



MOTIVATION AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN AFIKPO EDUCATION ZONE OF EBONYI STATE

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Abstract

This paper focuses on motivation and job satisfaction of secondary school teachers in Afikpo Education Zone of Ebonyi State. Two research questions were formulated to guide the study with two null hypotheses. Correlational research design was used for the study. The population of the study comprised of 817 teachers in Afikpo Education Zone. The sample of the study comprised 497 teachers in the Education selected through proportion sampling techniques. The instrument used for data collection was structured questionnaire titled “motivation and job satisfaction of secondary school teachers Questionnaire (MJSSTQ)”. Research questions were answered using mean (\bar{x}) while the hypotheses were tested using Pearson r . The findings of the study revealed that, there is a positive influence between teachers regular promotion and job satisfactions and there is a high positive influence between teachers social factors and job satisfaction in secondary schools. The study recommends among others that: government in all ramifications should promoting teaching profession by paying them regularly and incentives should not be ignored by school management and the government, but from time to time provisions should be made to teachers over their personal welfares.

Keywords: *Regular Promotion, Incentive, Social Factors, Teachers’ Motivation, Teachers job Satisfaction.*

Introduction

Education enables an individual to acquire the necessary skills that will equip him/her to become a useful member of the society into which he/she belongs. It is widely acknowledged that education is a fundamental human right (UNESCO, 2008). Therefore teacher’ motivation and job satisfaction cannot be under mind. The long-term growth of any educational system can not be comprised. In the same vein, education provides a veritable tool for skilled manpower development. In this regard, the role of the teachers in the secondary schools toward this assignment is paramount. Given their significance role in ensuring national transformation through human capital development, their motivational needs are crucial. In other words, measures to improve the quality of education system at that level in different countries are continually put into consideration by different stakeholders in education through staff motivation. Many researchers believe that motivation and job satisfaction of teachers are influenced by factors such as social economic status, choice of profession, students’ behavior and examination stress (Sabeen Farid&Muhammad, 2011). Teacher motivation and job satisfaction; salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students’ indiscipline, school policy and status were found to constitute factors that can increase, retain teaching profession. Nyam & William, (2014:5) stated in their findings that a sizeable increase in teachers earning will significantly enhance teachers’ commitment and performance. Through articulated well planned welfare packages for staff will surely boost job productivity in the long run. Both teachers and lecturers needs are critically significant. Several researches have been conducted on education sector through improved welfare service for academic and non academic staff of higher institution.

Teachers and lecturers’ are the most important to be considered in this case if this target is to become realizable giving their significant roles. There have been researches made on motivation and job satisfaction for primary and secondary school teachers in Ebonyi State and in other states of the federation. The research on teachers’ motivation and incentives by Bennell & Ntagaramba (2008) indicated that the current level of teachers’ motivation and job satisfaction are unacceptably low and suggested that urgent measures were needed to be taken to increase the teachers’ motivation and job satisfaction. Not only teachers in primary and secondary schools but also lecturers in higher learning institutions must be considered for the developing sector. From that it is difficult to have quality students without corresponding academic staff in any university without having a motivated lecturing



staff. On the other hand lecturers in Ebonyi State University were not most considered in the area of ends allowances. For that reason the study aim at investigating into motivation and job satisfaction of secondary school teachers in Afikpo Education Zone of Ebonyi State.

Purpose of the Study

The main purpose of the study was investigate into teachers motivation and job satisfaction in secondary schools in Afikpo Education Zone of Ebonyi State. Specifically the study sought to:

- Determine the relationship between teachers regular promotion and teachers job satisfaction in secondary schools in Afikpo Education Zone of Ebonyi State
- Find out the relationship between teachers social factors and teachers job satisfaction in secondary schools in Afikpo Education Zone of Ebonyi State

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 alpha levels:

H0₁: There is no significant relationship between teachers regular promotion and their job satisfaction in Afikpo Education Zone of Ebonyi State

H0₂: There is no significant relationship between teachers social factors and their job satisfaction in Afikpo Education Zone of Ebonyi State.

Literatures Reviewed

Motivation

Motivation may be also explained as the process that initiates, guides, and maintains goal-oriented behaviors in all activities. Guay et al., (2010) showed how motivation refers to the reasons underlying behavior. According to Elliot and Covington (2001), motivation is defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa. On the other hand, motivation was looked as a pervasive and important determinant of behavior for students, teachers, and administrators at all educational levels (Pintrich and Schunk, 1996). According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work. Still, some authors also argue that individuals may vary in the extent to which they are more oriented to higher order needs or intrinsic motivators. According to Amabile (1993), unmotivated employees are likely to expend little effort in their jobs, avoid the workplace as much as possible, exit the organization if given the opportunity, and produce low quality work. From above view and the general view of the study motivation in this study is defined as the efforts that encourage people in their activities to work in the mood of achieving the personal target and organizational targets.

The aspect of earned allowances and regular promotion as the tips of motivation when given to lecturers vehemently increase their productivity and direct their leadership style positively.

Job Satisfaction

This refers to a set of favourable sentiment with which employees view their job. Job satisfaction results from employee's perception of how well the jobs which they perform give them those things which they view as important to both themselves and the organization, (Ndubuisi, 2017). Job satisfaction explains the totality of one's perceptions and attitudes to one's job. Sempane et al (2002) maintain that satisfaction concerns the individuals' own evaluation towards their tasks against those issues that are important to them. People's emotions are also involved in such assessments; therefore, employees' levels of satisfaction at job impact significantly on their personal, social and work lives, and hence also impact their behavior at work. These views are shared by Buitendach (2005) who agree that satisfaction at work is an attitudinal and emotional response that orients on how individuals think about their overall working activities, as well numerous facets of the work. Considering the education context, Ololube (2006) maintains that satisfaction at work relates to the capability of the teaching job to reach on teachers' desire and increase their performance in teaching. Besides all different explanations of the term, the meaning of job satisfaction in this study relates on extent by which people within a working area are contented because of needs' fulfillment from their job. Job satisfaction is defined as "an individual's reaction to



the job experience” (Aja-Okorie, 2016). According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work for any kind of job. It is very important to consider various components that are vital to job satisfaction. Such factors are important because they all influence the way a person behaves about the intended job. These factors may include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. For any company or social organization administrators or managers have different consideration about effects of these components to their employees. It is very important for them to identify those factors that either improve or impinge on motivation and job satisfaction of their employees. Problems related to motivation of employees are not only found in education systems but also affect and have an influential impact in other social systems and organizations. Some might think that pay (salary) is considered to be the most important component in job satisfaction, but this has not been found to be true. Employees are more concerned to work in an environment they enjoy even if it requires the combination of effort to maintain them motivated and satisfied at work. Teachers’ motivation and job satisfaction has been brilliant topic in three decades ago; research on the shortage and quality of teachers gradually showed interest in work values and job motives. The motivation of teachers in their career has been focused in many researches for developed countries (Cameron, Berger, Lovett and Baker, 2007).

Teachers Motivation and Job Satisfaction

Motivation has a positive relationship to lecturers' level of job satisfaction. The teachers job satisfaction increases with increased motivation. The teachers become more committed to school goals as a result of some motivational impetus. Some writers have challenged the view that job satisfaction leads to improved performance and productivity. Ukeje in Ndubuisi (2017) remarked that job satisfaction does not by itself improve productivity but has some direct influence on it. An early Human Relations Theorist of Vroom (1964) maintained that, job satisfaction is a moderate variable that lies between motivation and productivity. However, recent studies do not support such relationship. Porter and Lawler as reported by Obi in Ndubuisi (2017) noted that while the relationship between job satisfaction and productivity was not high, it was shown to be slightly positive overall in the studies.

For optimum performance, the individual lecturer must be well equipped with the requisite skills as well as being highly motivated (Ndubuisi, 2017). Job satisfaction could result from a challenging job which taps the worker's skill, called for some sense of worthy, responsibility and craftsmanship. Too little challenge could result in dissatisfaction, so can too much of the degree of challenge result in a sense of failure and frustration, if the challenge is so great that the teacher cannot cope with it. A lecturer's satisfaction depended on the bases to which the lecturers found enough outlets for his effort, interests, values and personality traits. Along the line nature of life which he could play his roles that was appropriate to his growth and experience. Remarkably, Bennell and Akyeampong (2007) combined 70 main findings and recommendations of an international research project on teacher motivation and incentives in Sub-Sahara Africa and South Asia. The great importance was attached on the study of teacher career motivation, in the hope of attracting, developing and retaining effective teachers in less developed countries by the United Nations Educational Scientific Cultural Organization UNESCO, (2006). On the hand of Brookhart &Freeman, (1992) in their presentation showed how the motivation on career choice is influenced by intrinsic, altruistic and extrinsic groups. Different measures were built to boost teachers’ motivation and job satisfaction. At the hand of Johnson, SusanMoore (1986), three theories of motivation and productivity were developed. These are (1) expectancy theory where individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none, (2) equity theory in which individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments, and (3) job enrichment theory in which workers are more productive when their work is varied and challenging. The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. It has been recognized that teachers’ motivation doesn’t only rely on external factors but the most important is also to consider the internal factors. To Frase 1989; Frase 1992; Lortie 1976; Mitchell, Ortiz, and Mitchell 1987 offered the main reason why measures relying on



external rewards have been insufficient. Frase declared that there is overwhelming research evidence where he reached to show that teachers enter teaching to help young people to learn.

Theoretical Approach

This study reviewed two theoretical approaches on motivation and job satisfaction. These were Herzberg theory and reinforcement theory.

Eze in Nworgu (2007) observes that Herzberg theory in 1968 identified two major factors that affect teaching, these factors are motivators and hygiene factors. The hygiene factors or dis-satisfiers are those factors whose absence leads to job dissatisfaction. This study will concern itself with both motivators and hygiene factors otherwise referred to in this study as motivational and hindering factors that affect teachers delivering their duties.

Herzberg identified the following five motivational factors to include;

- The motivator or satisfiers factors, which increases motivation and job satisfaction. They include achievement, recognition, advancement (promotion) responsibility and the work itself. It is widely accepted that if a worker is recognized in the work he does, appreciated for his activities, and provided opportunities for promotion, such a worker will become satisfied and consequently be motivated to work harder.
- Hygiene or job dissatisfaction factors, which include management policy, supervision, salary, inter-personal relationship, security and status. The absence of these factors in an organization leads to dissatisfaction even though their presence may not necessarily increase level of satisfaction or motivation. Enyi (2000) agreed with the two-factor theory, explaining that job satisfaction relate to what are personal to an individual as a worker, while factors of job dissatisfaction relate to the situation in which he works.

From the ongoing, motivational factor will not produce satisfaction unless the work or job is challenging, interesting, and constructive. Notwithstanding, the message of the factor theory is direct, simple and persuasive for certain jobs and employees.

Herzberg's two factor theory of motivation sees; growth, recognition, works itself, duties, work itself and enhancement as motivators in the work setting. These motivators are equated to intrinsic factors. Hygiene factors are supervision, work conditions, relationship with supervisors, salary etc. These are not motivators, but can depress motivation if not properly handled. The motivators (intrinsic rewards) have long-term lasting effect on motivation. Oboegbulem and Onwurah (2004) asserted that, the school administrators should adopt the following measures in achieving effectiveness among teachers, based on Herzberg's motivational factors:

* Encouraging the sense of achievement: This can be done by the school administrators through appreciating teachers' good performance. This encourages teachers to work harder.

* Recognition of teachers' personal value: Fundamentally, people have the innate desire to be recognized, as such

recognition becomes a motivating factor. To recognize the worth and value of school teachers is very motivating. Recognition can take the form of appointing teachers to responsible posts and allow them to make relevant decisions in those posts.

*Encouraging the sense of responsibility: There is a positive correlation between the degree of responsibility given to an individual and the individual's level of motivation. When teachers are entrusted with responsibilities, their sense of responsibility would be enhanced. As such, a professional assignment could be given to them in their areas of specialization. For a teacher to be assigned to subjects not related to their specialties negates effectiveness and responsibility.

Making teaching job challenging and interesting: School administrators are advised not to make teaching boring and fatigue-infested. Teachers should be encouraged to rotate functions. The few willing teachers should not be over laboured since heavy workload has been identified as a stressor. Therefore, educational administrators outside Ebonyi State and Ebonyi State in particular should encourage the secondary school teachers to perform better through the adoption of the aforementioned procedures.



The achievement of the school goals is a collective effort of both the school administrators and the teachers. They need to work together so as to bring about the needed changes that will be able to withstand the educational challenges of this dispensation. There is little or no doubt that if the secondary school teachers in Ebonyi State are provided with what they need, that will improve their performance and increase student's performance.

Secondly is reinforcement theory. The reinforcement theory is another process theory popularized by a psychologist called Skinner (1970s). The reinforcement theory which is behaviourists in approach is also known as operant conditioning. Operant conditioning simply means an alteration of that behaviour by manipulating the result of that behaviour.

According to Thorndike (1911) in Peretomode (1991:139) two basic principles in relation to operant conditioning were identified; "they are Thorndikes laws of effect which states that behaviour that results in a pleasing outcome (rewarding consequences) is likely to be repeated while behaviour that results in an unpleasant outcome (punishing consequences) is not likely to be repeated, the second principle is that of Skinner (1953, 1969) which states that by providing properly scheduled rewards, it is possible to influence individual behaviours" (Peretomode, 1991).

Invariably, four types of reinforcement were observed; positive, punishment, avoidance and extinction. Positive reinforcement is that when presented increases the desired behaviour in an individual. Positive reinforcement are two types; primary reinforcement which consist of biological satisfiers like; water and food while secondary reinforcement is rewarding because of one previous experiences such as praise, promotion and money. In other words, there are reinforcement that have acquired their value through association with other established reinforces.

Punishment is the use of negative or unpleasant consequence to withhold undesirable behaviour in an individual. This may take the form of harsh criticism, denying privileges, demotion among others etc. For instance, the inability of the federal and state governments to implement the approved enhanced teachers' salary (TSS) is punishment on teachers as well as the pupils, students and parents who suffer the effects adversely. Also, the withdrawal or cancellation of the Federal Government's Establishment circular No.2/1080/HS1/EST/RR/151/1/390 of 25th May, 2007, on the restoration of study leave without pay for teachers by the Ebonyi State Government is outright denial of the teachers' rights and privileges. It is punishment as they are forced to retire the restoration directive issued by the Federal Ministry of Establishments. Teachers are no longer moved to improve themselves academically as they are not rewarded nor encouraged to advance academically.

Avoidance learning could also be referred to as negative reinforcement. It occurs when an individual behaves in a way that will help him or her escape or avoid unpleasant consequences. For instance, when a teacher cannot meet with his financial obligations, he is forced to absent himself from school for income augmenting jobs with the pupils, students, parents and even the society suffering the consequences.

Extinction means withholding of reward or positive reinforcement for undesired behaviours so that the behaviour will eventually disappear (Peretomode in Ajala, 2003). This can be further seen in brain drains. Egbosi (2004) reported that there was a low level of self-concept among teachers in Anambra State, as well as the widely expressed view of teachers wishing to leave the profession at the nearest opportunity, while some did leave without bothering to resign their jobs. This would not have been the case if teaching were to be as lucrative (satisfying) as other professions or occupations.



Methodology

This study utilized Correlational survey design because of the type of information required and was carried out in Afikpo Education Zone of Ebonyi State. The population for the study consists of all the 817 teachers in Afikpo Education Zone. The sample for the study consists of 497 teachers in the secondary schools which were selected through proportionate sampling techniques. The instrument used for data collection is a structured questionnaire tagged Questionnaire on motivation and job satisfaction of secondary school teachers in Afikpo Education Zone of Ebonyi State. The questionnaire was used because it helped the researcher to collect accurate information from a larger number of teachers in a short time. The questionnaire was a 4 point modified Likert method of attitude scale construction. The mean score were used in answering research question while (PPMCC) Pearson's Product Moment Correlation Coefficient was employed in testing hypothesis 1 and 2 at the bases of 0.05 alpha level of significance.

Results

Research Question 1:

What is the Relationship between regular promotion and teachers Job Satisfaction in secondary schools in Afikpo Education of Ebonyi State?

Data collected from teachers on regular promotion(X) were correlated with the data on job satisfaction (Y) on the same teachers using a linear model. Revealed of data analysis is presented on Table 1

Table 1: The Influence between Regular Promotion and Teachers Job Satisfaction

Computed r	r. Square	Adjusted r. Square	Std Error
0.5951	0.35410	0.35280	5.57746

Summary of the data analysis also presented on Table 1 shows that the index of strong relationship within teachers regular promotion and job satisfaction of the teachers is 0.5951. It also indicates a positive relationship between regular promotion among teachers and their Job Satisfaction in secondary schools. The Table also indicates that the coefficient of determination (r^2) is 0.35414 implying that approximately 35% of the teachers job satisfaction could be attributed to their regular promotion.

Research Question 2

What is the relationships between social factors of motivation and job satisfaction of lecturers?. Data collected from the teachers on their social factors motivation (X_1) were correlated with the data on the job satisfaction (Y) of the same teachers also using a linear model.

Table 2: Relationship between Social Factors and Job Satisfaction among Secondary School Teachers

Computer r	r. Square	Adjusted r. Square	Standard error
0.60915	0.37106	0.36851	5.80566

Analysis presented on Table 2 shows that the computed r is 0,60915 implying a high positive relationship between teachers social factors and their job satisfaction in the secondary schools. Table 3 also reveals that the coefficient of determination (r^2) is 0.37106 implying that 37% of job satisfaction of teachers could be attributed to collective relationships between their social factors in the school.

Hypotheses

HO₁: There is no significant relationship between regular promotion and job satisfaction of secondary school teachers.

The index of relationship obtained for regular promotion(X) and job satisfaction (Y) was subjected to a test of significance at 95% confidence level using t.test of significance of r. summary of data analysis is presented on Table 3.



Table. 3: Test of Significant on The relationship Between Regular Promotion And Job Satisfaction of Secondary School Teachers.

Computed r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig. of t
0.53720	0.28859	0.28715	6.16834	0.726034	14.170	0.0000

Result of data analysis summarized on Table 3 shows that the index of relationship between the two variables is 0.53720. As shown on the table, t. test of significance of r is 14.170 at 0.05 an alpha level. The Table further reveals that, significance of t, (probability value) is 0.000. Since the level of significance (0.05), was greater than the significant of t. value (0.000) the researcher rejects the null hypothesis and concludes that there is a significant relationship between teachers regular promotion and job satisfaction in schools.

HO₂: There is no significant relationship between social factors and job satisfaction of secondary school teachers. The index of relationship obtained for social factors (X) and job satisfaction (Y) was subjected to test of significance at 95% level using the t.test of significance of r. Data analysis is presented on Table 4.

Table: 4. Test of Significance of Relationship between regular promotion of salary and Job Satisfaction in Ebonyi State University.

Computed. r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig. of t
0.5951	0.35410	0.35280	5.57746	0.708030	16.473	0.000

As shown on Table 5, the alpha level (0.05) is greater than the computed significance of t (t. probability) value of 0.0000. Standing on the decision rule, the researcher rejects the null hypothesis and concludes that there is a significant relationship between regular promotion and lecturer's job satisfaction in Ebonyi State University.

Summary of the Findings

The results of data analysis as presented above revealed the following findings:

1. There was a positive relationship between regular promotion and job satisfaction of secondary school teachers in Afikpo Education of Ebonyi State.
2. There was strong positive relationship between social reward factors and job satisfaction of secondary school teachers in Afikpo Education of Ebonyi State
3. There was is significant relationship between regular promotion and teacher job satisfaction in secondary schools
4. There was significant relationship between social reward factors and job satisfaction of secondary school teachers in Afikpo Education of Ebonyi State

Discussion

Findings from result of analysis of research question two as shown on table 1 revealed that there was positive relationship between regular promotion and job satisfaction of secondary school teachers in Afikpo Education of Ebonyi State. The finding anchored on the computed of 0.5951 and co-efficient of determination (r^2) of 0.35414 implying approximately 35% an indication that job satisfaction of the teachers is attributed to their regular promotion given as a motivation. Also, hypothesis 1 on table 3 shows that there is significant relationship between regular promotion and job satisfactions of secondary school teachers in Afikpo Education of Ebonyi State as the alpha level (0.05) is t (probability) value of 0.000. In all indication, it was revealed that there was a strong positive relationship between regular promotion and teachers job satisfaction in secondary school in Afikpo Education of Ebonyi State.

This finding on regular promotion & job satisfaction of teachers agree with Wayne (2008) in his work "managing human resources, asserted that, a reward in form of pay has strong impact on the employees' performance". Pay is one of the most powerful motivating tools similarly; similarly, Armstrong (2006) emphasized pay as a strong motivational factor when he asserted that money provides the means to achieve a number of different ends.



Result of the analysis of research question two as shown on table 2 revealed that there is a positive relationship between social reward factors and job satisfaction of secondary school teachers in Afikpo Education of Ebonyi State. Findings anchored on computed r of 0.60915 and co-efficient of determination (r^2) of 0.37106 implying that approximately 37% indication that job satisfaction of the teachers is attributed to their social reward factors. Similar to the findings of other previous studies such as that of Munyengabe et al (2016), Alam (2011) the social factor was proven to be a very influential factor in increasing the level of motivation.

Recommendations

The following recommendations were made based on the findings of the study.

1. Regular appraisal with promotion of teachers should be regularized in secondary schools.
2. Social reward factor of motivation should be highly implemented by the government in motivating teachers in order to boost quality control and assurance in Afikpo Education of Ebonyi State.

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