

## **Relationship Among Teachers' Occupational Interests, Job Satisfaction and Performance in Government Secondary Schools in North Central Nigeria**

**Isaiah, Iornenge Shamo (PhD)**

Department of Guidance and Counselling  
Faculty of Education, University of Abuja, Abuja-Nigeria  
Email: [shamoisaiah@gmail.com](mailto:shamoisaiah@gmail.com)

doi: <https://doi.org/10.37745/bje.2013/vol11n112839>

Published September 16 2023

---

**Citation:** Isaiah, I.S. (2023) Relationship Among Teachers' Occupational Interests, Job Satisfaction and Performance in Government Secondary Schools in North Central Nigeria, *British Journal of Education*, Vol.11, Issue 11, 28-39

---

**ABSTRACT:** *This study investigated the relationship among teachers' occupational interests, job satisfaction and performance in government secondary schools in North-Central Nigeria. The study adopted descriptive survey design using teachers in government secondary schools in the North-Central Geopolitical zone of Nigeria. A sample size of 384 teachers comprising 153 males and 231 females participated in the study through stratified random sampling procedure. Three instruments were used for the study – Vocational Interests Inventory (VII) Job Satisfaction Inventory for Teachers (JOSIT) and Teachers Job Performance Inventory (TEJOPI). The reliability of the instruments was determined through test re-test method using Pearson Product Moment Correlation Coefficient which yielded reliability indices of 0.92, 0.84 and 0.81 for VII, JOSIT and TEJOPI respectively. One research question and three hypotheses guided the conduct of the study. Data generated was analyzed using mean scores and standard deviation for the research question. Analysis of variance (ANOVA) was used for hypotheses one and two while Pearson Product Moment Correlation Coefficient was used to test hypothesis three. The findings revealed that teachers in government secondary schools in North-Central Nigeria were dissatisfied with their jobs as reflected in the sectional mean of 2.712. The findings further revealed that a significant relationship existed between occupational interests and job satisfaction but not with job performance. The findings further indicated that there was no significant relationship between jobs satisfaction and Job performance. The researcher recommended among other measures, that government as the major employer of labour should ensure periodic improvements in the working conditions of teachers to enhance their job satisfaction and boost productivity.*

**KEYWORDS:** Relationship, occupational interests, job satisfaction, job performance, teachers, North Central Nigeria.

---

## INTRODUCTION

Over the past four to five decades, the job satisfaction of teachers at the secondary school level in Nigeria seems to be on a steady decline. This trend is observable in the attitudes of teachers towards their jobs and the low academic output of students in both internal and external examinations. Empirical and theoretical research reports over the years indicated that teachers are no longer enthusiastic or passionate about teaching and this has impacted negatively on students' academic achievement (George & Jones, 2008, Ghazzawi 2008, Ghazzawi & Smith, 2009, Robbins & Judge 2009, Jaiyeoba & Ado, 2010). Students who are at the receiving end of this development appear to be the worst hit as observed in the recurring massive failure of students in external examinations conducted by the West African Examinations Council (WAEC) and the National Examination Council (NECO) (Schacter & Thum, 2004, Akporohe, 2011).

Most existing research reports seeking to ascertain the factors responsible for job satisfaction and performance among secondary school teachers appear to dwell on economic and socio-cultural factors such as remunerations, working conditions, relationship with colleagues, attitudes of parents, students' attitudes towards teaching, school leadership style, etc (Wright & Davies, 2003, Kim 2004, Borzaga & Tortia & 2006). Others investigated job satisfaction and performance in relation to such attributes as achievement, career advancement, team work, promotion, cooperation, job stress, mentoring and training needs (Gathangu & Wachia, 2013).

A few studies examined teachers' job satisfaction and performance in the context of psychological constructs involving emotional intelligence, occupational stress and self-efficacy (Alkomolafe & Ogunmakin, 2014). However, there is little research efforts on the relationship between occupational interests, job satisfaction and performance of secondary school teachers particularly in Nigeria. Evidence available in the literature based on work done in the United States by Holland (1966, 1997 & 1999) Judge, et al (2001), in Nigeria by Ikeotuonye, et al (2003) and in the United Kingdom by Ghazzawi (2008) clearly shows significant positive link between job satisfaction and occupational interest. While the findings of these studies appeared conclusive, the scholars suggest the need for undertaking a similar study using teachers in secondary schools. The findings of Holland (1966) and Ikeotuonye et al (2003) in particular, raise two considerable issues in the present study. The first issue concerns the determination of the relationship among occupational interests, job satisfaction and performance of secondary school teachers in Nigeria. The second issue borders on the moderating variables that possibly influence occupational interests, job satisfaction and performance of teachers. These variables are gender, age, rank, academic discipline, school type and state of domicile which form the basis for another empirical study.

Publication of the European Centre for Research Training and Development-UK

Job satisfaction is perceived by Lock (2006) as the pleasurable or positive emotional state resulting from an appraisal of one's job achieving or facilitating the achievement of one's job values. Occupational interests on the other hand is defined by Holland (1997) as the expression of an individual's personality in work, school subjects, hobbies, recreational activities and preferences. Job performance is conceptualized as a measure of the enthusiasm and diligent effort at work that enhances efficiency and productivity for the realization of predetermined goals in an organizational enterprise.

### **Statement of the Problem**

Over the past decades, tremendous interest has been generated in educational research with regard to job satisfaction which is a very critical issue in teacher retention and productivity. Several studies such as Child (1984), Mgbodile (2004), Orina (2006), Akomolafe and Ogunmakin (2014) and Ojiah and Shamo (2015) investigated the relationship between job satisfaction and some variables such as salary structure, leadership style and relationship with colleagues among several other independent variables. Among all these studies, there seems to be no literature evidence particularly in Nigeria on the relationship between job satisfaction and occupational interests of teachers at the secondary school level. Thus, the increasing level of job apathy, brain drain, poor job adjustment, pervasive work attitudes and high turnover among secondary school teachers in Nigeria are issues of great concern to stakeholders. Interest in a job may significantly influence the way a teacher views or perceives his/her job. This psychological factor may have short or long term effects on a teachers' job performance in his or her daily work schedule. It could be the basis of perceived satisfaction or dissatisfaction.

Occupational interests and job satisfaction of secondary school teachers may be significant aspects that influence a teachers' life and career. This notion needs to be investigated. If the pattern or nature of interest in a job is not compatible with an individual's personality, it can reflect a low level of job satisfaction. As a consequence, productivity in terms of service delivery rendered by the teacher may fall below acceptable level.

The problem in this study constitutes an investigation of the pattern of teachers' occupational interests, job satisfaction and performance and the relationship between these three variables. Therefore, the pertinent questions to address in this work are: how compatible are teachers' occupational interests with the teaching profession? Are teachers in government secondary schools in the North-Central Geo-political zone of Nigeria satisfied with their jobs? What is the Job Performance level of teachers in government secondary Schools in North Central Nigeria? This forms the delimitation of this study.

### **Purpose of the Study**

1. To examine the situation with job satisfaction in government secondary schools in North-Central Nigeria;

Publication of the European Centre for Research Training and Development-UK

2. To ascertain the relationship between teachers' occupational interests and job satisfaction in government secondary schools in North-Central Nigeria;
3. To examine the relationship between teachers' occupational interest and job performance in government secondary schools in North-Central Nigeria; and
4. To examine the relationship between teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria.

### Research Question

What is the situation with teachers' job satisfaction in government secondary schools in North-Central Nigeria?

### Hypotheses

The null hypotheses below shall be tested at 0.05 percent level of significance:

**H0<sub>1</sub>:** There is no significant relationship between teachers' occupational interests and job satisfaction in government secondary schools in North-Central Nigeria.

**H0<sub>2</sub>:** There is no significant relationship between teachers' occupational interests and job performance in government secondary schools in North-Central Nigeria.

**H0<sub>3</sub>:** There is no significant relationship between teachers' job satisfaction and performance in government secondary schools in North-Central Nigeria.

### METHODOLOGY

This study adopted descriptive survey design. The population of the study comprised all professional teachers in government Junior and Senior Secondary Schools in North-Central Nigeria. According to Department of Planning, Research and Statistics, Federal Ministry of Education (FME) the total population of teachers in government secondary schools in North-Central Nigeria as at 2016 stood at 123,565. The population distribution of teachers for the study is shown in the table below:

**Table 1: Population Distribution of Respondents**

S/No	State	Total
1.	Benue	25,563
2.	FCT	6,079
3.	Kogi	11,416
4.	Kwara	42,255
5.	Nasarawa	12,956
6.	Niger	7,455
7.	Plateau	17,841
	<b>Total</b>	<b>123,565</b>

Source: Planning, Research and Statistics, Federal Ministry of Education (FME/2016)

Publication of the European Centre for Research Training and Development-UK

The study used multi-stage sampling procedure in view of the large geographical coverage and population involved in the study. First, the researcher used balloting to select four out of the seven states in North-Central Nigeria. The states randomly picked were Benue, FCT, Kwara and Plateau States with a population of 91,738 teachers according to the Federal Ministry of Education (2016). Subsequently, a sample size of 384 teachers was drawn using stratified random sampling procedure as recommended by Krejcie and Morgan, (1970). Respondents were drawn from each of the three senatorial districts in each state, including three from the FCT that is a school from each senatorial district as presented in table 2.

**Table 2: Sample Distribution of Respondents**

S/No	State	Name of School	No. Of Teachers	Percentage
1.	Benue	GSS Gboko	35	29.95
		GMSS Makurdi	48	
		Wesley High School, Otukpo	32	
		<b>Total</b>	<b>115</b>	
2.	FCT	GSS Gwagwalada	36	23.43
		GSS Kwali	34	
		GSS Pyakasa	20	
		<b>Total</b>	<b>90</b>	
3.	Kwara	GGDSS/Ilorin West	25	19.28
		Offa Grammar School Offa	24	
		Govt. Tech. College, Lafiagi	25	
		<b>Total</b>	<b>74</b>	
4.	Plateau	GSS Barkin Ladi	37	27.34
		GSS Mangu	35	
		GSS Garkawa, Shendam	45	
		<b>Total</b>	<b>105</b>	
<b>Grand Total</b>			<b>384</b>	<b>100</b>

**Source: Field Survey, 2019**

Three instruments were used for the study. These were Vocational Interests Inventory (VII), Job Satisfaction Inventory for Teachers (JOSIT) and Teachers Job Performance Inventory (TEJOPI). The introductory part of the instruments consisted of demographic data of respondents soliciting information on gender, rank, age range, academic discipline, school type and state or domicile. Respondents were requested to tick as appropriate from the checklist provided. The first instrument was a modified version of Bakare's Vocational Interest Inventory (VII). The inventory contains sixty (60) items on several activities which are performed in six different kinds of jobs. Respondents were requested to tick on a 4-point rating scale to indicate their degree of "like" or "dislike" against each activity. The statistical rating scale was computed thus: like very much (4), like (3), dislike (2) and dislike very much (1). Each activity in the inventory represented a personality type and a corresponding work environment – realistic, investigative, artistic, social, enterprising and conventional (RIASEC).

Publication of the European Centre for Research Training and Development-UK

The second instrument was a 25-item job satisfaction inventory for Teachers (JOSIT) that required respondents to elicit information on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In the same vein, the responses were assigned numerical values thus: SA (4), A (3), D (2) and SD (1); the inventory is also a modified version of JOSIT developed by Ojiah and Shamo (2012).

The third instrument titled Teachers' Job Performance Inventory (TEJOPI) was a 15-item instrument requesting respondents to provide information on various aspects of teachers' job schedule on a 4-response scale of very often, often, once in a while and not at all. Each of these response options were assigned statistical values in descending order of magnitude thus; very often (4), often (3) once in a while (2) and not at all (1). Respondents were requested to be honest while assuring them of confidentiality in the use of every information supplied.

The reliability of the three instruments was determined through a pilot test conducted at Government Secondary School, Hajj Camp in Gwagwalada, FCT using twenty (20) teacher respondents. This was done through test-retest procedure. The data generated was analysed using Pearson Product Moment Correlation Coefficient. The first instrument (VII) provided a reliability coefficient of 0.92. The second (JOSIT) yielded a reliability index of 0.84 while the Third (TEJOPI) yielded a reliability coefficient of 0.81. Thus, the instruments were certified sufficiently reliable to serve the purpose of the study.

The researcher used a letter of introduction in the Department to get official permission to administer the instrument to the target respondents across the states in North-Central Nigeria. He personally administered the instruments to the respondents as he solicited their informed consent. He also requested the help of field assistants who were teachers in their respective schools. This help to ensure better retrieval of the instruments from the respondents.

Data collected was analysed using simple percentages, mean scores and standard deviation for demographic data and answers to the research question. Analysis of variance and Pearson Product Moment Correlation Coefficient were used to test the hypotheses formulated. The decision rule for the mean score was determined thus: A mean score of 2.5 and above was accepted as a true reflection of the situation under consideration. While that of 2.4 and below was rejected as an invalid state of affairs. The level of significance for testing of hypotheses was 0.05% level of significance.

## **PRESENTATION OF RESULTS**

### **Research question**

What is the situation with teachers' job satisfaction in government secondary schools in North Central Nigeria?

**Table 3: Job Satisfaction of Teachers in North-Central Nigeria (N= 384)**

S/N	Items	Mean	Std. Dev	Decision
1.	I opted for the teaching career as a last resort	2.638	1.030	Agreed
2.	I find teaching very boring and burdensome	2.367	1.066	Disagree
3.	If given the opportunity, I will quit teaching	2.510	1.059	Agreed
4.	My remuneration is not commensurate with my input	3.005	.899	Agreed
5.	Salaries are not paid on time	2.737	1.014	Agreed
6.	I hate the teaching profession with passion	2.208	1.000	Disagree
7.	Relationship among colleagues is not cordial	2.270	1.014	Disagree
8.	I am not happy with the leadership style in the school	2.346	1.005	Disagree
9.	Staff are not carried along in decision making	2.442	.9705	Disagree
10.	Staff are usually denied their entitlements	2.588	.9490	Agreed
11.	Opportunities for career progression are hardly available	2.867	.9313	Agreed
12.	Lack of an enabling environment such as office and residential accommodation and teaching facilities dampen the morale of the generality of staff members	2.893	.9622	Agreed
13.	The promotion of staff in this ministry is not done as when due	2.846	1.0370	Agreed
14.	Excess workload incapacitates teachers efficiency and productivity in this school	2.937	.9261	Agreed
15.	Students attitudes towards their studies is so discouraging	2.950	.9614	Agreed
16.	Teachers' welfare is not a priority area in government policies and programmes	3.112	.9086	Agreed
17.	I am desperately seeking transfer to a more conducive work environment	2.270	.9280	Agreed
18.	Lack of proximity and means to my place of work affects my punctuality	2.841	.9130	Agreed
19.	Large classes often makes class control and management difficult	3.106	.9092	Agreed
20.	There is no fairness on the part of leadership in its dealings with staff	2.752	.9490	Agreed
21.	Grappling with the demands of my job is often stressful	2.705	.890	Agreed
22.	The spirit of cooperation and teamwork is lacking in my school	2.614	.949	Agreed
23.	A lot of job hazards are usually associated with this occupation	2.651	.901	Agreed
24.	There are no prospect after retirement from active service	2.751	.883	Agreed
25.	The teaching profession does not command social posting like other profession such as medicine, law, etc	2.942	.945	Agreed
<b>Sectional mean</b>		<b>2.712</b>		

Publication of the European Centre for Research Training and Development-UK  
 Results from the 25 item job satisfaction inventory for teachers (JOSIT) revealed that respondents were dissatisfied with their jobs as teachers. All the mean scores associated with statements negatively framed affirmed this as observed in the high mean scores of 2.5 and above. Deviations from the norm are however worthy of note as adjudged from the standard deviation values for most of the items. Nevertheless, respondents refuted statements in items 6, 7, 8 and 9 respectively. For instance, teachers refuted the statements in item 6 and 7 thus: “I hate the teaching profession with passion” (2.208) and “relationship among colleagues is not cordial (2.270). This is however accompanied by standard deviation values of 1.000 and 1.014 respectively.

### Testing of Hypotheses

**H0<sub>1</sub>:** There is no significant relationship between teachers’ occupational interests and job satisfaction in government secondary schools in North-Central Nigeria.

**Table 4: ANOVA Table for Test of influence on Job satisfaction by Occupational interests**

Model	Sum of squares	Df	Mean square	F	Sig	Decision
Regression	5.158	6	.860	4.469	.000	Sig.
Residual	72.516	377	.192			
<b>Total</b>	<b>77.675</b>	<b>383</b>				

- a. Dependent variable: job satisfaction
- b. Predictors: (constant) conventional, artistic, investigative, enterprising, social and realistic

Table 4 shows whether the independent variable significantly influence the dependent variable. A significant value of .000 (less than the 0.05 level of significance) showed that the independent variable significantly influence the dependent variable. The hypothesis is therefore rejected. This implies that conventional, artistic, investigative enterprising, social, realistic, occupational interests significantly influenced job satisfaction among teachers in North-Central Nigeria.

**H0<sub>2</sub>:** There is no significant relationship between teachers’ occupational interests and job performance in government secondary schools in North-Central Nigeria.

**Table 5: ANOVA Table for Test of Influence on Job performance by Occupational Interests**

Model	Sum of squares	Df	Mean square	F	Sig	Decision
Regression	1.401	6	.234	1.266	.272	Not. Sig.
Residual	69.528	377	.184			
<b>Total</b>	<b>70.929</b>	<b>383</b>				

- a. Dependent variable: Job performance
- b. Predictors: (Constant), conventional artistic investigative, enterprising, social, realistic.



Publication of the European Centre for Research Training and Development-UK

Table 5 above showed whether the independent variables significantly influence the dependent variable. A significant value of .272 (more than the 0.05 level of significance) showed that the independent variable do not significantly influence the dependent variable. The hypothesis is therefore accepted, this implies that conventional, artistic, investigative, enterprising, social, realistic, occupational interests do not significantly influence job performance among teachers in North-Central Nigeria.

**H0<sub>3</sub>:** There is no significant relationship between teachers’ job satisfaction and performance in government secondary schools in North-Central Nigeria.

**Table 6: Correlation Test between Job performance and job satisfaction among Teachers**

Variables	N	r-cal	r <sup>2</sup>	P-value	Decision
Job satisfaction - Job performance	384	-.0420	0.002	.407	Accepted

In table 6 above, the computed correlation coefficient showed the significance of the relationship between the variables. With the probability value (P-values) more than 0.05, it is concluded that there is no significant relationship between job satisfaction and performance among teachers in government secondary schools in North-Central Nigeria. Thus, the null hypothesis is accepted.

The r<sup>2</sup> values of 0.002 showed that 0.02% variance in job satisfaction can be explained on the basis of job performance. The positive value of ‘r’ points to the direction of relationship. It indicates direct relationship showing that increase in one variable corresponds to increase in the other. It is thus established that being satisfied with the teaching job corresponds with better job performance and vice versa.

## DISCUSSION OF FINDINGS

Research question one sought to find out the situation with job satisfaction among secondary school teachers in North-Central Nigeria. The 25 item questionnaire whose items were framed in the negative revealed an overwhelming affirmation of the negative statements which comprised cognitive and affective aspects of teachers’ satisfaction with their jobs. Almost all the mean scores yielded significant values of 2.5 and above except for items 2, 6, 7, 8, 9 which elicited low mean scores values of 2.367, 2.208, 2.346 and 2.442 respectively. For example teachers refuted the statements that they find teaching boring and burdensome (2.367), I hate the teaching profession with passion (2.270) as well as staff are not carried along in decision making (2.442). The dissatisfaction with teaching as observed among teachers in government secondary schools in North-Central Nigeria was a true reflection of the prevailing deplorable conditions of service facing the generality of teachers in Nigeria and elsewhere in Africa. These findings are similar to

Publication of the European Centre for Research Training and Development-UK  
that of Ojiah and Shamo (2015) and Ukpai and Oyeoku (2017), who discovered that administrative strategies for motivating staff of universities in South East Nigeria for maximum performance include adequate and prompt payment of salaries and allowances, given moderate workload to staff and rewarding staff who perform exceptionally, among others. In as much as their occupational interests may not be compatible with their occupational practice as revealed in this study, the motivation and hygienic factors illustrated in Herzberg's two factor theory may be grossly lacking as well.

Hypothesis one revealed a significant relationship between teachers' occupational interests and job satisfaction in government secondary schools in North-Central Nigeria. A significant value of .000 less than the 0.05 level of significance showed that the independent variables significantly influence the dependent variable – job satisfaction. These findings are similar to those of Akomolafe and Ogumakin (2004) who found a negative significant relationship between job satisfaction and occupational stress among secondary schools in Ondo State. The authors explained that stress occurs when workers perceive an imbalance between their work demands and their capability to meet those demands. The degree of interest a worker has in his or her job influences his/her response to occupational stress. The higher the interest on the job, the higher the workers' capabilities to cope with occupational stress and to perform optimally. It can therefore be deduced from this argument that the present study and the previous one are unanimous in their findings that occupational interests predicts job satisfaction among teachers.

The second hypothesis was accepted on the ground that occupational interests did not significantly predict job performance. This implies that there is no significant relationship between occupational interests and job performance in government secondary schools in North-Central Nigeria. The non-significant relationship between occupational interests and job performance may not necessarily mean that no relationship exist between the two variables. The relationship may be moderated by other variables such as organizational factors and personality traits such as self-esteem and self-efficacy.

The third hypothesis found no significant relationship between job satisfaction and performance. This implies that job satisfaction did not predict job performance and vice-versa. The findings of this study are compatible with that of Ojiah and Shamo (2012) who examined the relationship between job satisfaction and attitudes to work among public secondary teachers in Gwagwalada Area Council in the Federal Capital Territory. The findings of this study similarly found no significant correlation between the two variables. These findings were interpreted against the backdrop of the fact that even though majority of teachers were dissatisfied with their jobs, their general attitudes to work however remained impressive at least on the basics of their responses. The escalating unemployment crisis in the country occasioned by economic recession will compel any worker, regardless of his lot at the workplace to be duty conscious, at least to retain his job against the likelihood of possible termination. However, job performance as this scenario indicated may not be given extrinsic motivation and therefore may lack genuine indices. Although, few

---

Publication of the European Centre for Research Training and Development-UK studies have formally tested the hypothesis that job satisfaction-performance relationship is spurious, several studies have suggested a reconceptualization of the variables as well as a suggestion that self-esteem might explain the association between job satisfaction and job performance. (Gardner, Cummings & Durham 1989, Gardner & Pierce, 1998).

## **CONCLUSION**

Occupational interests significantly relate with job satisfaction but did not show significant relationship with job performance. In the same vein, there was no significant relationship between job satisfaction and performance.

### **Contributions to Knowledge**

This study revealed findings that have contributed immensely to knowledge in the field of career counselling and industrial psychology. Job satisfaction showed significant relationship with occupational interests but not with job performance. Moreover, no significant relationship was found between job satisfaction and performance. These are novel findings hence no empirical work within the geopolitical zone in Nigeria has revealed such results.

### **Recommendations**

The following recommendations were made with regard to the findings of this study:

1. Career counsellors should identify and nurture individual interests and potentials to channel such to corresponding occupational environments. In particular, personality traits should be identified and matched with appropriate career opportunities. Employers of labour in the education industry should also ensure that candidates seeking teaching appointment are subjected to proper screening to ascertain the appropriateness of their occupational interests to the teaching profession, this will enhance better job performance and satisfaction.
2. Beyond occupational interests, employers of labour in the education industry should ensure that the extrinsic and intrinsic aspects of job satisfaction are identified and provided to boost teachers' performance for optimum productivity.
3. Government and other employers of labour should look beyond job satisfaction to boost and sustain teachers' job performance and vice versa. Other moderators of this relationship should be introduced such as reward contingency, self-esteem and recognition of excellent performance.
4. Federal and state ministries of education should offer very attractive remunerations as well as good working conditions as incentives to attract and retain the best brains in the teaching force.

### **Recommendations for Future Research**

The following suggestions were made for future research:

1. A study should be carried out on the relationship between occupational interests, job satisfaction and students' academic achievement in secondary schools in North Central Nigeria.

2. A quasi experimental study should be conducted using experimental and control groups to determine the efficacy of occupational interest on students' academic achievement in the North Central Geo Political Zone of Nigeria.
3. Personality traits such as self-esteem, self-efficacy, emotional intelligence and locus of control should be used to examine teachers' job satisfaction and performance in the North Central Zone and all other geo political zones of the Federation.

## REFERENCES

- Akomolafe, M.J. & Ogunmakin, A.O. (2014). Job satisfaction among secondary school teachers: Emotional intelligence, occupational stress and self-efficacy as predictors. *Journal of Educational and social research*, 4(3), 487-498.
- Akpolohe, D.A. (2011). The impact of environment on productivity in secondary schools. *African Journal of Education and Technology* 1(1), 116-122.
- Bakare, C.G.M (1997). *Vocational Interest Inventory (VII)*. Psycho-educational research production.
- Borzaga, C. & Tortia, I. (2006). *Worker motivation, job satisfaction and loyalty in public and non-profit social services*. Non-profit and voluntary sector quarterly 35, 225-248.
- Child, J. (1984). *Organizations: A guide to problems and practices*, 2<sup>nd</sup> Edition. Harper & Row.
- Gathungu, J. & Wachia, H.W. (2013). Job satisfaction factors that influence the performance of secondary school principals in their administrative functions in Mombasa District of Kenya. *International Journal of Education and Research*, 1(2), 1-15.
- George, J.M. & Jones, G.R. (2008). *Understanding and Managing Organizational Behavioural* (Fifth Edition). Pearson Prentice Hall.
- Ghazzawi, I.A (2008). *Job satisfaction antecedents and consequences: A new conceptual framework and research agenda*. The Business Review, Cambridge, 1(2), 1-10.
- Ghazzawi, I.A. & Smith, Y. (2009). *Crafting the whole employee: job satisfaction, job commitment and faith: A new conceptual framework and Review*, Cambridge 12(2), 300-309.
- Holland, J.L. (1966). *The psychology of vocational choice: A theory of personality types and model environments*. Blaisdell.
- Holland, J.L. (1997). *Making vocational choices: A theory of career*. Prentice Hall.
- Holland, J.L. (1999). Why interest inventories are also personality inventories. In M.L. Savickas & A.R. Spokane (Eds.), *Vocational interests: meaning, measurement and counselling use*. Palo-Allo, CA: Davies Black, 87-101.
- Ikeotuonye, A.I. Maisamari, J.Y & Badu, J.B (2003). Vocational interests of medical doctors in hospitals and clinics in the Federal Capital Territory. *Abuja Journal of Education*, 7(1) 124-132.
- Jaiyeoba, A.O. & Mukhtari-Ado, J. (2014). A study of job satisfaction of secondary school administrators in Kano State, Nigeria, 94-107.
- Kim, S. (2004) Factors affecting state government information technology employee turnover intentions. *American Review of public Administration*, 35, 137 – 156.

Publication of the European Centre for Research Training and Development-UK

- Krejcie, R.V & Morgan, D.W. (1970). Determining sample size for research activities: Educational & Psychological Measurement. Sage Publications.
- Locke, E.A. (2006). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), Handbook of Industrial and organizational psychology, 1297-1349.
- Mgbodile, T.O. (2004). Fundamentals in educational administration and planning. Magnet business enterprises.
- Ojiah, P.O & Shamo, I.I. (2015). Determinants of job satisfaction among teachers' in public secondary schools in the Federal Capital Territory: Implications for teacher productivity. *Abuja Journal of Education* 8(1) 76-81.
- Orina, J. (2006). Effective school management. Kenya Reterature Bureau, Nbi.
- Robbins, S.P. & Judge, T.A. (2009). Organizational behaviour (Thirteenth Edition).
- Schacter, J. & Thum Y.M. (2004). Paying for high and low quality teaching: economics of education Review. [www.elsevier.com/locate/econeducer](http://www.elsevier.com/locate/econeducer).
- Ukpai, E.N & Oyeoku, E.L. (2017). Administrative strategies for motivating staff of universities in South-East Nigeria for maximum work performance. *International Journal of Studies in Education*, 15(3), 231-243.
- Wright, B.E & Davies, B.S (2003). Job satisfaction in the public sector: The role of work environment. *American Review of Public Administration*, 33, 70-90.

**Author Notes and Footnote**

Dr. Isaiah Iornenge Shamo is a senior lecturer with the Department of Guidance and Counselling, Faculty of Education, University of Abuja, Abuja-Nigeria. This article has not been submitted concurrently for publication elsewhere being an original manuscript extracted from the author's PhD thesis dully completed.

**Tel: 07034263702**

**Email: [shamoisaiah@gmail.com](mailto:shamoisaiah@gmail.com)**