
The Level of Influence of School Location and Job Satisfaction on Music Teachers' and their Students Performance in Music in South-South Nigeria

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ABSTRACT

This study examines the level of influence of school location and job satisfaction on music teachers' and their students' performance in music in south-south Nigeria. The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled "School Location and Job Satisfaction on Music Teachers' and Their Students Performance in Music Questionnaire (SLJSMTSPMQ)". Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (SLJSMTSPMQ), was analysed with inferential statistics. From the research findings, the following conclusions was deemed necessary: Music teachers in Junior Secondary Schools in South-South Nigeria have not been motivated enough for high performance to be achieved job satisfaction; motivation of music teachers has immense contributions to the level of their students' performance in music in South-South Nigeria; The study concluded that there are remarkable effect on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria. There is significant effect of school location on music teachers' job satisfaction and Junior Secondary School students' performance in music in South-South Nigeria. One of the recommendation was that government should create funds to establish good working environment to enable schools provide the necessary incentives such as professional allowances for music teachers and also provision of working equipment, such as musical instruments and books to increase job satisfaction.

KEYWORDS: School Location, Job Satisfaction, Music Teachers', Students, Performance, Music, South-South and Nigeria

Introduction

Job satisfaction describes how much extent an individual is pleased, comfortable or satisfied with his or her job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Newby (2009) in her indicated that principals in rural,

suburban, and urban schools of Virginia were satisfied with their jobs. Suburban principals however appeared to be more satisfied than urban and rural principals and rural principals appeared to be least satisfied. Finely (2004) also noted significant difference between school location and job satisfaction of high school principals in Tennessee. The principals whose schools located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural areas. A striking dissimilarity between urban and suburban principal's satisfaction was observed by Derlin and Schneider (2014). Specifically, factor pay was the least heavily weighted in the third factor of suburban principal model. In contrast, pay was most heavily weighted item in the first factor for the urban principals. This discrepancy in factor location and weighting indicated that personal compensation is perceived differently in different education setting.

Demato (2001) showed that demographic variables are often interrelated and not easy to isolate to determine their overall impact on job satisfaction. In her study, two demographic variables were found to be significant source of variance in overall job satisfaction, educational degree status and counselor's intent to stay in their current position. A school located in a rural area, they argue, will have all the characteristics of a rural environment; similarly, an urban school will have an environment-based activities peculiar to its environment but different from a rural location. Thus, as the school environment differs, the level of academic performance may also differ. The consequence is that the quality of education may not be even; and the national policy of education for a democratic, egalitarian society cannot be attained un sentimentally.

Statement of the problem

In consideration of the fact that Nigeria is a signatory to the Education For All (EFA) Declaration in Dakar, 2000, and in Objective 'F' promised to improve all aspect of quality education and ensure excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. In spite of the exodus of some music teachers to other areas of better options, it is observed by the researcher that some have remained on the job under the same conditions. One then wonders what motivational initiatives actually influence job satisfaction among music teachers. Though some researches have been conducted in the field of motivation and job satisfaction on other subject areas in certain places including the South-South zone, no study known to the researcher has been conducted on music teachers in the zone. Therefore, the fundamental problem for this study centered on the influence of job satisfaction on music teachers and junior secondary school students' performance in music in South-South Nigeria. It is therefore envisaged that at the end of the study, the interaction between motivation, job satisfaction and students' performance will be made manifest.

Objective of the Study

1. To find out the level of influence of school location on music teachers' job satisfaction and their students' performance in music in South-South Nigeria.
2. To ascertain the influence of job satisfaction on music teachers and Junior Secondary School students' performance in music in South-South Nigeria.

Research Question

1. What is the level of influence of school location on music teachers' motivation and their students' performance in music in South-South Nigeria?
2. What is the level of job satisfaction of music teachers and their students' performance in music in South-South Nigeria?

Hypotheses

1. There is no significant influence on the level of school location on music teachers' motivation and Junior Secondary School students' performance in music in South-South Nigeria.
2. There is no significant influence of job satisfaction of music teachers' and Junior Secondary School students' performance in music in South-South Nigeria.

Conceptual Framework

School Location, Teachers' Motivation and Students' Performance.

Darling-Hammond (2004), posits that school location, sometimes referred to as school environment, involves much more than just the school buildings, although it is its central element. For the purpose of this study, school location includes the centre site, its landscaping, playgrounds, and other land, classrooms, corridor, lighting, sanitary facilities, recreational facilities, furniture's, equipment, musical instruments as well as other school environment factors required for use in order to motivate and cause satisfaction among teachers; and achieve instructional and educational objectives.

(i) School Physical Environment

In his study, Nwachukwu (1988) identifies three alternative approaches to initiating change in organizations, namely:

- (a) Changing the overall climate and interpersonal style which characterized the organization.
- (b) Changing the individual members of the organization; and
- (c) Changing specific organization structure and system.

According to him, the study is directly concerned with the first approach namely, changing the overall climate; that is the school climate which includes provision of furnished teacher's offices and social amenities. Efforts at improving school climate are also efforts at improving the psychological health of individuals in schools. The principal or school management should help bring about a new and more effective means of handling intra-personal and inter-personal group relationships within the classroom or school, integrated approach has objectives of initiating changes in the entire school environment for a teacher. The assumption is that the emotional and social processes of groups and individuals determine interpersonal systoles within groups.

Nwachukwu (1988), also maintains that what motivates employees to work efficiently is a challenging job which allows a feeling of advancement, enjoyment of work itself and earned recognition. The presence of hygiene factors or dissatisfies, such as well-furnished offices, would serve to promote positive attitudes. Without well-furnished offices equipped with adequate tools for work, a teacher cannot perform maximally. Nwachukwu further iterates that ideally, when a teacher is employed, he/she should be given an office with a table and a chair, equipment, instruments, etc. it is indeed the function of management to device ways of motivating teachers towards higher performance on the job. In a study centered on teacher's condition of service and their performance in secondary schools in Ikot Ekpene, Akpanumoh (2006), spelt out six specific objectives, six research questions and six research hypotheses. He used the ex-post factor research design to correlate the independent variables with the dependent variables. The population consisted of all teachers numbering 2596 in the eighty-five public secondary schools in the district. A sample size of 800 teachers taken from thirty schools using a stratified random sampling technique. The data obtained through questionnaire were subjected to statistical analysis and interpretation. The findings showed that regular payment of salaries, promotion of teachers, allowances to teachers, loans for teachers, in-service training for teachers and provision of teachers' offices, all had positive significant relationship with teachers' motivation and performance. In his contributions, Adesina (1990) suggests categories of conditions of service which according to him are non-economic benefits, which refer to non-financial aspects or positions, for example authority, prestige, status, privilege and comfortable physical facilities, such as well-equipped offices.

(ii) Home and School Relationship

Acknowledging the importance of learning at home and school; Azikiwe (2005) states that the child's environment is an important factor to reckon with in the learning process. A situation that environment do not provide the learner with the opportunity to use materials that are related with his study; the learner's learning will be retarded. Supporting this fact, Anderson, et al (2007), observes that children from homes who encourage them practically and materially to read at home do not exhibit learning difficulties at school; while those who are not encouraged by the availability of learning materials at home have learning difficulties at school. Literate parents, which are mostly found in the urban locations according to Baker and Stevenson (2007), do assist their children at home either by themselves or hiring the services of home teachers who will consolidate on what the children learnt in school. Edington (2008) drowns at the fact that most homes engage their wards in domestic work all through after school, especially in rural areas, like cooking, sweeping, washing, etc. but if these activities are not timed it will have a negative impact on the child's academic no matter how gifted the child may be. Edington further advices that parents should regulate their children's time between reading domestic work, television viewing and rest.

The Concept of Job Satisfaction

According to Uygup, Duygulu, Arbak and Ciraklar in Sevimli and Iscan (2005), a person's job or work is an integral part of his/her life. Generally, people have to constantly think over their work. Therefore, the characteristics of the job they do affect their life entirely. A job is an effort to produce service or goods in exchange of wage, realized in an organization within a specific

time and bringing with it some relations. According to Sevimli and Iscan (2005), satisfaction on the other hand “is an emotional response. During people’s work life, workers gain experiences concerning the work done, and the job environment. What workers see, live, gain during their working life becomes their satisfaction or dissatisfaction”. Job satisfaction as Oshagbemi (2000) puts it, is the general result of attitudes, and expresses the wellbeing of the workers from physical and mental angle. Greenberg and Baron, (2000), posit that job satisfaction is appropriate to define job satisfaction as the general attitude to the job that the worker does. Izgar (2000) says that job satisfaction is also an emotional effective capability involving all emotions including effect, liking or disliking. However, job satisfaction is a dimension that makes a person delighted and happy from his/her job. According to Eren in Oshagbemi (2000), job satisfaction is the monetary benefit derived from job, colleagues with whom the worker is happy to work.

According to Luthans in Sevimli and Iscan (2005), job satisfaction has three important points:

1. Job satisfaction is a concept whose emotional point is overbalancing, because it can only be felt and not seen.
2. Job satisfaction generally can be expressed with the degree of how the outputs meet expectations.
3. Job satisfaction also brings about many interrelated attitudes such as; job, wage, promotion, facilities, management style; colleagues and similar attitudes.

The concept of job satisfaction as expressed by Egbule (2003), is an important one for study because every individual has varieties of need and values and much of a person’s activity in the workplace is directed towards the acquisition of means and ways to fulfill these needs and values. According to Ejiogu (1985), the subject of job satisfaction has generated a lot of interest and fascination amongst various groups of people and a host of articles have been written on it. One of the earliest inquires on job satisfaction was reported by Hoppock in 1935 as recorded in Ejiogu (1985), and since then over four thousand studies have been undertaken in Europe and the United States of America by 1969. Such studies include Gruneberg and Startup (1978); Ribeaux and Poppleton (1985) and Munchinsky (1985).

According to Egbule (2003) ends with a plea that job satisfaction be defined not only as a valued goal, but primarily as a dynamic process occurring within the individual with implications for societal growth. On the local scene; it appears however that, few researches are interested in the area of job satisfaction especially for teachers at the university level. Egbule (2003), reported that Olaitan (1987) investigated the dimensions of jobs with which academic staff of the University of Nigeria, Nsukka are satisfied/dissatisfied. In his investigation, Olaitan found out that the academic staffs were not satisfied with both their work conditions and academic growth, and that job satisfaction was greater for female than male lecturers. Emukoha (1980) also investigated the relationship between job satisfaction and job involvement of mathematics teachers in the south western parts of Nigeria. Egbule (2003) reveals that; Lecturers in federal universities are satisfied with 11 of the 12 selected job factors of: pay/salary, job security, achievement/recognition, opportunities for promotion, boss leadership style/attitude, physical work environment, staff

development programmes, academic freedom, responsibilities at work, supervision, university autonomy and interpersonal relations.

According to the findings of his study, the lecturers are only dissatisfied with university autonomy. Although Egbule said that the findings of his study show an improvement in the expressed level of job satisfaction of lecturers in Nigerian universities, he however reports that the result of his findings contradicts earlier reports by Sanda, (1992); Ukoli, (1996); Aribisala, (1998); Ajayi, (1999) that university teachers have been dissatisfied with their jobs due to poor incentives. Furthermore, Egbule posits that this increasing trend in the level of job satisfaction of the lecturers can be attributed to recent improvements in the salaries and allowances of the teachers and the entrenchment of democracy and freedom of speech in the study also shows that lecturers in federal universities have higher mean job satisfaction score than lecturers in state universities, who in turn expressed higher job satisfaction than lecturers in private universities. Job satisfaction as key concept in organizational life was first acknowledged when, according to Miskel, De-Frain and Wilcox (1980:71), the early human relationists convinced both theorists as well as managers that a happy worker is a productive worker. More recently, the study of job satisfaction has been intensified because of a concern and an increasing awareness for the quality of working life.

Drawing from a job satisfaction model espoused by Lawler and Porter in Onah (2008), job satisfaction is basically determined by the discrepancy between what employees in a work organization expect to get out of their jobs and what the job actually offers. According to him, if the individual worker gets what he expects, it means that there is no discrepancy between desired and actual conditions; hence the person will be satisfied. But a person will be dissatisfied if there is a discrepancy between what he expects and what he actually gets. Explaining further, he said, if an employee receives more than he expected of some of the job satisfaction factors and the excess is beneficial to him, he will be very highly satisfied.

Method

The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled “School Location and Job Satisfaction on Music Teachers’ and Their Students Performance in Music Questionnaire (SLJSMTSPMQ)”. Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (SLJSMTSPMQ), was analysed with inferential statistics

Results

Research Question One: The research question seeks to find out the level of influence of school location on music teachers’ motivation and their students’ performance in music in South-South

Nigeria. To answer the research question, descriptive analysis is performed on the data (see tables 1 and 2 and figures 1 and 2)

Table 1: Descriptive analysis of the level of influence of school location on music teachers' motivation in South-South Nigeria

School location		Level of motivation		
		High	Low	Total
Urban	Freq	67	8	75
	%	89.3	10.7	100
Rural	Freq	37	38	75
	%	49.3	50.7	100
TOTAL		104	46	150

Source: Field Survey (2015)

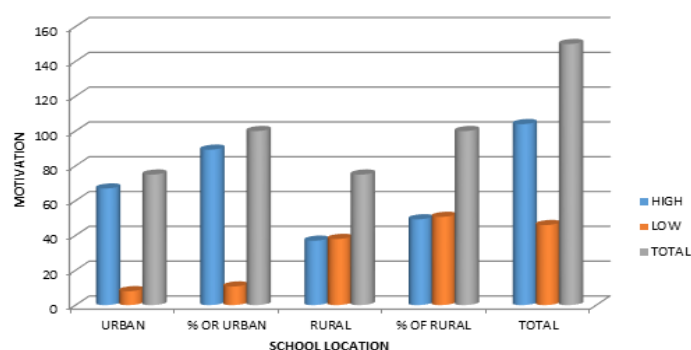


FIG.1
INFLUENCE OF SCHOOL LOCATION ON MUSIC TEACHERS' MOTIVATION

Figure 1: Influence of School Location on Music Teachers' Motivation
Source: Field Survey (2015)

Table 2: Descriptive analysis of the level of influence of school location on students' performance in music in South-South Nigeria

School location		Students' Performance			
		High	Average	Low	Total
Urban	Freq	30	45	0	75
	%	40.0	60.0	0.0	100
Rural	Freq	7	52	16	75
	%	9.3	69.3	21.3	100
TOTAL		37	97	16	150

Source: Field Survey (2015)

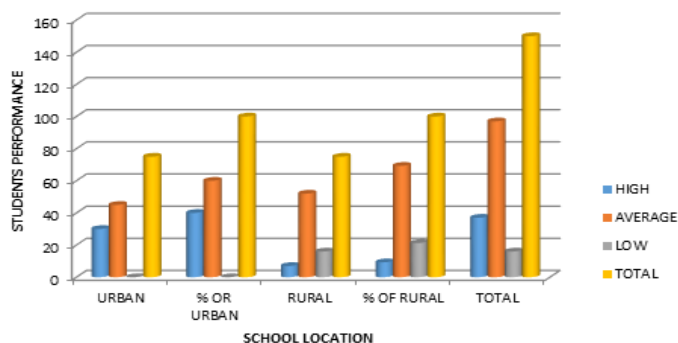


FIG.2
INFLUENCE OF SCHOOL LOCATION ON STUDENTS' PERFORMANCE

Figure 2: Influence of School Location on Students' Performance

Source: Field Survey (2015)

The result of the table 1 and figure 1 present the descriptive analysis of the level of influence of school location on music teachers' motivation and their students' performance in music in South-South Nigeria. From the table it is observed that with respect to teachers from urban schools, 89.3% of the teachers from schools located in urban areas are identified with high level of motivation, while 10.7% of them are identified with low level of motivation. For the teachers in rural schools, 49.3% of them have high level of motivation, while 50.7% are identified with low level of motivation.

In the case of students' performance, the analysis in table 2 and figure 2 shows that, teachers from the urban schools produce 40.0% of the students with high level of performance, 60.0% are identified with average level of performance. No student in the group has low level of performance. It is also observed with regards to teachers from the rural school that, 9.3% of the student is identified with high level of performance, 69.35 are on the average level of performance, whereas 21.3% of the students are identified with low level of performance.

Research Question Two: The research question seeks to find out the level of job satisfaction of music teachers and students' performance in music in South-South Nigeria. To answer this research question, descriptive analysis was performed on the data (see table 3 and figure 3).

Table 3: Descriptive analysis of the level of job satisfaction of music teachers and student's performance in music in South-South Nigeria

Job satisfaction		Students' Performance			
		High	Average	Low	Total
High	Freq	37	29	0	66
	%	56.1	43.9	0.0	100
Low	Freq	0	68	16	84
	%	0.0	81.0	19.0	100
TOTAL		37	97	16	150

Source: Field Survey, 2105

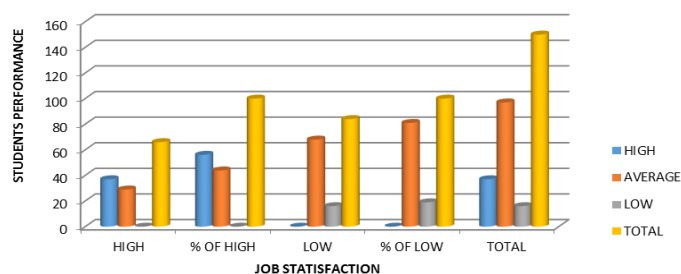


FIG.3
INFLUENCE OF JOB SATISFACTION OF MUSIC TEACHERS

Figure 3: Influence of Job Satisfaction of Music Teachers

Source: Field Survey (2015)

The result of the table 3 and figure 3 present the descriptive analysis of the level of job satisfaction of music teachers and students’ performance in music in South-South Nigeria. From the table it is observed that with respect to teachers with high job satisfaction, 56.1% of the student is identified with high level of performance. This is seconded by 43.9% of their student who are identified with average level of performance. However, none of them is identified with low level of performance. For teachers with low level of job satisfaction, 81.0% of their students have average level of performance, while 19.0% of their counterparts are identified with low level of performance. However, none of them is identified with high level of performance.

Hypothesis One: The null hypothesis states that there is no significant influence in the level of school location on music teachers’ motivation and their students’ performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. School location as the independent variable
2. Motivation of music teachers and their students’ performance in music as the dependent variable.

Chi-square is then used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of school location on the level of motivation of music teachers’ and their students’ performance in music in South-South Nigeria. The summary of the output is presented in tables 4 and 5 respectively.

Table 4: Chi-square analysis of the influence in the level of school location on music teachers’ motivation in South-South Nigeria

School Location		Level of motivation			X ²
		High	Low	Total	
Urban	O	67	8	75	28.22*
	E	52.0	23.0		
Rural	O	37	38	75	
	E	52.0	23.0		
TOTAL		104	46	150	

*Significant at 0.05 level; $df = 2$; Critical = 6.99

O = Observed frequency

E = Expected frequency

Table 5: Chi-square analysis of the influence in the level of school location on students' performance in South-South Nigeria

School Location		Students' Performance				X^2
		High	Average	Low	Total	
Urban	O	30	45	0	75	30.80*
	E	18.5	48.5	8.0		
Rural	O	7	52	16	75	
	E	18.5	48.5	8.0		
TOTAL		37	97	16	150	

*Significant at 0.05 level; $df = 2$; Critical = 6.99

O = Observed frequency

E = Expected frequency

Tables 4 and 5 show the calculated X^2 -values as (28.22) and (30.80). These values are tested for significance by comparing it with the critical X^2 -value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X^2 -value (28.22) and (30.80) are greater than the critical X^2 -value (6.99). Hence, the result is significant. The result therefore means that there is significant influence in the level of school location on music teachers' motivation and their students' performance in music in South-South Nigeria. The result of the data analysis also shows equal number of teachers from the urban and rural schools with respect to motivation and students performance. This explains why there is significant influence in the level of school location on music teachers' motivation and their students' performance in music in South-South Nigeria.

Hypothesis Two: The null hypothesis states that there is no significant influence in the level of job satisfaction of music teachers' and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Job satisfaction as the independent variable
2. Students' performance in music as the dependent variable.

Chi-square statistic is used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers' and their students' performance in music in South-South Nigeria. The summary of the output is as presented in table 6.

Table 6: Chi-square analysis of the influence in the level of job satisfaction of music teachers' and their students' performance in music in South-South Nigeria

Job Satisfaction		Students' Performance			Total	X^2
		High	Average	Low		

High	O	37	29	0	66
	E	16.3	42.7	7.0	
Low	O	0	68	16	84
	E	20.7	54.3	9.0	
TOTAL		37	97	16	150

67.49*

*Significant at 0.05 level; df = 2; Critical = 3.48

O = Observed frequency

E = Expected frequency

Table 6 shows the calculated X^2 -value as (67.49). This value is tested for significance by comparing it with the critical X^2 -value (3.48) at 0.05 levels with 2 degree of freedom. The calculated X^2 -value (67.49) is greater than the critical X^2 -value (3.48). Hence, the result is significant. The result therefore means that there is significant influence in the level of job satisfaction of music teachers and their students' performance in music in South-South Nigeria. The result of the data analysis also shows that less number of teachers (66) are highly satisfied, while more number of teachers (84) have low satisfaction. This explains why there is significant influence of the level of job satisfaction of music teachers' on their students' performance in music in South-South Nigeria.

Discussion of the Findings

School location, music teachers' motivation and students' performance in music

The result of the data analysis in Table 4 and 5 is significant due to the fact that the calculated X^2 -value (28.22) and (30.80) is greater than the critical X^2 -value (6.99) at 0.05 level of significance with 2 degree of freedom. The result shows that there is significant influence in the level of school location on music teachers' motivation and their students' performance in music in South-South Nigeria. This result stems from the fact that music teachers teaching urban schools happen to be more motivated and at the same time produce more students with high academic performance in music than their counterparts teaching in rural schools in South-South Nigeria. The result therefore, is in agreement with the findings of Douglas (1967). In his research on the relationship between students' background (school location) posits that school location strongly associated with students' academic achievement. He further submits that unsatisfactory academic environment is associated with low morale of teachers and subsequent low achievement of students in school. Where there is impoverished school environment, the teacher is less motivated and this affects the output which in turn influences the child's performance. The result reveals differential proportions of students' access to resources to develop children's music education. Increases in salaries, incentives such as loan programme, heightened teachers' prepared requirements and other efforts to prepare and retain high-quality teacher are all associated with high teachers' motivation and the students' academic performance. Darling-Hammond (2004) when they posit that the single most important factor affecting student achievement is the teacher and the influence of teachers on student achievement are both additive and cumulative. They all conclude that experienced teachers are a critical determinant of student achievement. These findings make a strong case for gaining a better understanding of what really accounts for teachers educational qualification in music teaching and learning.

Teaching and learning materials across schools located in urban and rural areas. It is observed that due the unavailability of access to better teaching atmosphere especially in rural areas as obtained in the urban areas, both the teachers and students have poor attitudes to teaching and learning. Poor access to music library, instruments, music listening and resource center facilities, do not encourage positive development in the educational system of the area, and this also results in differential performance of rural and urban schools in tests and examinations.

Job Satisfaction of Music Teachers and Students' Performance in Music

The result of the data analysis in Table 6 is significant in that the calculated X^2 -value (67.49) is greater than the critical X^2 -value (3.48) at 0.05 level with 2 degree of freedom. This result implies that there is significant influence in the level of job satisfaction of music teachers and their students' performance in music in South-South Nigeria. This may be as a result of the fact that highly satisfied music teachers in their work are bound to produce more students with high or average academic performance, while the music teachers who are lowly satisfied in their work are bound to produce more of students with low academic performance in secondary schools in South-South Nigeria. The result show therefore in agreement with Wofford (1977), who conducted a study on the relationship of job satisfaction of teachers and performance using the experience model, and the result shows that satisfaction is highly related to the extent to which a person has job satisfaction. He further adds that the sole benefit of this job satisfaction is to promote high productivity on the side of the worker.

Conclusion

From the research findings, the following conclusions was deemed necessary: Music teachers in Junior Secondary Schools in South-South Nigeria have not been motivated enough for high performance to be achieved job satisfaction; motivation of music teachers has immense contributions to the level of their students' performance in music in South-South Nigeria; The study concluded that there are remarkable effect on the level of job satisfaction of music teachers and Junior Secondary School students' performance in music in South-South Nigeria. There is significant effect of school location on music teachers' job satisfaction and Junior Secondary School students' performance in music in South-South Nigeria.

Recommendation

1. Government should create funds to establish good working environment to enable schools provide the necessary incentives such as professional allowances for music teachers and also provision of working equipment, such as musical instruments and books to increase job satisfaction.
2. Education resource centres should be established by government especially in the rural schools such as Teacher Centres that could serve as a place where teachers can work together in groups to generate ideas that would make them more

competent in their professions. This will also help them to be carried along with their urban counterparts.

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