

Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria

¹Ukamaka, AKUCHE

akucheukamaka@gmail.com

&

²Adenike Arike, FADIPE

arikefadipe2018@gmail.com

^{1&2}Lead City University, Ibadan, Oyo State, Nigeria

Abstract

This study examined employee benefits as a predictor of teachers' job satisfaction in Southwest, Nigerian public primary schools. Four objectives consisting of two research questions and two hypotheses were raised. A descriptive survey research design was employed. The population consisted of all public primary school teachers (82,576). 1,310 teachers were used as the sample. A self-designed questionnaire titled - "Employee Benefits and Job Satisfaction Questionnaire (EBSQ)" was used for data collection. Cronbach's Alpha gave a reliability value of 0.754. Data were analyzed using descriptive and inferential statistics. Results revealed a high level of teachers' job satisfaction based on management support but low for work itself and autonomy. Furthermore, results showed that teachers receive low level of fringe, insurance and paid time off benefits. Lastly, results revealed a significant joint influence of employee benefits on teachers' job satisfaction. However, only fringe and insurance benefits had relative significant influence on teachers' job satisfaction. It was recommended amongst others that employee benefits should be provided for teachers as at when due.

Keywords: Employee Benefits, Teachers' Job Satisfaction

Word Count: 156

Introduction

Teachers' job satisfaction is paramount in any school organization as it plays a major role in making them to perform their assigned duties diligently. Job satisfaction which is a result of teachers' view of how well their job provides those things which they see as important such as recognition, appreciation and fulfillment is necessary for attainment of educational goals (Velmurugan, 2016). Teachers are key figures in the educational sector that instruct, build up, train and guide students to become productive citizens of a nation (Bales, 2015). Their satisfaction determines how well they fulfill their roles as teachers.

It has however been observed by the researcher that most teachers in Southwest, Nigeria are not satisfied with their jobs. They seem to display characteristics of low job satisfaction such as discontentment with their career, low interest (motivation) towards teaching, increased absenteeism from classes, shuttling various jobs in order to meet up financially, and lackadaisical attitude towards their school, pupils and profession. This unwholesome attitude to work seems to suggest that these teachers are greatly dissatisfied with their job which often leads to increased teachers' attrition rate and poor quality of instruction. Studies also render support to the above observations by the researcher. For instance, Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018) reported low job satisfaction of teachers in pre-nursery to senior high schools in Ibadan, Oyo State. Adeosun, Adeyemo and Adelowo (2018) also reported low job satisfaction of vocational teachers in Ibarapa Central local government area of Oyo State. This is a cause for worry as researchers and educational stakeholders are urged to turn their gaze towards this direction as a result of the far-reaching consequences of poor job satisfaction of teachers. If poor job satisfaction of teachers is allowed to continue, pupils, school and society would be negatively affected especially because the pupils would be half-baked.

Several factors have been attributed to teachers' low level of job satisfaction. They include - growth opportunities and responsibilities

attached to work, job security, promotion opportunities and appraisal by supervisor, work relationship, work conditions, recognition, poor school administrative structure, limited instructional materials and school facilities (Adeosun et al., 2018; Akafo & Boateng, 2015; Hughes, 2016; Iwu et al., 2018; Liang & Akiba, 2017; Yin, Huang & Wang, 2016). However, a salient factor such as employee benefit seems to be scarce in literature.

Employees' benefits are those various non-wage compensations provided to teachers in addition to their normal wages or salaries. They include fringe benefits, insurance benefits and paid time off. Studies have established a link between various forms of employee benefits and teachers' job satisfaction. Muguongo, Muguna and Muriithi (2015) concluded that insurance cover greatly affects teachers' job satisfaction. It was deduced that they are greatly satisfied with medical insurance. Mohammed and Waziri (2019) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. Oshinowo and Olujuwon (2019) revealed that paid time off has a huge effect on the commitment and productivity of teachers. Although the different kinds of employee benefit seem to have a link with teachers' job satisfaction, literature is also scarce on the joint contribution of all three kinds of employee benefits on teachers' job satisfaction in primary schools hence the need for this study.

Research Questions

1. What is the level of job satisfaction (management support, work itself and autonomy) among teachers in Southwest, Nigeria public primary schools?
2. What is the level of employee benefits (fringe, insurance and paid time off benefits) among teachers in Southwest, Nigeria public primary schools?

Hypotheses

The hypotheses below were tested at 0.05 level of significance

H₀₁: There will be no significant joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

H₀₂: There will be no significant relative influence of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Theoretical Framework

This study was guided by the following theories:

Herzberg's Two Factor Theory (Hygiene and Motivation)

Herzberg's Motivation-Hygiene theory, also known as the 'Two-Factor theory' is a theory in practice, it provides instruments that can be used to motivate employees. It was propounded by Frederick Herzberg in 1967. The core of the theory is how to create satisfied (and motivated) employees. "The motivation-hygiene theory provides a framework for the understanding of satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status and psychological growth/pain avoidance. Motivation hygiene theory is a foundation for 'good managerial principles'. The theory identified factors that lead to job satisfaction and factors that lead to job dissatisfaction. These factors are categorized into two different groups; hygiene factors and motivation factors. The motivation factors featured in the theory are; achievement, responsibility, work itself, recognition and advancement. These are intrinsic factors, related to work content and contribute to long-term satisfaction which, when they are fulfilled will lead to self-actualization, personal growth and job satisfaction. Whereas the hygiene factors are extrinsic and related to work context. They include: policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical

working conditions, job security, salary and benefits (Gemeda & Tynjälä, 2015). This theory is relevant in that it supports the importance of provision of employee benefits in influencing teachers' job satisfaction.

Methodology

Descriptive survey research design was employed for this study. The population consisted of all male and female teaching personnel (82,576) in all the public primary schools in Southwest part of Nigeria. Multi-stage sampling involving stratified random sampling and proportionate to size random sampling techniques were used to select a sample of the respondents. A sample of 1,310 public primary school teachers was used for the study. A researcher's constructed questionnaire titled – “Employee Benefit and Job Satisfaction Questionnaire (EBSQ)” was used for data collection. Face and content validity was used to validate the questionnaire. Cronbach's alpha was used to determine the internal consistency of the instrument which gave a reliability coefficient value of .754. This value meant that the questionnaire was appropriate for the objectives of the study. The questionnaire was administered personally and with the aid of research assistants. After retrieval, they were subjected to descriptive and inferential statistical analysis. Research questions were answered using mean (\bar{x}) and standard deviation while hypotheses were tested using multiple regression at 0.05 level of significance.

Results

Demographic Characteristics of the Respondents

Table I: Teachers' Demography (n = 1,310)

Demographic Variables	Frequency (F)	Percentage (%)
Gender		
Male	558	42.6
Female	752	57.4
Age		
20-29 years	24	1.8
30-39 years	250	19.1
40-49 years	694	53.0
50 years and above	342	26.1
Years of Teaching Experience		
1-10 years	132	10.1
11-20 years	626	47.8
21-30 years	486	37.1
31 years and above	66	5.0
Educational Qualifications		
NCE	568	43.4
HND/Bachelor	644	49.2
Master's degree	82	6.3
MPhil degree	16	1.2

Table I shows that most teachers are females, within 40-49 years of age, have 11-20 years of experience and HND/Bachelor degree as highest academic qualification.

Research Questions

Research question 1: What is the level of job satisfaction (management support, work itself and autonomy) among teachers in Southwest, Nigeria public primary schools?

Table 2: Level of 'Management Support (N = 1,310)

S/N	Items	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	School head's continuous feedback helps to achieve professional goals	1078.2%	79360.5%	32424.7%	866.6%	2.703	0.71	High Level
2	School head's kindness and support	1128.5%	67351.4%	46535.5%	604.6%	2.850	0.66	High Level
3	School head's respect and dignity	1047.9%	69052.7%	46335.3%	534.0%	2.645	0.68	High Level
4	Fairness and ability based promotion	16112.3%	59945.7%	43833.4%	1128.5%	2.618	0.81	High Level
5	School head's tactical ability to choose the best course of action	13210.1%	60346.0%	49637.9%	796.0%	2.602	0.75	High Level
Weighted \bar{X} Value (SD) = 2.684 (0.72); Decision = High Level								

Source: Field Data, 2021

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1)

Threshold mean (\bar{x}) value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Table 2 shows that teachers' job satisfaction in terms of management support is at a high level (weighted \bar{x} = 2.684) in public primary schools in Southwest, Nigeria.

Table 3: Level of 'Work Itself' (N = 1,310)

S/N	Items	VHL	HL	LL	VL	\bar{X}	SD	Re
1	Opportunities for learning and career development	129 9.8%	746 56.9%	381 29.1%	54 4.1%	2.725	0.69	High Level
2	Tools and resources I need to do my job	60 4.6%	226 17.3%	833 63.6%	191 14.6%	2.118	0.70	Low Level
3	Recognition given to my work in the community	74 5.6%	252 19.2%	788 60.2%	196 15.0%	2.170	0.90	Low Level
4	Adequate income for normal expenses	35 2.7%	171 13.1%	914 69.7%	190 14.5%	2.034	0.62	Low Level
5	Working in a comfortable environment with good infrastructures	7 0.5%	170 13.0%	839 64.0%	294 22.4%	1.916	0.61	Low Level
Weighted \bar{X} Value (SD) = 2.193 (0.70); Decision = Low Level								

Source: Field Data, 2021

Table 3 shows that teachers' job satisfaction in terms of work itself is at a low level (weighted $\bar{x} = 2.193$) in public primary schools in Southwest, Nigeria.

Table 4: Level of 'Autonomy' (N = 1,310)

S/N	Items	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Control over scheduling my work	90 6.9%	382 29.2%	698 53.3%	140 10.7%	2.322	0.75	Low Level
2	Opportunity to use my skills and abilities the way I desire	111 8.5%	484 36.9%	597 45.6%	118 9.0%	2.449	0.77	Low Level
3	Freedom to choose the methods to use in carrying out my work	126 9.6%	607 46.3%	516 39.4%	61 4.7%	2.609	0.72	High Level
4	Freehand in design processes	123 9.4%	739 56.4%	397 30.3%	51 3.9%	2.713	0.69	High Level
5	Freehand in making decisions on my own when necessary	4 0.3%	150 11.5%	1028 78.5%	128 9.8%	2.023	0.47	Low Level
Weighted \bar{X} Value (SD) = 2.423 (0.68); Decision = Low Level								

Source: Field Data, 2021

Table 4 shows that teachers' job satisfaction in terms of autonomy is at a low level (weighted $\bar{x} = 2.423$) in public primary schools in southwest, Nigeria.

Research Question 2: What is the level of employee benefits (fringe, insurance and paid time off benefits) among teachers in Southwest, Nigeria public primary schools?

Table 5: Level of 'Fringe Benefits'

S/N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Compensation	1310	50 3.8%	272 20.8%	782 59.7%	206 15.7%	2.127	0.71	Low Level
2	Leave Bonuses	1310	41 3.1%	352 26.9%	735 56.1%	182 13.9%	2.192	0.70	Low Level
3	Housing Allowance	1310	118 9.0%	499 38.1%	548 41.8%	145 11.1%	2.450	0.81	Low Level
4	Car Allowance	1310	31 2.4%	125 9.5%	897 68.5%	257 19.6%	1.947	0.62	Low Level
5	Pension Scheme	1310	48 3.7%	234 17.9%	817 62.4%	16.1%	2.091	0.69	Low Level
Weighted \bar{X} Value (SD) = 2.161 (0.71); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold mean (\bar{x}) value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level.

Table 5 shows that level of employee benefits in terms of fringe benefit is at a low level (weighted \bar{x} = 2.161) in public primary schools in Southwest, Nigeria.

Table 6: Level of 'Insurance Benefit'

S/N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Health/ Medical Insurance	1310	35 2.7%	319 24.4%	803 61.3%	153 11.7%	2.180	0.66	Low Level
2	Life Insurance	1310	34 2.6%	70 5.3%	423 32.3%	783 59.8%	1.489	0.72	Very Low Level
3	Motor Insurance	1310	19 1.5%	102 7.8%	325 24.8%	864 66.0%	1.447	0.70	Very Low Level
4	Property Insurance	1310	12 0.9%	47 3.6%	421 32.1%	830 63.4%	1.421	0.61	Very Low Level
5	Liability Insurance	1310	11 0.8%	66 5.0%	295 22.5%	938 71.6%	1.351	0.62	Very Low Level
Weighted \bar{X} Value (SD) = 1.578 (0.66); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold: \bar{x} value of 0.000-1.490 = Very Low Level; 1.500-2.490 = Low Level; 2.500-3.490 = High Level and 3.500 to 4.500 = Very High Level.

Table 6 shows that level of employee benefits in terms of insurance benefit is also at a low level (weighted \bar{x} = 1.578) in public primary schools in Southwest, Nigeria.

Table 7: Level of 'Paid Time Off Benefit'

S/ N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem
1	Vacation Leave	1310	9 0.7%	60 4.6%	574 43.8%	667 50.9%	1.555	0.62	Low Level
2	Sick Leave	1310	16 1.2%	103 7.9%	752 57.4%	439 33.5%	1.768	0.64	Low Level
3	Maternity Leave	752	204 27.1%	292 38.8%	213 28.4%	43 5.7%	2.873	0.88	Low Level
4	Leave of Absence	1310	86 6.6%	343 26.2%	528 40.3%	353 26.9%	2.124	0.88	Low Level
5	In-service Training	1310	53 4.0%	211 16.1%	592 45.2%	454 34.7%	1.895	0.81	Low Level
Weighted X Value (SD) = 2.043 (0.77); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1)

Threshold: \bar{x} value of 0.000-1.490 = Very Low Level; 1.500-2.490 = Low Level; 2.500-3.490 = High Level and 3.500 to 4.500 = Very High Level.

Table 7 shows that level of employee benefits in terms of paid time off benefit is also at a low level (weighted \bar{x} = 2.043) in public primary schools in Southwest, Nigeria.

Hypotheses

H_{01} : There will be no significant joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Table 8: ANOVA of Multiple Regression analysis and Model Summary.

Anova

Model	Sum of Squares	Df	\bar{X} Square	F	Significance Value.	Remark	
1	Regression	48.545	7	6.935	2.630	.012	F-value is Significant at P < .05
	Residual	1028.523	390	2.637			
	Total	1077.068	397				
R = .892 R square = .796 Adjusted R Square = .754 Standard Error of the Estimate = .00873							

- a. Dependent Variable: Teachers' job satisfaction
- b. Predictors: (Constant), Fringe benefit, Paid time off benefit, Insurance benefit.

Source: Field Data, 2021

Table 8 shows that the Anova value (F-value) is significant at 0.05 level of significance ($F_{7,390} = 2.630$; $P < 0.05$). This indicates that there is a significant joint contribution of employee benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction (management support, autonomy and work itself) in Southwest, Nigeria public primary schools. This implies that employee benefits that teachers receive influence their level of job satisfaction. The null hypothesis is therefore rejected. The model summary further shows that the R value = 0.892; $R^2 = 0.796$; adjusted $R^2 = 0.754$; Standard error of the estimate = 0.00873. This implies that 79.6% of the total variations in teachers' job satisfaction is accounted for by employee benefits (Adjusted $R^2 = 0.796$). The remaining 21.4% is due to errors and indices that are not included

in the model. The low standard error indicates a greater precision of the model.

H₀₂: There will be no significant relative influence of employee benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Table 9: Coefficients of Multiple Regression for the Relative Influence of Employee Benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction (management support, autonomy and work itself) in Southwest, Nigeria public primary schools.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.923	1.427		6.952	.000
	Fringe benefit	.114	.055	.105	2.080	.038
	Insurance benefit	.158	.059	.135	2.681	.008
	Paid time off benefit	.022	.040	.027	.547	.584
Dependent Variable: Teachers' job satisfaction						

*Beta coefficients significant for fringe benefit, paid time off and assertive communication style at P<0.05.

Field Data, 2021

Table 9 reports that the beta coefficients and t-test value of fringe benefits ($\beta = .105$, $t = 2.080$, significance = 0.038) and Insurance benefits ($\beta = .135$, $t = 2.681$, significance = 0.008) were all relatively significant at P<0.05. It could therefore be suggested that the above two indices may have been responsible for the significant influence of employee benefits and also the 79.6% variation in teachers' job satisfaction.

Discussion of Findings

The present research was done to examine employee benefits as predictor of teachers' job satisfaction in public primary schools in Southwest, Nigeria. The finding from the research question one showed that the level of teachers' job satisfaction on the basis of management support is high. However, the level of teachers' job satisfaction on the basis of work itself and autonomy were found to be low. This shows that teachers' feelings of satisfaction with their management is quite alright but the nature of work creates feelings of dissatisfaction. Also, they are not allowed freedom or independence in their work schedules which also creates dissatisfaction amongst them. This result partially disagrees with the work of Malik, Nawab, Naeem and Danish (2010) whose study on "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan" reported a high level of satisfaction of teachers with supervision support, work itself, freedom of teaching and opportunities for promotion. The finding from the research question two showed that the level of employee benefits in terms of fringe benefits, insurance benefits and paid time off benefits received by teachers in Southwest, Nigeria public primary schools were found to be at a low level. This shows that primary school teachers in Southwest Nigeria do not get their employee benefits even as at when due. This finding is completely in line with the work of Manafa (2020) whose study on "Welfare Package and Teachers Performance in Private Secondary School in Anambra State" reported that the level at which teachers receive fringe benefits, insurance benefits and paid time off is poor.

The test of hypothesis one showed a joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigeria public primary schools. This particular result agrees with a previous empirical study by Ndungu (2017) who reported a significant positive relationship between reward and recognition, with employee performance. In addition, a significant positive relationship was also observed between job performance and the independent variables (extrinsic

rewards, intrinsic rewards and financial rewards, recognition rewards and working environment) in public educational institutions.

The test of hypothesis two of the study showed that the beta coefficients and t-test value of fringe benefits and insurance benefits were relatively significant at $P < 0.05$. However, the beta coefficients and t-test value of paid time off benefits was not significant at $P < 0.05$. This result implies that fringe and insurance benefits have more impact on the satisfaction of teachers than paid time off benefit. This finding agrees with Sulyman, Aloba, Abdulrauf and Alao (2020) who revealed that fringe benefits alongside insurance benefits have significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State. This above finding is similar to the finding of this study because they were both carried out in primary (basic) schools. Contrarily, Manafa (2020) observed no significant relationship between fringe benefits such as housing allowance and medical/care allowance on teachers' job performance in secondary schools in Anambra State. This finding is different from the finding of this study probably because they were both carried out at different study areas and geopolitical zones of the country. The teachers in these zones differ in behaviour, choices and attitudes.

Conclusion

In this study, employee benefit was low and teachers' job satisfaction was also quite poor. It could therefore be concluded that the poor level of employee benefits specifically fringe and insurance benefits could be responsible for the poor level of teachers' job satisfaction in public primary schools in Southwest, Nigeria.

Recommendations

On the basis of this findings, the following recommendations were given:

1. Government should ensure that all the necessary employment benefits accrued to teachers are given as at when due for this could boost their level of satisfaction.
2. Teachers were only satisfied with the level of management support however, they were not satisfied with the level of work itself and autonomy. There is therefore need for public primary schools to allow more freedom for teachers to put in their best.

References

- Adeosun, A.O., Adeyemo, A.O. & Adelowo, G.E. (2018). Job satisfaction of secondary school vocational teachers in Oyo State, Nigeria. *Greener Journal of Education and Training Studies*, 4(1), 1-9. <http://doi.org/10.15580/GJETS.2018.1.041118057>.
- Akafo, V. & Boateng, P.A. (2015). Impact of reward and recognition on job satisfaction and motivation. *European Journal of Business and Management*, 7(24), 112-124. DOI:10.5539/ijbm.v5n2p159.
- Bales, B.L. (2015). Restructuring teacher education in the United States: Finding the tipping point. *Athens Journal of Education*, 2(4), 297-312. DOI:10.30958/aje.2-4-1.
- Gemeda, F.T. & Tynjälä, P. (2015). Exploring teachers' motivation for teaching and professional development in Ethiopia: Voices from the field. *Journal of Studies in Education*, 5(2), 169-186. Doi:10.5296/jse.v5i2.7459.
- Herzberg, F. (1967). *The motivation to work* (1st ed.). London: John Wiley & Sons, Inc. ISBN: 9781412815543
- Hughes, W.A. (2016). Assessing the impact of teacher job satisfaction among teachers. *Journal of Education and Practice*, 7(30), 161-165. ISSN 2222-1735 (Paper), ISSN 2222-288X (Online).
- Iwu, C.G., Ezeuduji, I.O., Iwu, I.C., Ikebuaku, K. & Tengeh, R. K. (2018). Achieving quality education by understanding teacher job satisfaction determinants. *Soc. Sci.*, 7(25), 1-13. Doi:10.3390/socsci7020025.

- Liang, G. & Akiba, M. (2017). Teachers' working conditions: A cross-national analysis using the OECD TALIS and PISA data. In G. K. LeTendre & M. Akiba (Eds.), *International handbook of teacher quality and policy* (pp. 388–402). London: Routledge Publishers.
- Malik, M.E., Nawab, S., Naeem, B. & Danish, R.Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6), 17-26. DOI:10.5539/ijbm.v5n6p17.
- Manafa, N.F. (2020). Welfare package and teachers performance in private secondary school in Anambra State. *International Journal of Innovative Social & Science Education Research*, 8(4), 68-77. ISSN: 2360-8978.
- Mohammed, A. & Waziri, G.E. (2019). Payment of teachers' salary and promotion as correlate of teachers' job performance in senior secondary schools in Adamawa State, Nigeria. *International Journal of Philosophy and Social-Psychological Sciences*, 5(4), 39-46. ISSN: 2414-5343.
- Muguongo, M.M., Muguna, A.T. & Muriithi, D.K. (2015). Effects of compensation on Job satisfaction among secondary school teachers in Maara Subcounty of Taraka Nithi County, Kenya. *Journal of Human Resource Management*, 3(6), 47-59. Doi:10.11648/j.jhrm.20150306.11.
- Ndungu, D.N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: A case of Kenyatta University, Kenya. *Global Journal of Management and Business Research: A Administration and Management*, 17(1), 43-68. Online ISSN: 2249-4588, Print ISSN: 0975-5853.
- Oshinowo, R.O. & Olujuwon, T. (2019). Predictive impacts of welfare packages on teachers' job satisfaction and productivity in public secondary schools in Lagos State education district v. *Port Harcourt Journal of Education Studies*, 4(1), 226-232. <https://www.researchgate.net/publication/338411319>.

- Sulyman, K.O., Aloba, F.M., Abdulrauf, B.I. & Alao, B.O. (2020). Job satisfaction as a determinant of teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria. *Unizik Journal of Educational Management and Policy*, 4(1), 62-71. Retrieved from <https://journals.unizik.edu.ng/index.php/ujoemp/article/view/604>
- Velmurugan, R. (2016). Job satisfaction of teachers. *Journal of Research in Humanities and Social Sciences*, 1(1), 20-23. www.scischolars.com/journals/index.php/jrhss/issue/archive.
- Yin, H., Huang, S. & Wang, W. (2016). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *Int. J. Environ. Res. Public Health*, 13(9), 1-16. Doi: 10.3390/ijerph13090907.