WELFARE PACKAGES AND JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOOL TEACHERS' ONDO STATE, NIGERIA

[1]Oyetakin, Akinrotimi Iyiomo *Ph.D.*, [2]Ajalode, Joseph Alaba *Ph.D.* &[3]Alen, Temidayo

[1,2&3]Department of Educational Management, Faculty of Education
Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria

Abstract

The study investigated the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted for guide the study. The population of the study consisted of all the 16 public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling technique was employed to sample one principal and nineteen teachers from 30 public secondary schools where a total sample of six hundred (600) respondents comprising 30 principals and 570 teachers was used for the study. The instrument for data collection was a researcher-developed questionnaire titled, "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ) which was validated by experts. It was tested and found reliable at r-0.87.The findings of the study showed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It also was also found out that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction in Ondo state secondary schools and as that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. Following the findings, it was recommended that involvement of teachers in decision making should be a practice of modern day principals. It was also recommended that to increases teachers' job satisfaction and achievement in secondary schools, it is important that the Government should increase its budgetary allocation to education and to adequately allocate sufficient funds to secondary schools for the provision of necessary materials and equipment.

Keywords: Senatorial district, welfare package, intrinsic factors, extrinsic factors, financial benefits, non-financial benefits.

Introduction

Welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among

teachers. Nigeria has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country and education is seen as a key factor for the achievement of this objective. Welfare packages is a critical element of human resources management system and should be designed to work together with other elements of the system. It is generally believed that money not only helps people to attain their basic needs, but it is also instrumental in providing higher level need performance. As a result, most employees value work according to how much they gain from it. In most developing countries, the salary scales for secondary school teachers are not lucrative despite the rapidly increasing costs of living with very small salary increments awarded based on seniority/ experience, with little or no link with actual job performance (Michaelowa, 2002).

According to Cascio (2003), the objective of the design of reward programme is divided into two; direct and indirect forms of welfare packages. Direct packages have to do with wages or salary aspect while an indirect package is the fringe benefits a worker enjoys as a result of working in an organization's. Integrating the two into a package that will encourage the achievement of an organizations goal is what welfare package is all about (Odunlade, 2012). In service and profit oriented organisations such as educational institutions, employees' welfare package also includes issues regarding wages and salary programmes, structures accruing from job descriptions, merit-based programmes, bonus-based programmes, commission based programmes among others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others. Sinclair (2002) asserted that money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. He also exhibits the motivational power of money with the process of job choice and expounds that money has the power to attract, retain, and motivate employees towards higher performance. For instance, if an employee has another job offer, which offers greater financial rewards and has identical job characteristics with his current job, that worker would most probably be motivated to accept the new job offer.

Welfare packages as a factor that propel workers' satisfaction in an organization is a vital variable in this study. Jyoti and Sharma (2009) opined that the provision of a high quality education system depends on high quality teachers. A high teacher morale, relevant subject knowledge, and the teachers' specialised teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

Satisfaction with the teaching component has important consequences in the sense that when the teachers are happy, devoted and committed, it helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Teachers like other employees have moral obligation for overall development of their country. The dissatisfied

workers are the biggest danger as it leads to absence of enrichment, fulfillment of schools goals and objectives. A study by Pinder (2008) showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility. Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. In addition, it seems that one of the prime factors that affect the achievement of educational objectives of students is the scarcity of knowledgeable and committed teachers in schools with required quality and quantity. Shortage of professionally skilled man power and lack of clear knowledge in school teaching systems are the major educational problems nowadays in schools which affect student's achievements (Hargreaves, 2004).

According to Buitendach and De Witte, (2005), job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic (external) and intrinsic (internal) factors.

The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999).

Intrinsic factors are related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward.

Those intrinsic factors were derived from:

i. **Achievement:** This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.
ii. **Challenging Work:** It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction.
iii. **Advancement:** The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement

Programme (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Programme provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF). Therefore, intrinsic motivation increases the individuals" job satisfaction as well as the organization bargaining power.

iv. **Growth and Development:** Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed and Asghar, 2012).

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors were discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, statues and the issue of fairness.

i. **Organizational Policy and Administration:** organization policy and its administration have relation with the effectiveness of organization as well as employees' performance. As Bennell and Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

i. **Salary:** is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma and Bajpai, 2011). In addition, incentive is something that triggers a particular course of action. When incentives are offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja and Shukla, 2007).

ii. **Promotion Opportunities**: Kreitner and Kinicki, (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft, (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfiesd with the opportunities for promotion.

iii. **Supervision:** is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their

cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge.

iv. **Work Relationship:** In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent and Hannum, 2005). This relationship must develop quickly and productively to allow for high trust and creative collaboration. Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers.

v. **Working Conditions:** working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment.

a. **Fairness**: One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004).

b. **Job security**: Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011).

The persistence of poor and dwindling academic performance, absenteeism, and inadequate lesson preparations and syllabus coverage in public secondary schools in Ondo State leads to one pertinent question; is there value for money spent on secondary school education specifically on teachers in public secondary schools in the Southern senatorial district of Ondo State? Extremely important is the concern as to why teachers in Secondary schools in Ondo State are found wanting in playing their role as educators?

It is on this basis that the present study seeks to fill this gap. In this study, the researcher seeks to establish on welfare packages and job satisfaction among public secondary school teachers in the southern senatorial district of Ondo State. The purpose of this study is to investigate the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo state. Specifically, the study:

i. examined the level of internal and external factors influence on teachers' job satisfaction.
ii. determined the influence of teachers' working conditions on job satisfaction.
iii. determined the level of teachers' welfare packages in secondary schools.

Research Questions

The following questions were raised and answered in the study:

1. What is the level of teachers' job satisfaction in the southern senatorial district of Ondo State?
2. What is the level of teachers' welfare packages in secondary schools?

Research Hypotheses

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

1. There is no significant relationship between teachers' welfare packages and job satisfaction in secondary schools in Ondo State.
2. There is no significant relationship between internal welfare packages and teachers' job satisfaction in Ondo State secondary schools.
3. There is no significant relationship between external welfare packages factors and teachers job satisfaction in Ondo State secondary schools.

Methods

This is a descriptive research design of a survey type. It was used to examine welfare packages and job satisfaction among public secondary school teachers.
The population of the study was made up of all teachers and principals in the public secondary schools in Ondo State.

A total sample of six hundred (600) principals and teachers were randomly selected for the study. This comprised 30 principals and 570 teachers. The sample composed using simple random sampling technique Thirty schools were first sampled. Thereafter one principal and 30 teachers were sampled from each schools. This results to 600 respondents.

Research Instrument

The instrument used for this study was self- developed close ended questionnaire titled "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ) The unstructured questionnaire was divided into two parts A and B.

The section "A" of the questionnaire sought information on background data such as; sex, age and level of the teachers. The section "B" of the questionnaire contained 20 items and was sub-divided into two parts according to variable tested. The items were structured on a 4-point scale as Strongly agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted 4,3,2, and 1 respectively.

The validity of the instrument used was ascertained through a critical evaluation of the items of the rating scale by experts in of Educational management and Test and Measurement all in the Faculty of Education of Adekunle Ajasin University, Akungba-Akoko, Ondo State. A test re-test method was used and a high reliability of r = 0.87 placed the instrument on highly reliability level before actual administration.

Results

Research question 1

What is the level of teachers' job satisfaction in southern senatorial district of Ondo State?

Table 1

Percentage of Teachers' Level of Job Satisfaction

S/N	ITEMS	SA (%)	A(%)	D (%)	SD(%)
1	I am satisfied to being a teacher	57.1	35.7	4.1	3.1
2	I enjoy my work	22.4	74.5	3.1	-
3	Teaching provides me with opportunity to use all my skills and knowledge	32.7	64.3	3.1	-
4	I prefer to continue with my teaching profession	20.3	67.3	4.1	8.2
5	I am interested to providing enough tutorials for different level of students	25.5	71.4	3.1	-
6	There is fair distribution of work load in teaching	31.6	49	8.2	11.2
7	Teaching profession is challenging for me	26.5	44.9	4.1	24.5
8	I am satisfied with the availability of further professional development analysis	22.4	46.9	4.1	26.5
9	My monthly salary is sufficient to all important expenses	10.2	38.8	23.5	27.6
10	I am not satisfied with the payment of salary	17.3	42.9	15.3	24.5
	Average	**26.1**	**52.5**	**7.1**	**12.3**

The information presented in the table 1 shows the responses of teachers' level of teachers' job satisfaction. The average percentage of responses showed that 52.5% agreed that they are satisfied as teachers followed by 26.7% that strongly agreed while 7.1% disagreed and 12.3% strongly disagreed to be satisfied.

Research Question2
What are the extent of teachers' welfare packages in secondary schools?

Table 2
Percentage Level of Teachers' Welfare Packages in Secondary Schools

S/N	ITEMS	SA(%)	A(%)	D(%)	SD(%)
11	I am satisfied with the clean and comfortable working area	17.3	46.9	6.1	29.6
12	I am satisfied with recreation materials within my school	7.1	45.9	17.3	29.6
13	Students' attitude towards education in school enhanced my job satisfaction	7.1	45.9	16.3	23.5
14	I am interested to spend my time classroom instruction	11.2	81.6	3.1	4.1
15	I am satisfied with the supply of materials and tools for teaching and learning	7.1	53.1	21.4	18.4
16	I am satisfied with the participation in co-curricular activities in school	12.2	62.2	7.1	18.4
17	I would not like to be transferred to another school	7.1	38.8	11.2	42.9
18	I am satisfied with the accessibility of transportation	11.2	51	7.1	30.6
19	I am satisfied with staff members cooperation to work	19.4	66.3	3.1	11.2
20	I am satisfied with the relations of the school management team	15.3	62.2	7.1	15.3
	Average	**11.5**	**56.1**	**10**	**22.4**

The information represented in Table 2 shows the responses of respondents on the level of teachers' welfare packages in secondary schools. Highest number of 56.1% agreed that they are satisfied with their level of welfare packages while 11.5% strongly agreed. A low level of 10% disagreed to the statements.

Analysis of Research Hypotheses
The Pearson correlation coefficient of 1.000 and the significant level (2-tailed) of 0.05 confidence level (95%) are the bases for testing the reliability and significance

of this research results. However, if the calculated result is greater than the tabulated, the null hypothesis will be rejected.

Hypothesis One

Ho1 There is no significant relationship between teachers' welfare packages and Job satisfaction in secondary schools in Ondo State.

Table 3
Relationship between Teachers' Welfare Packages and Job Satisfaction

Variables	Mean	SD	N	r-crit	r-tab	P
Teachers' welfare packages	24.4421	5.97106	598	0.513	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2017

Table 3 shows the relationship between teachers' welfare packages and job satisfaction in secondary schools. The r-crit. (0.513) is greater than r-tab (0.178). This shows that teachers' welfare packages will have an effect on job satisfaction. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools.

Hypothesis Two

Ho2: There is no significant relationship between internal welfare packages factors and teachers' in job satisfaction in secondary schools in Ondo State.

Table 4
Relationship between Internal Welfare Packages Factors and Teachers' in Job Satisfaction in Secondary Schools in Ondo State

Variables	Mean	SD	N	r-crit	r-tab	p
Internal welfare packages	16.6429	3.05364	598	0.146	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2018

Table 4 shows the relationship between internal welfare packages factors and teachers' in job satisfaction in Ondo state secondary schools. The r-crit (0.146) is lower than the r-tab (0.178) value which shows that principal's internal welfare packages do not affects job satisfaction. Therefore, the hypothesis is upheld. This

implies that there is a no significant relationship between internal welfare packages factors and teachers' in job satisfaction in Ondo state secondary schools.

Hypothesis Three

Ho2: There is no significant relationship between external welfare packages factors and teachers job satisfaction in secondary schools in Ondo State.

Table 8

Relationship between External Welfare Packages Factors and Teachers Job Satisfaction

Variables	Mean	SD	N	r-crit	r-tab	P
External welfare packages	23.8469	5.32327	598	0.434	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2017

The table 4 shows the relationship between external welfare packages factors and job satisfaction in secondary schools. The rcrit (0.434) is greater than rtab (0.178). This shows that external welfare packages will have an effect on job satisfaction. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between external welfare packages and job satisfaction in secondary schools (rcal 0.434>rtab 0.178).

Discussions

The study aimed at investigating the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo state. The findings of the study revealed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. This result was supported by earlier findings of Arrey (2014) who found a significant relationship between availability of motivational incentive and teachers' attitude to work. In addition, Mayuri & Mark, (2005) added that an important intervention strategy which may be meaningful to many employees is if the amount of their compensation and benefits increase. This is in simple terms; welfare packages.

According to the survey report conducted by the Society for Human Resource Management (2012), it was found that welfare package and benefits are regularly among the top three factors affecting employee job satisfaction in organizations. Other studies in agreement to the finding in this work are those of Cascios, (2003) & Souza (2000).

According to McNadimara (2006), welfare packages includes issues regarding wages and salary programs, structures accruing from job descriptions, merit-based programs, bonus-based programs, commission based programs among

others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others (Odunlade, 2012). More so, the study showed that there is a no significant relationship between internal welfare packages factors and teachers' in job satisfaction in Ondo state secondary schools. In addition, it was revealed that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. In the view of Bedian (2003), motivation is an internal drive to satisfy an unsatisfied need and the will to accomplish. In addition, motivation is a progression of moving and supporting goal directed behavior (Chowdhury, 2006). Therefore, welfare packages as motivating factors refers to all the provided tangible and intangible rewards an employee receives from the employer as part of the employment relationship.

Conclusion

It is evident that teachers' job satisfaction is basically related to both internal and external welfare packages provided. However, it is also closely intertwined with non-remunerative incentives such as school policy and administration, status and position. Importantly, though coming from different school environments, majority of the respondents had a low job satisfaction level. Therefore, to boost staff performance to its maximum, both the internal and the external welfare package factors should be adequately supplied in quantity and quality.

Recommendations

1. To sustain and increase teachers' job satisfaction and achievement in job it is important that the Government should increase its budgetary allocation to education and to adequately allocate sufficient funds to secondary schools for the provision of necessary materials and equipment that is vital for practical use in the laboratory, library, and ICT center.
2. Schools principals and management teams should raise positive work competition among and within teachers by ranking performance of teachers on a weekly/monthly or academic session based level of performance of teachers. Deserving teachers should be honoured with accolade and monetary or other initiatives and rewards to compensate them for their effort.
3. Government should support teachers through facilitating transportations road access, building accommodations or lodge for teachers coming from far locations, provision of portable water, facilitate access to electricity especially to teachers in secondary schools in rural and primitive areas. State of the art facilities should also be provided to teachers in urban areas to support good working condition. This helps teachers to increases status in the profession as well as increases their level of satisfaction on job.

4. Insufficient support of educational experts and supervisors negatively affect teachers' job satisfaction in job. Therefore, to ensure job satisfaction educational administrators and supervisors should offer timely support for teachers' and the office of the Ministry of education should fill the technical skills gap of supervisor by training to be effective in supporting teachers' in the job. This help to develop team work or positive relationship between teachers' and supervisors in the job.
5. Schools in Ondo state should be more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors are more influential than internal factors on the teachers' job satisfaction.

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