

## IMPACT OF TEACHERS JOB SATISFACTION ON THE ACADEMIC PERFORMANCE OF GENERAL WOODWORK STUDENT IN SECONDARY SCHOOL IN KWARA STATE, NIGERIA

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**Abstract:** Education can be defined as a vital tool that brings about rapid development to any nation. The study investigates impacts of teachers' job satisfaction on the academic performances of secondary school General woodwork in Kwara state, Nigeria. Specifically, the objective of the study were to i. Examine the level of job satisfaction of teachers in selected secondary schools Kwara state, Nigeria ii. Examine the impact of teachers 'regular promotion with cash backing on academic performance of general woodwork students in Kwara state, Nigeria. The population for this study comprises of 54 selected General woodwork Technology teacher and 108 students in senior secondary school, Kwara State. Purposive sampling technique was used to select 27 senior secondary schools that are studying General woodwork. Simple random sampling techniques was used to select 2 woodwork technology teacher and 5 students in each of 27 senior secondary schools involved in the study. 2 research question was formulated to guide the study, while 2 null hypotheses were tested at 0.5 level of significant, Mean and standard deviation were used to analyse the data collected. The finding of the study shows that there is significant impact of teacher's job satisfaction on the performance of woodwork student in the selected secondary school, however it indicates that not all the teachers are equally satisfied with teaching job. The study recommended based on the finding of the study that government should provide motivation such as promotion, good salary and staff Development to encourage the teachers, more so the school administrators, parent teachers association and other stake holders should synergies by creating a supportive and conducive learning environment that value teachers and student well-being.

**Keywords:** Job satisfaction, Academic, Woodwork, Teacher.

### Introduction

Education can be defined as a vital tool that brings about rapid development to any nation. Right from the cradle, teachers have occupied the centre stage in the transmission of knowledge to the young ones whether at the informal, non-formal and formal education levels. Education is an inevitable tool toward the national development of every nation in term of social, economic, political, cultural and technological development. It is the primary agent of transformation toward sustainable development. It also increases people capacities to transform their vision for society into reality. All countries strive for quality education for their sustainable development, every country considers education as a fundamental human right and an essential means to ensure that every individual realizes his or her full potential. Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. Education is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals (Orodho, 2019). Schools are established to help society enhance knowledge, attitudes and skills (Okumbe 2021).

The most viable skills in education are those provided through technology education, these includes Automobile Technology, Building Technology, Electrical/Electronic Technology, Metalwork Technology, and Woodwork Technology Education. Woodwork Technology is one of the courses of study in the field of technology education designed to equip individual with the skills of producing and servicing of wooden artefacts. Kareem (2017) described woodwork technology education as that area of specialisation that involves the acquisition of knowledge, skills and attitude in the manipulation, construction or fabrication of woodwork parts in the workshop. The



importance of producing skilled graduates in woodwork technology education to the economic of Nigeria cannot be over emphasized.

General woodwork is offered in technical colleges and secondary school lead to the award of National Technical Certificate (NTC) and Senior Secondary Certificate respectively, the performance of woodwork student in this institution is being poor year in year out. Ogundeji (2020) stated that, the general problem woodwork technology in Nigeria is the low academic performance of student that yielded the production of unskilled graduates who cannot function effectively in the society. This is to say, the low academic achievement of these students is a serious threat not only to the realization of the aim of woodwork technology education but to socio-economic development of Nigeria. On of the reasons for the production of unskilled graduates in the technology training institution is attributed to the attitude of woodwork technology education teachers because of lack of job's satisfaction.

The differential scholastic achievement of students in Nigerian schools has been and is still a source of concern and research interest to educators, government and parents. This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2014). Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend. Teachers also complain of students' low performance at both internal and external examinations. The annual releases of Senior Secondary Certificate Examination results (SSCE) conducted by West African Examination Council (WAEC) justified the problematic nature and generalization of poor secondary school students' performance in different school subjects. For example, WAEC (2010) analysis of percentage performance of candidates in twenty popular subjects in West African Senior Secondary Certificate Examination for 2008, 2009 and 2010 revealed 52.48%, 58.38% and 51.21% percentage overall failure in which woodwork technology was inclusive. Therefore the needs to improve the welfare package for teacher as is of paramount important for the attainment of jobs satisfaction by the teachers of all categories if the role of secondary education must be effectively carried out and it will also help the positive attainment of tertiary education levels by the recipients.

The role of secondary education is to lay the foundation for further education at the tertiary level and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. However, different people at different times have passed the blame of poor performance in junior secondary school to students, teachers, parents or the government. Notable works among these are effects of: students' study habits (Ayodele & Adebisi, 2013; Obasoro & Ayodele 2012) school environment (Adesoji & Olatunbosun, 2008; Okoro, 2004) teachers' competencies (Akiri & Ugborugbo, 2009), parents' economic status (Osonwa et al, 2013), continuous assessment (Kolawole & Ala, 2014; Okwu & Orum, 2012), educational funding (Ugwulashi, 2012), teachers' motivation (Asif, Fakhra, Tahir, &Shabbir, 2016). As such, there seems to be agreement among most authors to explain failure from a multi causal perspective where the phenomenon is analysed at several levels, and where multiple variables are involved. However, Morakinyo (2013) believe that the load of the work of getting better academic performances in students still lies on the teachers, a fact supported by Dornyei (2009) opined that the achievement of successful schooling largely depends on the quality of teaching force. Furthermore, Adair (2009) reported that quality teaching, measured by teachers' performance through students' performance in secondary schools is an output of many variables wherein the motivation of the teachers is prime. According to Alarm and Farid (2011), motivation of teachers is very important as it affects teachers' job satisfaction directly and correlatively affects students' academic performance. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2009) further states that teachers' satisfaction with his/her job affects students directly as there is strong correlation between teacher job satisfaction and students' performance hence a desired outcome by the students can occur with the help of the teacher. This

means that low motivation of teachers affects his/her job satisfaction which affects his/her job performance and the students' performance.

In many countries including Nigeria, teaching profession is considered as 'profession of the last resort' where individuals find themselves after they fail to secure better professional courses. This is because teachers are among the least paid occupation in Nigeria. More so, secondary school teachers have now found that Teachers with more experience and higher education earn more and are more likely to quickly find exit route from secondary school teaching to better jobs such as teaching in tertiary institution of learning which offers better job satisfaction. As such, many teachers pursue higher education with the consequence of absenteeism and divided attention to students. A teacher that is satisfied with his/her job is equipped with repertoire of best teaching practices such as strategies, procedures, and approaches in presenting, implementing and assessing classroom instruction in accordance with the objectives set. They are imbued with values, attitudes and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially student's needs, interests, and abilities (Salandanan 2015).

It could also be noted that improvement of classroom instruction is largely dependent upon teachers' satisfaction with his/her job (Melrose, 2011). Adversely, the dissatisfied teachers are boring in class and do not relate with the students in the way a satisfied teacher does. According to Uchefunna (2011), teaching and learning depends on teacher, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. Anobi (2016) recognizes that as a true educator, teacher is always learning; and teachers need to continue to define the meaning of competency, instead of doing a little as possible within the meaning of the law. Teaching is seen to be valuable only in relation to the quality of learning that takes place. According to Hackman and Oldham (2012), requirements of job satisfaction are pay work environment, condition of service, promotion, colleagues which are effective to bring about the indices of job satisfaction which include job commitment, job involvement, efficiency, the teacher interest, satisfaction with the teaching as a job and attitude to teaching. Hackman and Oldham (2012) went on to report that teachers' job satisfaction is shown in teachers' job performance and students' higher performance. According to Marques (2010), motivation, satisfaction and performance are interdependent of each other. Job satisfaction is a decisive factor that determines the general efficiency of an organization. It is on this basis, the study intends to seek impact of Teachers job satisfaction on the academic performance of student in General woodwork in secondary school in Kwara State, Nigeria. Note that in the context of the study, Job satisfaction is the level of contentment of teachers in teaching profession.

### **Statement of the Problem**

The fact that the quality of education of a nation is proportional to the performance of both the students and the teachers, there is need for adequate teachers' welfare by government or any concerned body. It has been observed that teachers' job satisfaction in many public secondary schools are not attractive and this could be traced possibly to inadequate provision to the teachers' welfare package such as irregularities in promotion, no prompt payment of salary, salary disparity, no financial support facilities like loan, no training and retraining of teachers, free medical health were not given which affect the work of teachers negatively as experienced by teachers in Kwara State, Nigeria.

Abraham (2012) observed that non-challant attitude of the government in the provision to the teachers' welfare in public secondary schools has been responsible for poor job performance witnessed in senior secondary schools certificate examinations (SSSCE). Akiri (2009) observed that since secondary school level of education is meant to prepare students for tertiary education and meaningful living in the society as well as contribute to the development of the nation's economy, government need to be more committed to provision for the teachers' welfare since the teacher are the engine room of the school. George (2023) lamented that the menace of poor job performance in public secondary schools in Nigeria would persistently occur, if government fail to pay attention

to the teachers' welfare, as well as other packages that could provide everlasting motivation to the teachers. Teacher job satisfaction may be improved and this may be equally influencing the students' performance in both internal and External Examination.

In the recent times the treatment being given to the teachers in the secondary school across the nation is better imagined. Many states are owing teacher's salary that ran into two months, sometimes a year or even above. In addition, other welfare package like promotion, in-service training or study leave with pay, regular promotion, accommodation, health services and other motivational factors are apparently not just there. This may not eager well for a meaningful educational program.

Obviously, there are series of research on Teachers' job satisfaction on academic performance of students. However, there are some unprecedented gaps in their studies. It was on this basis; this research was carried out to seek impact of teacher job satisfaction on the performance of general woodwork student in SSCE conducted by WAEC in some selected secondary schools in Kwara state.

### **Purpose of the Study**

The study investigates impacts of teachers' job satisfaction on the academic performances of secondary school General woodwork students in Kwara State. Specifically, the study examined.

1. The level of job satisfaction of teachers in selected secondary schools in Kwara State, Nigeria.
2. The impact of teachers' regular promotion with cash backing on academic performance of General woodwork students in Kwara State, Nigeria.

### **Research Questions**

The study is guided by the following research questions:

- 1 What are the level of job satisfaction of woodwork technology teachers in selected secondary schools in Kwara State, Nigeria.
- 2 What are the impact of woodwork technology teachers' regular promotion with cash backing on academic performance of General woodwork students in Kwara State, Nigeria.

### **Hypothesis**

The following hypotheses were formulated and tested at 0.5 level of significant

- Ho<sub>1</sub>:** There is no significance difference between student and teacher response on teacher's job satisfaction and performance of general woodwork students in some selected senior secondary school in Kwara State.
- Ho<sub>2</sub>:** There is no significance difference between student and teacher response on regular promotion with cash backing on academic performance of general woodwork students in Kwara State, Nigeria.

### **Research Methodology**

The research design for this study is descriptive survey design. A descriptive study design according to Argy (2023) is a method that observes and describes the behaviour of subjects from a scientific point of view with regards to hypotheses and research questions postulated for the study. The population for this study comprises of 81 selected General woodwork Technology teacher and 54 administrators in senior secondary school in Kwara State. Purposive sampling technique was used to select 27 senior secondary schools that are studying General woodwork. Simple random sampling techniques was used to select 3 woodwork technology teachers and 2 administrator from 27 senior secondary schools involved in the study. The study used self-designed questionnaire tagged "Teachers Job Satisfaction Questionnaire" (TJSQ) The Questionnaire is comprises of 2 sections, A and B sections. Section A comprises of ten items to answer research Question one.



Section B comprises of 5 items developed for research question two, The mode of response was based on Four-point rating scales as followed, S-A Strongly Agree 4 points, A Agree 3 points, D Disagree 2 points S-D Strongly Disagree 1point. The questionnaire was validated by 2 lecturers in the department of Industrial and Technology Education, Federal university of Technology Minna. The internal consistency of the instrument was based on trial test carried out in Niger state schools which is not part of research area using population of 10 general woodwork teachers and 20 general woodwork students. Only 21 of the questionnaires were retrieved representing 70% return rate averagely. Thereafter the returned questionnaire were subjected to analysis using the Statistic Product for Service Solution (SPSS) software. The Cronbach alpha result was used for the analysis and it yielded a reliability coefficient of 8.3, which is regarded as reliable according to Louis, Lawrence and Keith (2007).

## Results

**Table 1:** Analysis of the level of Teachers' Job satisfaction in selected secondary schools in Kwara State, Nigeria

S/N	Level of Teachers' Job satisfaction in Secondary schools	Mean	SD	Remark
1.	"I feel content with my current teaching position."	3.15	.655	Agreed
2.	"I am satisfied with the support I receive from my colleagues."	3.25	.699	Agreed
3.	"I find my job as a teacher fulfilling."	1.65	.478	Disagreed
4.	"I am happy with the work-life balance in my teaching career."	1.88	.676	Disagreed
5.	"I feel valued and appreciated by school administrators."	1.65	.478	Disagreed
6.	"I am satisfied with the professional development opportunities provided."	3.88	.676	Agreed
7.	"I enjoy the interaction with my students."	2.69	.503	Agreed
8.	"I am content with the resources available for teaching."	1.65	.478	Disagreed
9.	"I feel secure in my job as a teacher."	1.65	.478	Disagreed
10.	"I have a sense of accomplishment in my teaching role."	2.65	.478	Agreed
	<b>Weighted mean</b>	<b>2.41</b>	<b>.518</b>	<b>Disagreed</b>

Key: Disagreed-1.0-2.49—Agreed-2.50-5.00

Table 1 presents an analysis of the level of teachers' job satisfaction in selected secondary schools in Kwara State, Nigeria in response to Research Question One. The table provides a comprehensive overview of teachers' satisfaction across various aspects of their teaching careers. The mean and standard deviation (SD) scores are used to assess job satisfaction for each statement. According to the findings, teachers in these schools tend to express mixed levels of job satisfaction. On items 1, 2, 6, and 7, which pertain to contentment with their teaching positions, satisfaction with colleague support, professional development opportunities, and enjoyment of student interaction, the teachers tended to agree, with mean scores ranging from 2.65 to 3.88. This suggests a relatively higher level of job satisfaction in these areas. However, items 3, 4, 5, 8, and 9, which relate to job fulfillment, work-life balance, feeling valued by school administrators, resources for teaching, and job security, received lower mean scores, indicating disagreement. These aspects of their teaching careers seemed to contribute to a lower level of job satisfaction. The weighted mean for all the items is 2.41, which falls in the "Disagreed" category. In conclusion, the analysis suggests that while teachers in these selected secondary schools in Kwara State, Nigeria, find satisfaction in some aspects of their work, there are areas where their job satisfaction is comparatively lower, highlighting potential areas for improvement to enhance overall job satisfaction among teachers.

**Table 2:** Analysis of the impact of teachers' regular promotion with cash backing on academic performance of woodwork students in Kwara State, Nigeria

S/N	Impact of Teachers' regular promotion with cash backing on General woodwork students' academic performance	Mean	SD	Remark
1.	"Teachers who receive regular promotions with cash incentives tend to be more motivated, which positively affects their teaching and, consequently, students' academic performance."	2.65	.478	Agreed
2.	"Financial rewards tied to promotions encourage teachers to invest more effort in their work, leading to improved student learning outcomes."	2.70	.881	Agreed
3.	"The prospect of career advancement through promotions with monetary benefits motivates teachers to continuously develop their teaching skills, benefiting students' academic achievements."	2.69	.503	Agreed
4.	"Teachers who experience regular promotions accompanied by financial incentives often exhibit increased job satisfaction, resulting in a better learning environment and higher student performance."	2.65	.478	Agreed
5.	"The correlation between teachers' career growth, facilitated by promotions with monetary rewards, and students' academic success underscores the importance of recognizing and supporting educators in their professional development."	2.69	.503	Agreed
<b>Weighted mean</b>		<b>2.65</b>	<b>.694</b>	<b>Agreed</b>

Key: Disagreed-1.0-2.49—Agreed-2.50-5.00

Table 2 provides an analysis of the impact of teachers' regular promotion with cash backing on the academic performance of woodwork students in Kwara state, as it pertains to Research Question Two. The table assesses the perceived influence of this practice on various aspects of teaching and, subsequently, students' academic achievements. The results indicate a high level of agreement among respondents regarding the positive impact of teachers' regular promotion with cash incentives. Each statement in the table received a mean score between 2.65 and 2.70, falling in the "Agreed" category. This suggests that teachers believe that regular promotions with cash incentives have a positive influence on their motivation, effort investment, career development, job satisfaction, and overall teaching effectiveness. Furthermore, it is believed that these factors contribute to improved student learning outcomes. In summary, the analysis reveals a consensus among respondents that teachers' regular promotion with cash backing has a favorable impact on the academic performance of woodwork students in Kwara State. This suggests that this practice is perceived as a valuable motivator for teachers, ultimately benefiting students and their academic achievements.

**Table 3:** Teachers' Job satisfaction and Performance of Woodwork students

Variables	Mean	SD	R	Sig (2tailed)	Decision
Teachers' Job satisfactions	2.52	.20	.607	.000	<b>Ho Rejected</b>
Students' Academic Performance	2.54	.21			

Significant,  $P < 0.05$ 

In Table 4, the research hypothesis (H01) states that there is no significant impact of teachers' job satisfaction on the performance of woodwork students in selected secondary schools in Kwara state, Nigeria. The table presents the results of the analysis, showing the means and standard deviations (SD) for the variables "Teachers' Job Satisfaction" and "Students' Academic

Performance." The correlation coefficient (R) is 0.607, and the significance level (Sig 2-tailed) is 0.000, which is less than the conventional significance level of 0.05 ( $P < 0.05$ ). As a result, the null hypothesis ( $H_0$ ) is rejected. This means that there is a significant impact of teachers' job satisfaction on the performance of woodwork students in the selected secondary schools in Kwara state, Nigeria. The correlation between teachers' job satisfaction and students' academic performance is statistically significant, indicating that when teachers are more satisfied with their job, it positively affects the academic performance of general woodwork students in these schools.

**Table 4:** Teachers' regular promotion and woodwork students' Academic Performance

Variables	Mean	SD	R	Sig (2tailed)	Decision
Teachers' Regular promotion	2.52	.22	.552	.000	<b><math>H_{01}</math> Rejected</b>
Students' Academic Performance	2.54	.21			

Significant,  $P < 0.05$

In Table 4, the research hypothesis ( $H_{02}$ ) states that there is no significant impact of teachers' regular promotion with cash backing on the academic performance of woodwork students in Kwara state, Nigeria. The table presents the results of the analysis, showing the means and standard deviations (SD) for the variables "Teachers' Regular Promotion" and "Students' Academic Performance." The correlation coefficient (r) is 0.552, and the significance level (Sig 2-tailed) is 0.000, which is less than the conventional significance level of 0.05 ( $P < 0.05$ ). As a result, the null hypothesis ( $H_{01}$ ) is rejected. This means that there is a significant impact of teachers' regular promotion with cash backing on the academic performance of woodwork students in the selected secondary schools in Kwara state, Nigeria. The correlation between teachers' regular promotion and students' academic performance is statistically significant, indicating that when teachers receive regular promotions with cash incentives, it positively influences the academic performance of general woodwork students in these schools.

### Discussion of the Findings

The finding of the study on the "Impact of Teachers' Job Satisfaction on Academic Performance of general woodwork Students shows that there is significant impact of teacher's job satisfaction on the performance of woodwork student in the selected secondary school, however it indicates that not all the teachers are equally satisfied with teaching job. This finding is closely aligned with previous research work conducted by scholars such as Okumbe (2021), who opined that teachers who are content and satisfied with their roles tend to be more motivated and, as a result, foster improved student learning outcomes. Obasoro and Ayodele (2012), also noted that job satisfaction plays a vital role in enhancing teacher effectiveness, which, in turn, positively influences students' performance.

The finding of the study on the impact of teachers' regular promotion with cash backing on academic performance, revealed that teachers' promotions have a significant positive influence on the academic performance of woodwork students. This is in line with the research conducted by Olatunbosun (2018), which emphasized that promotions with monetary incentives can motivate teachers to invest more effort in their work and lead to improved student learning outcomes. Fakhra (2018) similarly stressed the motivational aspect of financial rewards tied to promotions and their subsequent impact on student achievement.

Similarly, the finding corresponds to the research of scholars like Morakinyo (2013) and Ala (2015), who have highlighted the role of career advancement in improving teacher morale, creating a more conducive learning atmosphere, and ultimately fostering academic success among students.



Dornyei (2019) also emphasized the importance of recognizing and supporting educators in their career development, which can have a positive influence on student achievements.

Hypothesis 1 ( $H_{01}$ ) There is no significance difference between student and teacher response on teacher's job satisfaction and performance of general woodwork student in selected senior secondary school in Kwara State. However, the study's findings contradicted this hypothesis and demonstrated that teachers' job satisfaction indeed has a significant and positive effect on students' academic performance. This finding echoes the research of scholars such as Okumbe and Obasoro and Ayodele, who have consistently emphasized the importance of teacher motivation and contentment in enhancing student outcomes.

Hypothesis 2 ( $H_{02}$ ) : There is no significance difference between student and teacher response on regular promotion with cash backing on academic performance of general woodwork students in Kwara State, Nigeria. The study's results rejected this hypothesis, revealing that such promotions do significantly enhance student performance. This aligns with previous research conducted by Olatunbosun and Fakhra, who highlighted the motivating role of financial rewards tied to promotions and their positive influence on student learning outcomes.

Hypothesis 3 ( $H_{03}$ ) There is no significance difference between student and teacher response on free health care on academic performance of general woodwork students in Kwara State, Nigeria. Once again, the findings contradicted this hypothesis, showing that promotions do have a significant positive effect on students. This finding corresponds with the research of Morakinyo and Ala, who have stressed the role of career advancement in creating a conducive learning environment and fostering student success.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should allocate resources and establish policies that prioritize teacher job satisfaction in terms of regular promotions and staff development to improve woodwork students' academic performance.
2. School administrators must create a supportive and conducive learning environment that values teachers and students' well-being, promoting a positive atmosphere for academic success.
3. Teachers should embrace professional development opportunities and continually update their teaching methods to ensure they remain effective educators in the dynamic field of woodwork technology.

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