

MEASURES FOR ACHIEVING JOB SATISFACTION AMONG TECHNICAL TEACHERS IN RIVERS STATE TECHNICAL COLLEGES

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Abstract

The purpose of this study was to determine the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. The study was necessitated in response to the prevailing issue of students' poor academic performance and lack of practical skills; and technical teachers' nonchalant attitudes in teaching effectively. Two specific purposes of the study with corresponding two research questions and two null hypotheses guided the study. A survey research design was used for the study. The population was 112 technical teachers in all the four Technical Colleges in Rivers State. The instrument used for data collection was a 20- item structured questionnaire developed by the researchers which had a 4- point rating scale with response categories of Very High Job Satisfaction (4), High Job Satisfaction (3), Low Job Satisfaction (2) and Very Low Job Satisfaction ((1). The instrument was validated by three experts of whom two were from the Department of Technical and Vocational Education, Ignatius Ajuru University of Education, Rivers State and one from the Department of Science and Computer Education(Measurement and Evaluation), Enugu State University of Science and Technology, Enugu. The reliability of the instrument was determined using Cronbach's Alpha method and the reliability index was found to be 0.94. One hundred and twelve copies of the questionnaire were distributed, correctly completed and returned within two days. This accounted for a 100% return rate. Research questions were analyzed using mean with standard deviation. Items with mean score of 2.50 and above were regarded as High Job Satisfaction while items with mean score below 2.50 were regarded as Low Job Satisfaction. The two null hypotheses were tested at 0.05 level of significance using z-test statistics. The findings of the study showed that salary increase, payment of hazard allowances, promotion as and when due, in service training amongst others were measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. Based on the findings of the study, it was recommended that government should adequately compensate technical teachers to commensurate with their services and should guarantee job security to them.

Keywords: Job Satisfaction, Job Dissatisfaction, Technical Teachers and Technical Colleges.

Introduction

One of the states in Nigeria that appears to have the highest number of industries where engineers and technologists work is Rivers State. Rivers State is comprised of 23 Local Government Areas and located in the south-south geo-political zone of the country. It is surprising that most students in the state do not study technology subjects in schools and colleges. Rivers State has four Technical Colleges that teach and train students for the acquisition of practical skills.

A Technical College is an education institution that prepares students for a career in a specific field. Students are taught skills that are relevant to their vocational area only, (Albiriamuro, 2015). Many nations are described currently as developed based on their technological feats and manoeuvres. The importance of technology to a nation's development cannot be underscored. Technological skills acquisition is best acquired at school age. Technical teachers are expected to be equipped in order to impart such skills to students. Their performance, however, will rise when they are satisfied with this job. An increased productivity is usually attained when workers are satisfied with their jobs. The workers put in their best because they are pleased with their job conditions and environment. This is the same with the technical teachers (Uzoagulu, 2011). Technical teachers are those with special skills and are charged with the responsibility of imparting these skills to students who in turn utilize these skills in the industries. The technical teachers could be males or females depending on the course read and institution attended. They could teach in either the rural or urban areas in the Technical Colleges. It is disheartening that most of these technical teachers are dissatisfied with their jobs.

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction refers to a feeling that one is not pleased and satisfied, (Hornby, 2005). This is similar to Ololube (2006) who stated that an employee's attitude towards his work is either positive or negative. According to Spector (2000), job dissatisfaction refers to the degree to which employees dislike their works. In other words, technical teachers' job dissatisfaction refers to workers negative or bad feelings or attitudes on their jobs. Similarly, if workers have negative attitude towards their works, they are said to be dissatisfied. Factors such as salary stagnation, job insecurity, work hazards, un-conducive environment and workshops, bad policies, lack of respect from students and parents, no promotion, lack of love from colleagues amongst others are capable of causing job dissatisfaction. Teachers are required to attend routine training to enable them keep abreast of innovation. Maslow (1954) in Okoli (1999), in his theory of motivation and satisfaction pointed out that human beings have desires, wants and needs. These needs are arranged in a hierarchical order beginning with the most basic to the highest. They include: physiological needs, safety needs, social needs, self-esteem needs, and the need for self-actualization. Technical teachers have the desire to acquire these needs in order to have job satisfaction.

Job satisfaction is not a new phenomenon in organizations and establishments. It is one of the topics that has drawn interest among scholars and researchers. Improvement in students' achievement and performance in schools will not succeed if teachers' job satisfaction is ignored. Job satisfaction is a pleasurable or positive emotional state resulting from appraisal of one's job or job experiences (Ololube,

2006). Job satisfaction has uni-dimensional and multi-dimensional definitions. A uni-dimensional definition provides an overall definition of job satisfaction resulting in measures which are referred to as global measures (Spector, 2000). The multi-dimensional definition provides an elaborate type of conceptualized and operationalized facets such as satisfaction with pay, promotion, co-workers' love, nature of work and communication (Spector, 2000). Khanna (2010) described job satisfaction as a positive attitude by an employee towards his job as well as his personal life. These definitions show that job satisfaction involves activities within and outside work place. Thus, how an individual lives and associates in the environment is directly and indirectly influenced by work settings. Absence of job satisfaction in an organizational setting leads to work lethargy and reduced organizational commitment (Moser, 1997).

Job satisfaction has been linked to situational and personal factors. Situational factors include job related conditions such as pay, opportunities for promotion and working conditions; and characteristics such as task identity, task significance, skill variety, autonomy and feedback (Heller, Judge & Watson, 2002). According to Dormann and Zapt (2001), personal factors include personality disposition, traits, self-esteem, motivation and emotions. Positive factors such as high energy, pleasurable engagement and enthusiasm are positively related to job satisfaction while negative factors such as distress, unpleasant engagement and nervousness are negatively related to job satisfaction.

Further, Ingersoll (2001) stated that effective teaching is one that requires well trained and motivated teachers. The technical teachers just like other workers take up their appointments because they feel their jobs will provide the avenue for the satisfaction of their needs. If employees in organizations are motivated, they will render services to the employers and customers very efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied technical teachers are most likely to affect the students learning positively. Educational leaders and administrators have to pay special attention to motivation and job satisfaction. Technical teachers' job satisfaction is a pivotal aspect for a state like Rivers state which is trying to fight ignorance and instill skills among its citizens. Technical College is critical in achieving educational and technological development in Rivers State and Nigeria at large.

Measurement of technical teacher' job satisfaction is a responsibility of administrators (Liu and Wang, 2007). This implies that educational administrators are obliged to check job satisfaction levels of their teachers regularly. The researchers' experience as technical teachers affirms research findings that understanding teachers' job satisfaction and motivating them are important task for effective school administration. According to Robert-Okah (2005), the teacher's role is central in the educational process as it determines the quality and effectiveness of the result to be realized. A teacher's performance and effectiveness is largely dependent on the extent of motivation through attractive incentives and working conditions (Spector, 2000).

Studies have shown that a man tends to work well when he is happy within the environment of his work. This means that the physical facilities in which the person works must be comfortable and secure. The people with whom he works with should exhibit friendliness and be capable of creating a good social

atmosphere for interaction among workers. A man works well when his supervisors take notice of his work and constantly reinforce him according to his performance (Udeozor, 2004). In a Technical College environment, the institutional head needs to get results through technical teachers. This is only feasible when there is satisfaction. Non-payment of salaries as and when due, delays in giving teachers annual increments and promotion stagnation have been identified as some of the factors responsible for job dissatisfaction among technical teachers. This situation eventually results in their unwillingness to remain in the teaching profession (Oyewibi, Suleiman and Muhammad-Jamil, 2012). If the technical teachers have no job satisfaction, the tendency exists that they may not go to the classroom to teach rather they will sit in the staff room chatting and discussing irrelevant issues. Perhaps, they may go to classroom without doing their best work; they may not prepare their lessons properly and may bully at the students at the slightest provocation. The resultant of this is that the student will not perform well in examination due to poor teaching or no teaching at all. Subsequent to this, the student will lack the skills required of them at this level and it will affect technological development in the state. This situation necessitated this study which investigated the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Purpose of the study

The main purpose of the study was to determine the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. Specifically, the study sought to:

- 1.) determine the measures the male and female technical teachers adopt to achieve job satisfaction in Rivers State Technical Colleges.
- 2.) ascertain the measures the urban and rural technical teachers adopt to achieve job satisfaction in Rivers State Technical Colleges.

Research Questions

The two research questions that guided the study were:

1. What are the measures the male and female technical teachers adopt to achieve job satisfaction in Rivers State Technical Colleges?
2. What are the measures the urban and rural technical teachers adopt to achieve job satisfaction in Rivers State Technical Colleges?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H₀₁. There is no significant difference between the mean responses of male and female technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

H₀₂. There is no significant difference between the mean responses of urban and rural technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges

Method

The design for the study was a survey research. Survey research is a type of design concerned with specified population of persons, items or situation in a defined geographical location (Idoko, 2011). This research design was considered appropriate for the study because data were collected directly from the technical teachers at Technical Colleges in Rivers State regarding their opinion for measures in achieving job satisfaction among technical teachers. The population for the study consisted of all the 112 technical teachers in the four Technical Colleges in Rivers State. This population consisted of 77 male technical teachers and 35 female technical teachers as well as 60 technical teachers teaching in the urban Technical Colleges and 52 technical teachers teaching in the rural Technical Colleges.

The entire 112 technical teachers were used for the study because the population was manageable. The instrument used for data collection was structured questionnaire on measures for achieving job satisfaction among technical teachers (MAJSATT) developed by the researchers. The questionnaire comprised two sections (A and B). Section 'A' sought information on the personal data of the respondents while section 'B' consisted of 20 items, which elicited information from the respondents on the measures for achieving job satisfaction among technical teachers. The response options for the items were of 4-point scale of Very High Job Satisfaction (VHJS), High Job Satisfaction (HJS), Low Job Satisfaction (LJS) and Very Low Job Satisfaction (VLJS) assigned the values of 4, 3, 2, and 1 respectively.

The instrument was validated by three experts of whom two were from the Department of Technical and Vocational Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt and one from the Department of Measurement and Evaluation, Enugu State University of Science and Technology, Enugu. The items in the instrument were validated in terms of their appropriateness and clarity in addressing the research questions posed for the study. Reliability of the instrument was determined by administering twenty copies to a group of 20 technical teachers at Technical Colleges in Abia state. Abia state Technical College was chosen because it possesses similar characteristics with Rivers State Technical College, even in their job satisfaction level. The responses obtained were used to ascertain the internal consistency of the instrument through the use of Cronbach's Alpha test reliability. The Alpha value yielded reliability co-efficient of 0.94 and was interpreted as very high relationship for the study.

One hundred and twelve copies of the questionnaire were administered on the technical teachers by the researchers. A hundred percent (100%) return rate was recorded. The research questions were answered using mean with standard deviation whereas the hypotheses were tested using z-test statistics at 0.05 level of significance. The real limits of numbers were used to ensure clarifications on the respondents' responses. The decision rule was to regard any mean rating of 3.50 and above as very high job

satisfaction, 2.50 to 3.49 as high job satisfaction, 1.50 to 2.49 as low job satisfaction and 1.00 to 1.49 as very low job satisfaction. The decision rule for the hypotheses was to reject H_0 at 0.05 level of significance if z -calculated was greater than or equal to the z -critical but not to reject H_0 if z -calculated was less than the z -critical.

Result

Research Question 1:

What are the measures the male and female technical teachers adopt to achieve job satisfaction in Rivers state Technical Colleges?

Table 1: Mean ratings and standard deviation responses of male and female technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

S/N	Measures for achieving Job satisfaction	Male Technical Teachers (77)		Female Technical Teachers (35)		Aggregate (112)	
XSD	X SD	X	SD	Decision			
1	Salary increase	3.89	0.20	VHJS	3.78	0.40	4.00 0.00
2	Provision of functional equipment	3.29	0.46	HJS	3.22	0.43	3.35 0.48
3	Payment of hazard allowance	0.23		VHJS	4.00	0.00	3.23 0.46 3.62
4	Payment of technical teachers allowance	4.00	0.00	VHJS	4.00	0.00	4.00 0.00
5	Regular promotion as and when due	0.00		VHJS	4.00	0.00	4.00 0.00 4.00
6	In-Service training	3.54	0.41	VHJS	3.78	0.40	3.29 0.42
7	Organization of conferences	3.29	0.46	HJS	3.35	0.48	3.22 0.43
8	Prompt salary payment	3.89	0.20	VHJS	4.00	0.00	3.78 0.40
9	Good policies in the colleges	3.29	0.42	HJS	3.29	0.42	3.29 0.42
10	Housing loans	3.78	0.40	VHJS	3.78	0.40	3.78 0.40
11	Vehicle loan	3.89	0.20	VHJS	3.78	0.40	4.00 0.00
12	Transport allowance	4.00	0.00	VHJS	4.00	0.00	4.00 0.00
13	Good offices	3.26	0.43	HJS	3.29	0.42	3.22 0.43
14	Protection against danger in the colleges	3.22	0.43	HJS	3.22	0.43	3.22 0.43
15	Guarantee of safety in the job	3.26	0.44	HJS	3.29	0.42	3.23 0.46
16	Affection and love from work group	3.65	0.21	VHJS	3.29	0.42	4.00 0.00
17	Respect from students	3.50	0.42	VHJS	3.22	0.43	3.78 0.40
18	Achieving self fulfillment	3.29	0.46	HJS	3.35	0.48	3.22 0.43

19	Protection against students attack	3.35	0.48	3.35	0.48
3.35	0.48	HJS			
20	Protection against parents' attack	3.35	0.48	3.29	0.42
3.32	0.45	HJS			
Grand Mean /SD		3.57	0.32	3.56	0.30
3.56	0.31	VHJS			
20					

Result in table 1 showed that 11 out of the 20 items were measures the technical teachers adopted to achieve very high job satisfaction. They are items 1,3,4,5,6,8,10,11,12,16, and 17 with a corresponding mean of 3.89, 3.62, 4.00, 4.00, 3.54, 3.89, 3.78, 3.89, 4.00, 3.65 and 3.50 while the remaining 9 items were measures for which technical teachers could achieve high job satisfaction. They are items 2, 7, 9, 13, 14, 15, 18, 19, and 20 with mean scores of 3.29, 3.29, 3.29, 3.26, 3.22, 3.26, 3.29, 3.35 and 3.32 respectively. The grand mean for all the items is 3.56 and the grand standard deviation is 0.31. This is an indication that the items are measures for achieving job satisfaction among technical teachers. The low standard deviation indicates that the respondents were very closed in their responses.

Hypothesis 1

There is no significant difference between the mean responses of male and female technical teachers on the measure for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Table 2: z- test analysis of mean rating of male and female technical teachers on the measure for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Gender	N	X	SD	Df	Z-cal	Z-crit	Decision
Males	77	3.57	0.32	110	0.16	1.98	Do not
Females	35	3.56	0.30				reject

Table 2 shows that the calculated z-value of 0.16 is less than the critical z-value of 1.98; hence the null hypothesis is not rejected. This shows that there is no significant difference in the mean responses of male and female technical teachers on the measure for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Research Question 2:

What are the measures the urban and rural technical teachers adopt to achieve job satisfaction among technical teachers in Rivers State Technical Colleges?

Table 3: Mean ratings and standard deviation responses of urban and rural technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical College.

S/N	Measures for achieving	Urban Technical Teachers	Rural Technical
Aggregate (112)			

Job satisfaction			(60)			Teachers (52)		
	X	SD	X	SD	X	SD	Decision	
1	Salary increase				4.00	0.00	4.00	0.004.00
2	Provision of functional equipment				3.33	0.49	3.48	0.50
3	Payment of hazard allowance				3.17	0.37	3.73	0.52 3.45
4	Payment of technical teachers allowance				4.00	0.00	3.48	0.50
5	Regular promotion as and when due				4.00	0.00	3.58	0.49 4.79
6	In-Service training				3.67	0.47	3.42	0.51
7	Organization of conferences		3.17	0.37		3.380.48	3.28	0.43 HJS
8	Prompt salary payment				4.00	0.00	4.000.00	4.00
9	Good policies in the colleges				3.42	0.49	3.42	0.51 3.42
10	Housing loans				4.00	0.00	4.00	0.00 4.00
11	Vehicle loan				4.00	0.00	3.730.52	3.87
12	Transport allowance				3.67	0.47	3.73	0.52 3.70
13	Good offices				3.17	0.37	3.38	0.48
14	Protection against danger in the colleges				3.42	0.49	3.48	0.50
15	Guarantee of safety in the job				3.67	0.47	3.73	0.52
16	Affection and love from work group				3.17	0.37	3.42	0.51
17	Respect from students		3.42	0.49		3.38	0.48	3.400.49HJS
18	Achieving self fulfillment		3.33	0.49		3.48	0.50	3.410.50HJS
19	Protection against students attack				3.33	0.49	3.42	0.51
20	Protection against parents' attack				3.17	0.37	3.48	0.50
3.33	0.44	HJS						
Grand Mean /SD				3.56	0.31	3.59	0.43	3.58 0.37
VHJS								

Result in table 3 showed that 9 out of the 20 items were measures the technical teachers adopted to achieve high job satisfaction. They are items 1, 4, 5, 6, 8, 10, 11, 12 and 15 with mean scores of 4.00, 3.74, 3.79, 3.55, 4.00, 4.00, 3.87, 3.70, and 3.70 respectively while the remaining 11 items were measures the technical teachers used to achieve high job satisfaction. They are items 2, 3, 7, 9, 14, 16, 17, 18, 19 and 20 with corresponding mean of 3.41, 3.45, 3.28, 3.42, 3.28, 3.45, 3.30, 3.40, 3.41, 3.38 and 3.33. The grand mean for all the items is 3.58 and the grand standard deviation is 0.37. The grand

mean of 3.58 shows that the items were measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. The low standard deviation of 0.37 indicates the homogeneity in the responses of the respondents.

Hypothesis 2

There is no significant difference between the mean responses of urban technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Table 4: z- test analysis of mean rating of urban and rural technical teachers in the measure for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

	Location	N	X	SD	Df	Z-cal	Z-crit
Decision							
Urban	60	3.56	0.31	110	0.42	1.98	Do
not							
Rural	52	3.59	0.43				reject

Table 4 shows that the calculated z-value of 0.42 is less than the critical z-value of 1.90; hence the null hypothesis is not rejected. This shows that there is no significant difference in the mean responses of urban and rural technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Discussion of findings

The findings in table 1 showed that the respondents agreed with all the items as measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. These findings corresponded with Ngimbudzi (2009) who noted that, increment of salary, reinforcement, payment of salary as and when due are key measures for achieving job satisfaction among technical teachers. Expressing similar view, Okoli (1999) opined that love and friendliness among co-workers, self-fulfillment, and protection against dangers, among others are notable factors for achieving job satisfaction among technical teachers. The study showed that there is no significant difference between the mean responses of male and female technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. This is consistent with Spector (2000) who stated that job satisfaction amongst male and female technical teachers is noticed when allowances are duly paid.

Results in table 2 showed that respondents agreed with all the items as measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. This result agreed with the findings of Ngimbudzi (2009) and Spector (2000) in their separate studies that guarantee of safety in job, good offices, promotion and organization of conferences and workshops are measures for achieving job satisfaction among technical teachers. The study showed that there is no significant difference between the mean responses of urban and rural technical teachers on the measures for achieving job satisfaction among technical teachers. The findings with respect to the hypothesis agreed with the findings of Okala (2005) who in his studies discovered that urban and rural technical teachers were satisfied when appropriate incentives were attached to them.

Conclusion

Here is the conclusion from the findings of the study as revealed by the results of data analysis.

Salary increase, payment of hazard allowance, payment of technical teachers allowance, regular promotion as and when due, in-service training, prompt salary payment, affection and love from work group and respect from students and colleagues are main measures for achieving job satisfaction among Rivers State technical teachers. This is proved by the hypothesis that there is no significant difference between the mean responses of male and female technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges.

Also, housing loan, vehicle loan, transport allowance, guarantee and safety in the job among others are the measures for achieving job satisfaction among technical teachers in Rivers State Technical Colleges. This is evidenced by the findings of the hypothesis which showed that there is no significant difference between the mean responses of urban and rural technical teachers on the measures for achieving job satisfaction among technical teachers in Rivers state Technical Colleges.

Recommendations

Based on the result of this study, the researchers proffer the following recommendations:

1. Government should adequately compensate technical teachers to commensurate with their services. This could be done by increasing their salary structures and paying their benefits and other incentives. This will, in no small measures make them to be satisfied with the job.
2. The status of technical teachers is low. It is recommended that recognition and respect for technical teachers should come from both government and the society at large.
3. Government should guarantee job security to technical teachers so that they do not encounter the sympathetic issues of hire and sack syndrome in the private and multi-national companies in Rivers state and Nigeria at large.

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