Yalo (2014) identified various factors which influence teacher job satisfaction in secondary school. These factors may create job satisfaction among teachers if they are good, that is if they enhance their fulfillment. The factors according to Aujata, Enose and Yalo (2014), are terms and conditions of service, training and school climate among others. These provide job satisfaction among teachers when the factors are fulfilled. When they are fulfilled they create a feeling of pleasure among the teachers as they perform their work with commitment, with devotion, embracing team work, cooperation and high productivity. However, intervening variables like attitude, age, academic/ professional levels, working experience and salary scale indirectly influence teacher job satisfaction also (Akpan, 2013). Akpan (2013) observed that condition of service such as pay rise is one of the powerful tools used in increasing motivation for teacher job satisfaction. Fadeyi, Sofoluwe and Gbadeyan (2015) asserted that conditions of service are the strategies employed in motivating teachers for better job satisfaction. These are in form of salary increment, gratuity, regular promotion, ensuring job security, and establishing cordial relationship among teachers. According to these authors, teachers are the initiators, facilitators of teaching and learning activities therefore their conditions of services must be conducive in order for them to feel satisfied while working. They act as agent of changes in any school system because of these roles they perform; they can be regarded as the heart of quality improvement strategy. Fadeyi, Sofoluwe and Gbadeyan (2015) further identified three factors which are regarded as criteria or parameter for measuring teachers' job satisfaction. These are: students' examination results, absenteeism, and turnover. They stressed that the presence or absence of each or all of the criteria is a measure of level of teachers' job satisfaction. Ijaiya (2014) described teachers' job satisfaction as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Ijaiya determined the variables for teachers' job satisfaction as effective teaching measured by student academic performance in examination, punctuality at school and class, giving extra-lessons to the students, class control and contribution to the progress of the school through participation in co-curricular activities and committee

assignment as may be given by the school heads and also that teachers should be allowed to undergo training in the form of in-service training with pay, since teachers' training is one of the most effective motivational variables which are the gateway to teachers' positive performance. This training may be carried out as full time or part time. In support the in-service training for teachers, Austin (2011) listed some positive changes that will occur. They are as follows: raises the morale of teachers towards their work, training and development can improve motivation, which makes a teacher to become more skilled and shows seriousness in their work, training of teachers will expose the teacher to a new and modern technique in teaching especially in this era of information communication technology. According to Udofia and Ikkpe (2012), in-service training programme is a process for continuous updating of teachers' knowledge, skills and interests in their chosen field. It is a means for continuous professional growth, which encourages the extension of technical assistance by teacher educators. It is an integral part of teacher job satisfaction, which is organized for teachers while in service. Udofia and Ikkpe outlined the benefits of in-service training of teachers to include: to enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system; to help teacher acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction and to enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century.

Akinbode (2014) was of the view that investment in the form of in-service training was a crucial factor in the development of job commitment. He showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers' morale and thus, engendered positive job satisfaction among them. Aitken (2014) sees in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. He asserted that in-service training has many objectives, which include specific learning activities tailored to the development needs of teachers and schools; as well as running of nationwide courses funded by the Ministry of Education to equip teachers to deal with curriculum and other changes. Aitken (2014) concluded that effective in-service training enhances teacher job satisfaction which in turn brings about improvement in students achievement; in-service training of teachers is the key mechanism to equip schools to respond to so many challenges. It was also found that in-service training, unlike pre-employment training, can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole (Udofia & Ikkpe, 2012). These authors were of the view that not only in-service training affect teacher job satisfaction, but school climate also played a major significant role. Climate generally is the nature of the work environment which is perceived by people as threatening or relaxed, supportive or non-supportive to carry out their work and specifically, school climate is a relatively enduring quality of the school environment that is experienced by people within that environment, affects their behaviour and centres on the collective perceptions of behaviour in the school (Obiajulu, 2017). In this study, climate of a school is considered as that environment or internal quality of a school that is a product of interpersonal relationships both in the formal and informal group, which affects all its activities and can be observed by people within and outside the school. This environment is where the principal, teachers and students converge in a formal relationship to achieve educational goals and

objectives. The school environment has its own attitudes, beliefs, norms and values, which constitute a peculiar climate. The climate of a school is a product of human interactions within the school and is also perceived as those internal characteristics both physical and psychological that distinguish one school from another and influence the behaviour of both staff and students (Obiajulu, 2017). Peretomode (2014) proposed six climate types, which are the autonomous, closed, controlled, familiar, open and paternal climate. Hoy, Kottkamp and Tarter (2015) also proposed four climate types namely; the open, engaged, disengaged and closed climate. This paper was concerned with the closed and open climate in secondary schools which appear to be two extremes of the organizational climate type continuum. In the closed climate, the principal and teachers do not work towards the achievement of educational goals or personal needs satisfaction. A positive and open climate as stated by Osterman (2014) is a safe, caring, participatory and responsive environment that fosters great attachment to the school as well as provides a foundation for social, emotional and academic learning. This paper believes that the climate of a school can be a positive influence on the health of the learning environment or a significant barrier to learning. School climate is a phenomenon that has been researched into for many years and is still being examined and redefined because of its significant influences on educational outcomes especially on teacher job satisfaction.

Statement of the Problem

In spite of the laudable objectives of teacher training programme in Nigeria as explicated in the National policy on Education (FGN, 2014), the huge investments of governments, private school owners and parents coupled with robust contents of teacher training programme, the goals of education are still far from being achieved in totality as stakeholders are still battling looking for antidote to the problem of poor school goal achievement. The teachers who are to pilot the system have variously been accused to be undedicated, redundant, lazy and care-free about the job -all which, in most cases, may have been caused by poor nature of conditions of service and school climate. A lot of these critics speculate that most of these teachers are either not properly trained for the job or deliberately threw away, after getting their job, the acquired professional teacher training skills and attitude due to socio-economic and personal specifics. To this end, this study examined conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria.

Purpose of the Study

The main purpose of the study was to examine conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Ogun State, Nigeria. Specifically, the study sought to examine:

- i. the extent to which conditions of service (salary, promotion and fringe benefits) predict secondary school teachers' job satisfaction in Ogun State, Nigeria.
- ii. the extent to which in-service training predict secondary school teachers' job satisfaction in Ogun State, Nigeria.
- iii. the influence of school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria.
- iv. the relative influence of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria.

Research Questions

- i. What is the relative contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria?
- ii. What is the joint contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria?

Hypotheses

H0₁: There is no significant relationship between regular staff promotion and teachers' job satisfaction in Ogun State, Nigeria.

H0₂: There is no significant relationship between regular payment of salary and teachers' job satisfaction in Ogun State, Nigeria.

H0₃: There is no significant relationship between regular payment of fringe benefits and teachers' job satisfaction in Ogun State, Nigeria.

H0₄: There is no significant relationship between in-service training and teachers' job satisfaction in Ogun State, Nigeria.

H0₅: There is no significant relationship between school climate and teachers' job satisfaction in Ogun State, Nigeria.

Methodology

The study used descriptive survey design of the causal comparative type. The population of this study comprised 15,416 public secondary school teachers' in Ogun State, South-West, Nigeria (Source: Ogun State Teaching Service Commission, OSTESCOM). Using simple random sampling technique, a total of 1700 public secondary school teachers' were selected across Ogun West, East and Central Senatorial Districts in Ogun State. This represents 11.03% of the population size. Meanwhile, purposive sampling technique was used for selecting public secondary schools investigated. From Ogun East, 30 public secondary schools were selected, 27 public secondary schools were selected from Ogun Central while 25 public secondary schools were selected from Ogun West making a total of 82 public secondary schools. The study used researcher's developed questionnaire; titled: Conditions of Service Questionnaire (COSQ), In-Service Training Questionnaire (ISTQ), School Climate Questionnaire (SCQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The questionnaire requests responses on a four (4) – point scale format which is a modification of 5-point Likert scale. The responses rating scales are as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Meanwhile, responses on teachers' job satisfaction are: rated as High Satisfied (HS), Satisfied (S) and Not Satisfied (NS). Each of the questionnaire has two sections of A and B. Section A focused on demographic characteristics of the respondents, while section B examined items on the conditions of service, in-service training, school climate and teachers' job satisfaction respectively. The initial draft of the questionnaire was subjected to face validity by the experts in the field. All the issues raised were dully attended to, in order to ensure its content, construct, and criterion validity. In order to ensure the reliability of the instrument, a test-retest study was carried out among 6 public secondary school teachers' who were not part of the study sample size.

Pearson Product Moment Correlation (PPMC) was used for testing the reliability coefficient with the view to ascertain whether the instrument is reliable or not. A reliability coefficients of 0.68, 0.72, 0.70, and 0.81 realized attests that the instruments were reliable for use to achieve the stated purpose of the study. The questionnaire was completed by public secondary school teachers' in Ogun State, South-West, Nigeria. The respondents were briefed on the purpose of the study and clarification was made on the importance of the study and this was done with five research assistants. The inferential statistics of multiple regressions was used for analyzing research questions 1 and 2. Pearson Product Moment Correlation (PPMC) was used for testing all the hypotheses.

Results and Discussion

Research Question 1: What is the relative contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria?

Table 1: Relative contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.837	.583		28.878	.000
1 Regular payment of salary	.105	.033	.080	3.172	.05
Regular staff promotion	.177	.026	.199	6.869	.05
Payment of fringe benefits	.018	.033	.014	.552	.05
In-service training	.108	.015	.253	7.188	.05
School climate	.147	.014	.313	10.595	.05

a. Dependent Variable: job satisfaction

Table 1 showed that the sign of the coefficient of regular staff promotion, regular payment of fringe benefits and salary, in-service training and school climate were positive which implies that an increase or improvement in any of these will increase the job satisfaction of the sampled Teachers. Out of five variables examined four were found to be significant and strongly determine Teachers' job satisfaction with their P-value less than 0.05. Sign of School climate ($\beta = .147$, $t = 10.595$, $P < .05$), In-service training ($\beta = .108$, $t = 7.188$, $P < .05$), regular staff promotion ($\beta = .177$, $t = 6.869$, $P < .05$) and regular payment of salary ($\beta = .105$, $t = 3.172$, $P < .05$) were positive and significant while Payment of fringe benefits ($\beta = .018$, $t = 0.552$, $P > .05$) was positive but not significantly enough to determine Teachers' job satisfaction.

Research Question 2: What is the joint contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria?

Table 2: Joint contribution of conditions of service, in-service training and school climate in predicting secondary school teachers' job satisfaction in Ogun State, Nigeria

R = .648 R ² = .521 Adj R ² = .518 Std. Error = 6.0934						
ANOVA						
Source of Variation	SS	df	MS	F-ratio	P	
Regression	7.259	1	14.519	39.104	0.000	
Residual	52.689	1698	3.713			
Total	59.949	1699				

Table 2 shows that there was significant joint contribution of the independent variables (regular staff promotion, regular payment of fringe benefits and salary, in-service training and school climate) on the dependent variable (Job satisfaction); $R = 0.648$, $P < .05$. The table further reveals {51.8% (Adj. $R^2 = 0.518$)} that about 52% of the variance in Teachers' job satisfaction were accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; $F(1, 98) = 39.104$, $P < .05$.

H₀: There is no significant relationship between regular staff promotion and teachers' job satisfaction in Ogun State, Nigeria.

Table 3: Relationship between regular staff promotion and teachers' job satisfaction in Ogun State, Nigeria

Variables	N	$\bar{X}$	Std. Dev.	r	Sig.	Remarks
Regular staff promotion	1700	33.3840	4.18120	1.000	.05	Significant
Teachers' Job Satisfaction		17.1120	5.26825	.267		

Table 3 indicated that there was significant relationship between regular staff promotion and teachers' job satisfaction in the order of ($r = 0.267$, $P < .05$). On this premise, the null hypothesis is hereby rejected and researcher concluded that there is significant relationship between regular staff promotion and teachers' job satisfaction in Ogun State, Nigeria.

H₀: There is no significant relationship between regular payment of salary and teachers' job satisfaction in Ogun State, Nigeria.

Table 4: Relationship between regular payment of salary and teachers' job satisfaction in Ogun State, Nigeria

Variables	N	$\bar{X}$	Std. Dev.	r	Sig.	Remarks
Regular payment	1700	33.3840	4.18120	1.000	.05	Significant
Teachers' Job Satisfaction		51.7160	6.03898	.140		

Table 4 indicated that there was significant relationship between regular payment of salary and teachers' job satisfaction in the order of ($r = 0.140$, $P < .05$). On this premise the null

hypothesis is hereby rejected and researcher concluded that there is significant relationship between regular payment of salary and teachers' job satisfaction in Ogun State, Nigeria.

H0₃: There is no significant relationship between regular payment of fringe benefits and teachers' job satisfaction in Ogun State, Nigeria.

Table 5: Relationship between regular payment of fringe benefits and teachers' job satisfaction in Ogun State, Nigeria

Variables	N	X $\bar{}$	Std. Dev.	r	Sig.	Remarks
Regular payment fringe benefits	1700	33.38	4.181	1.000	.05	Significant
Teachers' Job Satisfaction		21.75	3.147	.115		

Table 5 revealed that there was significant relationship between regular payment of fringe benefits and teachers' job satisfaction in the order of ($r = 0.115$, $P < .05$). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant relationship between regular payment of fringe benefits and teachers' job satisfaction in Ogun State, Nigeria.

H0₄: There is no significant relationship between in-service training and teachers' job satisfaction in Ogun State, Nigeria.

Table 6: Relationship between in-service training and teachers' job satisfaction in Ogun State, Nigeria

Variables	N	X $\bar{}$	Std. Dev.	r	Sig.	Remarks
In-service training	1700	33.3840	4.18120	1.000	.05	Significant
Teachers' Job Satisfaction		32.3360	3.82644	.276		

Table 6 indicated that there was significant relationship between in-service training and teachers' job satisfaction in the order of ($r = 0.276$, $P < .05$). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant relationship between in-service training and teachers' job satisfaction in Ogun State, Nigeria.

H0₅: There is no significant relationship between school climate and teachers' job satisfaction in Ogun State, Nigeria.

Table 7: Relationship between school climate and teachers' job satisfaction in Ogun State, Nigeria

Variables	N	X $\bar{}$	Std. Dev.	r	Sig.	Remarks
School climate	1700	18.5762	4.19926	1.000	.05	Significant
Teachers' job satisfaction		14.6429	7.91790	.301		

Table 7 indicated that there was significant relationship between school climate and teachers' job satisfaction in the order of ($r = 0.301$, $P < .05$). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant relationship between school climate and teachers' job satisfaction in Ogun State, Nigeria.

Discussion of Findings

The findings revealed that there is significant influence of (regular staff promotion, regular payment of fringe benefits and salary, in-service training and school climate) on teachers' job satisfaction in Ogun State, Nigeria. Out of five variables examined four were found to be significant and strongly determine teachers' job satisfaction. Payment of fringe benefits was positive but not significantly enough to determine teachers' job satisfaction. About 52% of the variance in teachers' job satisfaction was accounted for by the linear combination of the independent variables. These findings corroborate with Shonje (2016) revealed that teachers work in poor conditions typified with lack in-service training, promotion and necessary facilities like chairs, housing. Akande (2014) revealed that there is significant relationship between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. Arrey (2014) showed that regularity in the payment of teachers salaries influenced their attitude to work while payment of remunerations to teachers had an insignificant influence on teachers' attitude to work. Fadeyi, Sofoluwe and Gbadeyan (2015) indicated that there is significant relationship between teachers salary, promotion and students academic performance. It was also revealed that there is significant relationship between fringe benefit and classroom management.

The findings further correlate with Nyamubi (2017) showed that teachers were satisfied by both monetary and nonmonetary incentives such as community support. They were pleased with fair remuneration packages that related to their labour input, opportunities for career development, a well-defined individual appraisal system, timely promotion, and requisite workplace conditions. Bassey, Bassey, Ojua and Ottong, (2011) revealed significant relationship between training and retraining and productivity of teachers in terms of punctuality to school, organizing extra-lessons for students, timely submission of examination grades and participation in extra-curricular activities. Obiajulu (2017) revealed that a positive climate prevails in most public secondary schools in Delta State than a negative school climate. Shahram, Hamid and Rahim (2013) showed that there is a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with the job and job satisfaction.

Conclusion and Recommendations

Having examined conditions of service, in-service training and school climate as predictors of secondary school teachers' job satisfaction in Nigeria, the following conclusions were drawn that there is significant influence of (regular staff promotion, regular payment of fringe benefits and salary, in-service training and school climate) on teachers' job satisfaction in Ogun State, Nigeria. Out of five variables examined four were found to be significant and strongly determine teachers' job satisfaction. Payment of fringe benefits was positive but not significantly enough to determine teachers' job satisfaction. About 52% of the variance in teachers' job satisfaction was accounted for by the linear combination of the independent variables. Based on the findings of the study, the following recommendations are provided:

- i. Salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery.
- ii. The government and school management should ensure regular promotion of teachers promptly.

- iii. The government and school management should motivate teachers by surprise packages such as soft loans, free medical care, free accommodation etc which will spur them to enhance their job performance.
- iv. Regular staff development is an energizer for effective job satisfaction. The government and school management staff should ensure regular training and retraining of teachers through in-service training, seminars, conferences and workshops towards enhancing job satisfaction.
- v. Both the school management and the government should make sure that terminal benefits of teachers are well managed to ensure conformity of regular payment by the appropriate ministry.
- vi. Government should also provide enabling study environment for students and adequately fund academic institutions.
- vii. Principals should make an effort to ensure that their relationships with teachers are cordial to promote teacher job satisfaction.
- viii. Regular and systematic in-service training courses should be organized by the proprietors of private secondary schools. This would update, motivate and enhance teachers' teaching skills. The training should be in form of sandwich courses, seminars, conferences, workshops and even full-time training programmes.

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