

Management of Secondary Schools and Teacher Job Satisfaction for Sustainable Development in Calabar Education Zone of Cross River State, Nigeria

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Abstract

The study investigated the management of secondary schools and teacher job satisfaction for sustainable development in Calabar education zone of Cross River State, Nigeria. The study adopts a descriptive research design in which 82 teachers was sampled using simple random sampling method. The data was collected using self-administered questionnaires. The research instrument was pilot tested to test the reliability and validity of the instruments. The data was analyzed using descriptive statistics and the hypotheses tested using analysis of variance. The findings revealed that, there was significant influence of teacher's salary/remuneration on their job satisfaction in the study area, and there was significant influence of supervision of teachers on their job satisfaction in the study area. It was recommended among others that, there should be harmonization of teachers' salary and remuneration as well as effective supervision of teachers in other to enhance their job satisfaction.

Keyword: Management, Satisfaction, Development.

Introduction

To make dramatic improvements in students' preparation for community, college and careers life, institutions need thoughtful and intentional human capital strategies that can get the right teachers in the right place and in the right subjects. Such teachers must have the right and cutting-edge training for global competitiveness. It is this need to provide an effective and efficient teacher that job appraisal has become an integral and crucial element in the teacher's workplace. This Performance Appraisal System (PAS) provides teachers with meaningful appraisals that encourage professional efficiency and growth. This process is designed to foster workers development and productivity as well as identify opportunities for additional support where required. Like other professionals, teachers execute their performance in the field not only in teaching but exercising other job-related functions.

The teaching profession is a challenging vocation that calls for highly skilled and performing individuals. Opoh (2015) revealed that, in addition to reviewing teacher performance based on previously established goals, teacher performance appraisal is also a good time to establish new objectives. In this process, if deficiencies are identified, the reviewer and employee can work together to establish new goals as well as develop a plan to reach them. The role of a teacher has always been crucial in shaping the future of the world. In their hands lie the minds of the youth that will run the world. It is in their teaching lies the ideas that will bring forth a new world. With the current set-up in education, the role of teaching has been harder, to say the least, and so, the well-being of our teachers should be considered and examined about further to ensure that the state of the future is not going the wrong way, in return. They must have a high level of job satisfaction to perform to the best of their ability.

Job satisfaction is a positive emotional state resulting from a personal appreciation of his or her job or experience (Crisci et.al., 2018). Increasing job satisfaction for teachers has a major contribution to their motivational beliefs and work commitment. Aspects related to teachers are related to the image or quality of teachers and their welfare. School heads must find a reliable way to increase the teachers' level of job satisfaction. If this happens, the teacher will try to improve the profession and the desired mission and vision of the school itself will be achieved. Job satisfaction is influenced by many factors and one of them is the supervision of the principal or school head. This is based on the assumption that teachers work in addition to expecting rewards both material and non-material but they also want a climate that suits their expectations such as openness in the organization, working conditions, attention, support, awards, promotion opportunities, decent income, and a sense of fairness from the principal because not all leaders give awards to teachers who have performed well or show good performance, and lack the opportunity to develop themselves (Suchyadie & Nurjanah, 2016). Supervision is an administrative function which aims at assisting teachers to fulfill their functions effectively by directing the Educational development of children (Ekpo & Ategwu (2022)

Teachers' job satisfaction can be influenced by supervision. The main function of supervision is not just about repair and learning, but to coordinate, stimulate and encourage the growth of the teaching profession (Suchyadie & Nurjanah, 2016) Teachers are looking forward to experience working climate condition that suits their expectations. The relationship between teachers' job satisfaction and school heads' supervision most likely ends up in two different ways; feeling of attainment and absence of motivation to work.

Sustainability is seen by the World Commission on Environment and Development (1987) as the state of economic and social development that meets the needs of the current generation without compromising the ability of future generations to meet their own needs. The belief is that meaningful and sustainable employment has the power to change the world. That's why the sustainability plan is built around learning ability and employability: about how teachers help the students to nurture the desire and ability to develop in-demand skills to be employable for the long-term. Among the sustainable interventions for manpower sustainability are teacher's

remuneration and supervision. Sustainability policies can reinforce what is taught about sustainability in the classroom (Ategwu, Igbinoia & Adie, 2022)

Human resource management becomes a significant aspect for an organization's prosperity. Because it is the human who builds up and develops the organization, to effectively and efficiently achieve its objectives. Today human assets are acknowledged as the most valuable asset for an organization so they should be properly administered (Kabene et al. 2006). However, it is not clear whether the compensation has the influence on teachers' job satisfaction to cause the many stands off. In an organization, employees are the key resources through which all the other objectives are achieved. Teachers are the employees of the educational organizations, and their job satisfaction promotes teaching and learning. Employees demonstrate pleasurable, positive attitudes when they are satisfied with their job (Millan, et al, 2011). Thus, high job satisfaction increases the productivity of an organization, in turn increasing the organizational performance. The remuneration paid to teachers at both the public and low cost private schools, is generally very low with hardly any job security because for years, teachers, especially those from the public sectors, have complaint of low remuneration and salary packages.

However, the poor academic performance among students in the recent times has being attributed largely to teachers' job performance. This indicates that the quality of students produced by a school may be directly determined by the quality of teachers the school engaged. It therefore means that while researcher tend to be much concerned in other direct likely factors affecting students' academic performance search light could also be redirected on moderating variables affecting those factors. Hence, this study seeks to examine the management of secondary schools and teacher job satisfaction for sustainable development in Calabar education zone of Cross River State in Nigeria.

Statement of the Problem

The role of the teacher has remained pivotal in the development of every human society. This means that the extent to which the society and/or the school perform and achieve her set objectives is the function of teachers' productivity. In order to maintain this standard, teachers need to be committed, dedicated and productive. Economic status of teachers is often cited as the driving engine for motivating teachers towards better performance and commitment.

However, the extent to which the Nigerian teacher has lived up to these expectations is presently questionable by unimpressive performance of students which is the measure of the teacher job performance. This has raised a lot of concerns among stakeholders in the education sub-sector, creating uncertainties whether government and parents' investments in schools and their wards in that order can equate the results from this all important sector. Many have gone as far as questioning teachers' education and the training institutions. Efforts have been made in these directions of teachers' retraining, changes in educational policies and programmes, provision of educational facilities among others. Others have seen this failure from the point of

negligent of teachers and noninvolvement of teachers in their affairs. Nevertheless, not much has been achieved for there is still high level of uncertainty noticeable in low teachers' job performance translating to poor academic performance among students in the recent years. Thus, teacher's motivation indicators such as salary/remuneration and supervision by head teachers and school administrators have not been given adequate attention as factors that could likely influence teachers' productivity. In view of this, this present study seeks to examine the management of secondary schools and teacher job satisfaction for sustainable development in Calabar education zone of Cross River State in Nigeria.

Purpose of the Study

The study focused on examining the management of secondary schools and teacher's job satisfaction for sustainable development in Calabar education zone of Cross River State in Nigeria. Specifically, the study intended to examine the:

1. Influence of teachers' salary/remuneration on their job satisfaction in Calabar education zone; and
2. Influence of supervision of teachers on their job satisfaction in Calabar education zone.

Research Questions

The following research questions were posed to direct the study:

1. What is the influence of teacher's salary/remuneration on their job satisfaction in Calabar education zone of Cross River State Nigeria?
2. What is the influence of supervision of teachers on their job satisfaction in Calabar education zone of Cross River State Nigeria?

Research Hypotheses

The following research hypotheses were formulated to direct the study:

1. There is no significant influence of teacher's salary/remuneration on their job satisfaction in Calabar education zone of Cross River State Nigeria.
2. There is no significant influence of supervision of teachers on their job satisfaction in Calabar education zone of Cross River State Nigeria.

Teachers' salary/remuneration and their job satisfaction

Many researchers have conducted research works on different aspects regarding the impact of compensation factors on teachers' job satisfaction. Several important empirical research findings have been taken into consideration. Fatima and Ali (2016) carried out a study to find the impact of teachers' financial compensation on their job satisfaction at higher secondary level in both public and private sectors of Islamabad. All the teachers of Higher Secondary level from private

and public sector of Islamabad were randomly taken as sample. Total 30 teachers were conveniently taken as sample. A survey design was selected to be used in this study. The questionnaire which was used in this study consisted of three parts. The first part of questionnaire was about the demographic factors. The second part was about compensation practices which include 12 questions that were used to determine the direct and indirect financial compensation of the teachers at higher secondary level in Islamabad while third part covered the teachers' job satisfaction. The measurement of variables such as variety, autonomy, task identity and feedback which were collectively used to determine teachers' job satisfaction. The major findings of this study were that mostly higher secondary schools have fixed pay system while few have variable pay system. Teachers' salary does not link with their productivity while teachers agree that the attraction and retention of employee depend on the compensation. When teachers feel opportunities for recognition; decision power about their work; planning of task; their contribution to productivity; and especially when teachers receive helpful suggestion and guidance from their supervisor then they will be more satisfied. Similarly, the compensation practices and job satisfaction are highly correlated with each other but compensation practice in itself has no significant impact on the job satisfaction.

Male and female teacher have no significant difference as well as there is no significant difference between public and private teachers who have different qualification and age groups in higher secondary of Islamabad while teachers who have different teaching experiences have significant difference towards job satisfaction. Kumar (2016) carried out a study to establish the effects of compensation on job satisfaction among primary school teachers, secondary school teachers and college teachers in Bangladesh. The questionnaires prepared for this purpose are applied to 250 teachers who are currently working in various schools and colleges in Bangladesh. The collected data have been analyzed through several techniques by using SPSS 17.0 program. Analyses of the study reveal that a significant relation is observed between the compensation factors and the job satisfaction of the teachers. Overall, the teachers' job satisfaction levels are not so elevated (mean value is 3.46 and a standard deviation is 0.982). Besides, the differences among the demographic variables (age, gender, monthly income level, job experience, and education) and the attitudes towards these factors and the levels of job satisfaction are also measured. This study provides significant information for educational institutions regarding compensation factors of job satisfaction. Marman, Yasir and Syaiful (2021) carried out a study to determine and analyze the effect of compensation, job satisfaction on the performance of public elementary school teachers in Plakat Tinggi district. The research adopted descriptive quantitative design. The sample of the research were 77 respondents with data collection techniques in the form of questionnaires. The results shows that: 1) there is a significant effect of compensation on teacher performance, 2) there is a significant effect of teacher job satisfaction on compensation, 3) there is a significant effect between compensation and teacher job satisfaction on teacher performance. Muguongo, et al., (2015) concluded that, insurance coverage greatly affects job satisfaction among teachers. It was deduced that they are greatly satisfied with medical insurance. The bonuses only affect the job satisfaction of teachers

slightly. The performance bonus makes teachers' care more about teaching well, pay incentives to motivate them and pay incentive schemes' objectives are achievable. Bari, et al., (2013) found that, freedom, career development plan, valuation of employees, learning programs, open and comfortable work environment and good supervisory relations positively impact on employee attitude and performance in the workplace. They also suggested that focusing the factors that positively impacts the employee attitudes and performance would enhance the performance of employee and create a positive work environment which will also help grow the institute and its productivity. Yaseen (2013) found that, pay, recognition, promotion opportunities, and meaningful work are important factors of compensation management which have a direct effect on job satisfaction on doctors. The main reason of doctor's dissatisfaction are not getting proper service structure and not finding their work meaningful. The government should increase the satisfaction of doctors by providing this type of nonfinancial compensation. Mehta and Shaikh (2012) concluded that, compensation management system is good for all the organization operating in pharmaceutical industry. It offered more or similar components as their compensation structure, the competitive compensation structure that will help them to attract the talent pool from the labor market. Researchers identify that employee satisfaction towards compensation has a positive relationship with the employees' productivity level & good compensation practices help them in terms of attracting the employee as well as regarding retaining the employees with the current organization.

Malik, et al., (2012) examined the impact of pay and promotion upon job satisfaction at the university level of Punjab. The findings reveal that pay has the significant impact on job satisfaction but the promotions have significant or partial impact on the job satisfaction of educationist. Other factors excepted pay and promotion can also be useful in the research. This research investigated the influence that pay and promotion has upon job satisfaction at the university level. Liu (2007) found increasing teacher compensation may help decrease teachers' attrition since many studies have identified low salaries as the main predictor of teacher erosion.

Liu and Meyer (2005) found that there is a direct link between teachers' job satisfaction and teacher turnover. Their findings further demonstrated that teachers' perceptions show varying degrees of satisfaction with different aspects of their jobs that eventually have an effect on their decision to stay in teaching, leave teaching, or move to another school. The researchers also found that teachers' dissatisfaction level with student behavior was almost as strong as their dissatisfaction with their income. However, they found little relationship between teachers' satisfaction with their income and their perception of student discipline problems.

Supervision of Teachers and Their Job Satisfaction

Baggay and Mijares (2019) carried out a study to determine the impact of School heads' instructional supervision on Teachers' Job Satisfaction. The study made use of standardized instruments as the primary data gathering tool. To gather significant information, two different survey questionnaires were utilized to examine School Head's Instructional Supervision and the

Teacher's Job Satisfaction. Regression analysis was used to determine the relationship that exists between variables. The result indicates that school head's instructional supervision in terms of designing various interventions is statistically significant with a p-value of .043, less than the significance level of 0.05 α while the three indicators (classroom observation, portfolio supervision, and identifying strengths and limitations) are correlated with teachers' job satisfaction but not to a significant extent. The analysis of variance revealed an F-value of 3.761 with a p-value of .008 less than the significance alpha of .05. This means that all four predictor variables jointly impact teachers' job satisfaction, but the best predictor is designing various interventions.

Winaliyah, Harapan and Kesumawati (2021) carried out a study to examine the influence of academic supervision of school heads and work environment on teacher job satisfaction. The research method used is a quantitative method. The results of this study indicate that: There is an influence between the principal's academic supervision on teacher job satisfaction; there is an influence between the work environments on teacher job satisfaction; and there is an effect of principal academic supervision and work environment on teacher job satisfaction.

Rahabav (2016) conducted a study with the purpose of describing the general effectiveness of the academic supervision for teachers with three main focus, which is to analyze the competence of supervisors; academic supervision program implementation and the results and impact of academic supervision. The research location is SMU Maria Mediatrix Ambon, Maluku province, Indonesia. The subjects were Principal and 9 regular teachers who teach in high school Mediatrix Ambon. Data collection instrument of this study is the researchers themselves are supported with interview guides. Techniques of data collection is done by participant observation, interviews and documentation study. Data was analyzed using descriptive and analytical analysis techniques. The results showed that the supervisors do not yet have sufficient competence as a prerequisite for implementing the academic supervision; academic supervision has not been done effectively explored from two sources: First, from the supervisor; 1) the time constraints (many administrative tasks that must be completed); 2) has not been programmed in a participatory manner; 3) a lack of understanding of the supervisor of the concept, theory and practice of supervision; 4) lack of understanding of the scientific supervisor of substance related to the field of study is taught by each teacher. Second, from the teacher; 1) a commitment to low quality; 2) the motivation of many teachers who work solely for the pursuit of prosperity.

Methodology

Descriptive-correlational research was used in the study to describe the variables- supervision of teachers, salary/remuneration on their job satisfaction and the relationships that occur between them. To collect the needed data, the study also employed a quantitative research approach. Data were collected using researcher-made survey instruments, the questionnaire. Both descriptive and inferential statistics were used to present and analyze the data to describe the relationships that naturally occur between the variables. Analysis of variance was used to analyze data.

Respondents of the Study

The respondents of the study consisted of 82 secondary school teachers employed in 5 public schools in Calabar education zone. The researchers sought permission from the school heads to conduct the study through a letter. Upon approval, the respondents were made aware that their participation in the study was strictly voluntary and that the data collected will be used solely for educational research purposes through an informed consent letter. All teachers who agreed to participate were chosen as respondents.

Instruments of the Study

Two different survey questionnaires were utilized in the study to examining of management of secondary schools and teacher's job satisfaction for sustainable development in Calabar education zone. The validated Teacher's Job Satisfaction scale comprised 10 statements along with a 4-point Likert scale response such as: (1) Not Satisfied; (2) Somewhat Satisfied; (3) Satisfied; (4) Very Satisfied. The higher the score, the higher the Teacher's Satisfaction while lower scores meant lower Teacher's Satisfaction. The questionnaire was divided into two (2) sections which are Salary and remuneration, and supervision of teachers. The scale was perfect for the study as it was found with excellent content validity.

The first survey form has a 4-point Likert scale to assess the teacher's job satisfaction.

Table 1: The Level of Teachers' Job Satisfaction in terms of the Salary/Remuneration

S/N	Items	MEAN	REMARKS
1	Teachers are satisfied with the policies under which salary increases are made.	3.24	High
2	Teachers' pay is commensurate with their effort.	3.31	High
3	Teachers can avail of emergency loans in times of need.	3.24	Very High
4	Teachers are satisfied with the benefits and privileges given by the government	2.68	High
5	Teachers are contented with the salary they are receiving.	2.48	High

Results: The results of the study came from the answers to research questions and the hypotheses

Table 2: School Supervision and Teachers' Job Satisfaction

S/N	Items	MEAN	REMARKS
1	My teaching is regularly observed.	4.23	Great Extent
2	I am notified before the lesson observation.	4.47	Great Extent
3	I receive immediate feedback after the lesson observation.	4.47	Great Extent
4	My teaching is the focus rather than my personality when supervising.	4.52	Very Great Extent
5	School head regularly observes the way I teach.	4.35	Great Extent

Hypothesis 1

There is no significant influence of teacher's salary/remuneration on their job satisfaction in Calabar education zone. One-way analysis of variance was employed to test data collected in respect to this hypothesis. This is because teacher's salary/remuneration was measured categorically. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 1.

Table 3

One-way analysis of the influence of teacher's salary/remuneration on their job satisfaction in Calabar education zone

n = 82

Teacher's salary/remuneration	n	x	sd		
High	28	20.130	5.702		
Moderate	34	24.637	6.681		
Low	20	20.263	5.217		
Source of variance	SS	Df	MS	F	Sig
Between groups	1483	3	97	1.062	0.7
Within group	1395	79	19.013		

Significant at 0.05 level; df = 3 and 79; critical f-value of 2.74

The summary of results presented in Table 3 shows that the calculated f-value of 1.062 is less than the tabulated f-value of 2.74 at 0.05 level of significance with 3 and 79 degrees of freedom. On this note, the null hypothesis was upheld. This means that, there is significant influence of teacher's salary/remuneration on their job satisfaction in the study area.

Hypothesis 2

There is no significant influence of supervision of teachers on their job satisfaction in Calabar education zone. One-way analysis of variance was employed to test data collected in respect to this hypothesis. This is because parental leadership style was measured categorically. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 2.

Table 4

One-way analysis of the influence of supervision of teachers on their job satisfaction in Calabar education zone

n = 82

Supervision of teachers	n	x	sd		
High	27	23.451	6.033		
Moderate	33	27.532	7.271		
Low	22	24.518	5.517		
Source of variance	SS	Df	MS	F	Sig
Between groups	1523	3	253	1.210	0.5
Within group	1419	79	19.114		

Significant at 0.05 level; df = 3 and 79; critical f-value of 2.74

The summary of results presented in Table 4 shows that the calculated f-value of 1.210 is less than the tabulated f-value of 2.74 at 0.05 level of significance with 3 and 79 degrees of freedom. On this note, the null hypothesis was upheld. This means that, there is significant influence of supervision of teachers on their job satisfaction in the study area.

Discussion of findings

The first hypothesis states there is no significant influence of teacher's salary/remuneration on their job satisfaction in Calabar education zone. This null hypothesis was retained on the ground

that the calculated F-values obtained from the analysis of data were statistically less than the critical F-value. The implication of this result is that there is significant influence of teacher's salary/remuneration on their job satisfaction in the study area. The finding of this hypothesis also agrees with the earlier finding of Fatima and Ali (2016) who carried out a study to find the impact of teachers' financial compensation on their job satisfaction at higher secondary level in both public and private sectors of Islamabad. A survey design was selected to be used in this study. The major findings of the study were that mostly higher secondary schools have fixed pay system while few have variable pay system. Teachers' salary does not link with their productivity while teachers agree that the attraction and retention of employee depend on the compensation. The finding also agrees with the earlier result of Kumar (2016) who carried out a study to establish the effects of compensation on job satisfaction among primary school teachers, secondary school teachers and college teachers in Bangladesh. The questionnaires prepared for this purpose are applied to 250 teachers who are currently working in various schools and colleges in Bangladesh. The collected data have been analyzed through several techniques by using SPSS 17.0 program. Analyses of the study reveal that a significant relation is observed between the compensation factors and the job satisfaction of the teachers.

The second hypothesis states that there is no significant influence of supervision of teachers on their job satisfaction in Calabar education zone. This null hypothesis was retained on the ground that the calculated F-values obtained from the analysis of data were statistically less than the critical F-value. The implication of this result is that there is significant influence of supervision of teachers on their job satisfaction in the study area.

The finding of this hypothesis also agrees with the earlier finding of Winaliyah, Harapan and Kesumawati (2021) who carried out a study to examine the influence of academic supervision of school heads and work environment on teacher job satisfaction. The research method used is a quantitative method. The results of this study indicate that: There is an influence between the principal's academic supervision on teacher job satisfaction; there is an influence between the work environments on teacher job satisfaction; and there is an effect of principal academic supervision and work environment on teacher job satisfaction.

Conclusion/Recommendations

Based on the findings of the study, it was concluded that there was significant influence of teacher's salary/remuneration on their job satisfaction in the study area, and there was significant influence of supervision of teachers on their job satisfaction in the study area. In recommendation, harmonization of teachers' salary and remuneration as well as effective supervision of teachers should be effective to enhance their job satisfaction.

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