

Job Satisfaction and Organizational Climate as Correlates of Teacher Effectiveness and Turnover Intention in Private Secondary Schools in North Central Zone of Nigeria

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Abstract— The objective of this study was to examine Job Satisfaction and Organizational Climate as Correlates of Teacher Effectiveness and Turnover Intention in Private Secondary Schools in North Central Zone of Nigeria. The study employed a survey research design, used a sample size of 761 respondents made up of 380 teachers and 381 SS II students. Population of study was made up of all private secondary schools (3,090) and all teachers (34,240). The study had four research questions that were answered using Pearson Product Moment Correlation Coefficient and four hypotheses were tested. The study results indicated that job satisfaction and organizational climate are positively related to teacher effectiveness while both variables are negatively related to teacher turnover intention. The study recommended that private school owners should ensure good salaries, prompt payment, job security and promotions for their teachers. They should provide a good organizational climate characterized by good leadership style, rewards, recognition, quick resolution of conflicts, convenient office accommodation and regular promotions to deserving staff. This study has Counselling implications as it provided support for the view school administrators, proprietors/proprietresses, as well as principals ought to be aware that different factors affect the manner in which teachers perceive their job.

Index Terms— Job Satisfaction; Organizational Climate; Teacher Effectiveness; Turnover Intention.

I. INTRODUCTION

The importance of education to the general well being of mankind cannot be over-emphasized. Not only is education a fundamental right, its invaluable roles and contributions in the development of individuals and the society have long been established such that education is now internationally accepted as a key to development. The development of individuals, community and the nation in general depends primarily and largely on the standard of education available in that country. The teacher plays central and strategic roles in the entire educational process. Fadipe (2003), opined that teachers are the largest and most important segment who largely influence the quality, efficiency and effectiveness of educational output that will invariably give rise to high educational standard.

Nurharani (2013), observed that teachers play basic and

dynamic role in the educational system. Affirming the crucial role of the teacher, Hussain; Jumani; Sultana and Iqbal (2010), assert that a teacher is the most important part of the teaching learning process and his role in nation building is undisputable. For teachers in secondary schools to be positioned properly to play their part in national development, the issues of job satisfaction and organizational climate, teacher turnover and teacher effectiveness are some of the issues that should be addressed.

The secondary school teacher plays strategic and central roles in the entire educational process because the secondary school education particularly occupies a fundamental foundation of a person's educational process. As it is the bridge between the primary and tertiary levels of education (Federal Republic of Nigeria, 2013).. Ige (2013), observes that, the skills, values, attitudes, knowledge as well as other traits acquired at this stage complement those received at the primary level to lay a solid foundation for an individual at the tertiary level.

The attainment and overall success of the objectives and goals of education can only be achieved by the teacher who is saddled with the responsibilities of training, building, molding and teaching the students. As teachers are expected to discharge these enormous and live transforming roles, they, in return expect commensurate remuneration and other benefits that will meet their needs and enhance their standard, bringing about a sense of fulfillment.

In Nigeria, the school types run where teachers are employed are the government and private schools. In the government or public schools, staff salaries, facilities and school materials are provided by the government while individuals or groups (owners) take care of all such needs above in a private school without any aid from the government.

Although, most private schools are better funded, more equipped, organized and supervised, it does not rule out causes for worry in private schools. Abdullahi (2013), posits that, there are some private school owners that employ and maintain non qualified or under qualified staff, pay them poorly and treat them shabbily. These make them feel discontent and disgruntled.

The problems in secondary schools range from teachers' attitudes, teaching methods, the management of material resources, poor salaries, inadequate supervision, delayed salaries and low perception of the teaching profession. All

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these culminate into dissatisfaction in the practicing teacher and an eventual desire/plan to quit the teaching profession or seek for employment as a teacher in another private school due to lack of job satisfaction.

Martin and Roodt as cited in Masemola (2011) defined Job Satisfaction as persistent feelings that are thought to be associated with perceived differences between what is expected and what is experienced in relation to the alternatives available in a given situation. According to Annierah, Kamarulzaman, Maeda and Datu (2013) teachers displayed a high level of performance in terms of skills, attitudes, initiative and productivity as they carry out their job when they are satisfied job factors such as: school policies, supervision, pay, interpersonal relations and other working conditions. To them, a satisfied teacher will develop and maintain a high level of performance.

An ability of a teacher to meet his needs while on his job as a teacher will to a large extent motivate him to stay or discourage him from staying. In this case searching for an entire new job or changing a place of work will be inevitable.

In some secondary schools, a single teacher is saddled with the task of co-ordinating daily activities such as ensuring orderliness, discipline and cleanliness of the students. The same teacher is expected to carry out his normal duties of teaching, marking of students scripts and assignments, class control, act as the guidance counsellor and a host of other tasks while some others may not have so many tasks to perform. Dissatisfaction sets in when management fails to recognize or reward these efforts, salaries are owed and promotions are withheld or not considered at all.

To Spector (1997), job satisfaction is an attitudinal variable and it is basically how people feel about their jobs and different aspects of their job. These factors that lead to satisfaction or otherwise may be due to poor salary, irregular promotions, lack of incentives, work specification or allocation, leadership or administrative style.

Alongside an employee being satisfied or not with his job, is the climate of the organization which is made up of the routine practices in an organization experienced by workers in that particular work place that affect their behavior to work.

The organizational climate entails the tone, attributes or characteristics such as the atmospheric conditions that either enhance or inhibit equal staff participation in organizational matters such as creativity as well as bringing in innovative ideas, a democratic leadership style and the provision of physiological needs such as accommodation, bus services, health center, ceiling fans/air conditioners, an eatery, water, toilet and recreational facilities.

Taguiri in Thompson (2005), defined organizational climate as the relatively enduring quality of the internal environment of an organization that is experienced by its workers which also influences their behaviour. To him, organizational climate influences not only job satisfaction but productivity of the workers as well. It goes on to mean that a favourable climate in a school setting determines the effectiveness of teacher and the realization of the goals and objectives of the school. The decision of whether a teacher quits his job as a teacher in search of other non-related job or

go to a different school yet as a teacher also depends on job satisfaction as well as a conducive and an enabling work place or school.

A teacher is expected to attend to his job with enthusiasm and thorough effectiveness. These can best be achieved when he enjoys what he does and is very passionate about it. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary, 2017).

A teacher who is one of the invaluable medium of transmitting knowledge to learners according to Ouyang (2012), is said to be effective when he demonstrates the qualities of honesty, hardwork, friendliness, being considerate and dutiful both in his personal life and in carrying out his responsibilities as a teacher.

Effective teachers always help their students to develop a sound mind, right skills and a creative thought process. He/she possesses a mastery of subject content, has an up to date knowledge, utilizes suitable teaching methods and adopts a learner-centred teaching approach, effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student's success.

Effectiveness is the central issue of both teaching and learning. It is a function of what teachers and learners do and the extent to which they are able to help students reach the desired outcome. An effective teacher is viewed as one who considers students' learning outcomes and is sold out to achieving success in this regard.

Turnover intention refers to teachers' voluntary mental plan to quit the teaching profession for a different one entirely which is known as teacher attrition or change from one school to another still as a teacher which is known as teacher migration both in government and privately owned schools. Teacher turnover intention most times graduate into actual turnover when it not positively tackled. The reasons for voluntary leaving according to Okubanjo (2010) may range from desire to escape from a harsh and unpleasant work environment, a need to align with career goals/aspirations and an innate desire to earn more financial benefits among others. Henkins and Holliman, 2009 in Ekabu, Kalai and Nyagah (2018) opined that teacher turnover intentions are influenced by certain working conditions that teachers are not comfortable with such as low remuneration, over bloated class sizes, poor administrative support, not involving them in school management decisions and poor school facilities. Arnoux-Nicola, Sovet, Lhotellier, Fabio and Bernaud, (2018) researched that adverse working conditions are positively and significantly associated with turnover intentions. Working conditions such as physical and psychological factors within a school or work organization are strong motivators that keep employees on their job. Where such motivating factors are non-existent, turnover intention among such employees is inevitable. Teachers are happy to work in schools where there is flexibility in their work schedule, there is provision for time off, where there is a child care centre (Creche) for the female staff to keep their babies during office hours. The onus lies on school administrators to provide a work environment that meet the physical and psychological needs of staff. Ekabu, Kalai & Nyagah (2018) posited that when

employees' level of satisfaction is high, such employees hold their job in high esteem while the dissatisfied ones exhibit negative attitudes in their job assignments.

A climate that recognizes hardwork, rewards them, respects teachers and does not get them exceedingly overworked will reduce to a large extent turnover intentions of teachers. For secondary education to be positioned properly to play its role in national development, the problems of job satisfaction, organizational climate, teacher effectiveness, and turnover intention are crucial issues that require serious attention, hence the need for this study.

II. STATEMENT OF THE PROBLEM

Teachers in private schools are required to have a sound academic background, the right educational certificate, possess the essential skills and display a high level of academic prowess. They are expected to be proficient in their specialized areas and subject (s) in addition to showing commitment to work by coming early to school, staying till the close of work, preparing their lesson notes, using the appropriate teaching method, covering the syllabus and involving students during lessons.

An ideal school environment has well ventilated classrooms with tables and chairs for teachers' to use, moderate class sizes, good funding by private owners, good welfare packages, thoughtful principals and good monitoring. The reverse is the case as in most private secondary schools, it is common sight to witness poor salaries, inadequate supervision, lack of incentives and non promotions. Others are: low perception of teachers and the teaching profession, poor attitude of parents towards teachers and harsh leadership/administration style.

Private schools subject their teachers to very harsh organizational climate and their administrator maintain poorly paid and overworked staff who are so disgruntled with their job (Abdullahi, 2013). These problems not only hinder the provision of qualitative secondary education but have made the status of teachers low in the society with the attendant consequences of movement of teachers in and out of the teaching profession as well as teachers migrating from one school to another in search of a school climate that will satisfy their needs. This is particularly dangerous for schools as their general performance and standard are rated by the teachers' input and performance.

III. RESEARCH QUESTIONS

The following research questions were answered in this study:

1. What is the relationship between Job satisfaction and teacher effectiveness in private secondary schools in North Central Zone of Nigeria?
2. What is the relationship between organizational climate and teacher effectiveness in private secondary schools in North Central Zone of Nigeria?
3. What is the relationship between Job satisfaction and teacher turnover intention in private secondary schools in North Central Zone of Nigeria?
4. What is the relationship between organizational climate and teacher turnover intention in private secondary schools

in North Central Zone of Nigeria?

IV. STATEMENT OF HYPOTHESES

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant relationship between Job satisfaction and teacher effectiveness in private secondary schools in North Central States of Nigeria.
2. There is no significant relationship between organizational climate and teacher effectiveness in private secondary schools in North Central States of Nigeria.
3. There is no significant relationship between job satisfaction and teacher turnover intention in private secondary schools in North Central States of Nigeria.
4. There is no significant relationship between organizational climate and teacher turnover intention in private secondary schools in North Central Zone of Nigeria.

V. SIGNIFICANCE OF THE STUDY

The beneficiaries of this study are all stakeholders in the educational sector. This entails that the government, school administrators, guidance counsellors, parents, teachers, students and the nation as a whole stand to benefit in one way or the other.

Teachers will derive maximum benefit from this study as they will have an opportunity of expressing their perception, feelings and expectations of their job that will aid satisfaction, effectiveness and reduce teacher turnover intention.

The study will bring to the awareness of school administrators; the experiences and difficulties that their teachers encounter, their overall effects and highlight areas that are viewed as good motivators for them to imbibe. The study will enable school administrators to be conversant with the variables that influence most on teacher effectiveness and turnover intention in order to address them. Also, it will help to raise the educational standard of their schools when they do not have to change teachers that the students will have to study their method of lesson delivery afresh.

Teacher turnover intention which ultimately leads to teacher turnover makes a school to incur extra financial expenses as more money and resources will have to be committed to employing new teachers and training them. This study therefore, will help school administrators to guard against it.

Parents and other stakeholders stand to gain from the study as it will sensitize them to the roles they ought to play to reduce ineffectiveness by raising funds during Parents Teachers Association (PTA) meetings to aid the school in improving the welfare of teachers.

Secondary school students will gain from this research as the effectiveness of their teachers will lead to better learning and higher performance for them.

VI. RESEARCH METHODOLOGY

The design of the study is survey research design. This is

because the researchers collected data using questionnaires from a sub set of the population of teachers and students, analyzed the data and generalized the result and findings on the entire study population.

VII. THE STUDY AREA

The area of this study was North Central Zone of Nigeria which is made up of six states and the Federal Capital Territory. The six States are: Kogi, Benue, Nasarawa, Niger, Plateau and Kwara. Four states namely, Kogi, Benue, Nasarawa and Niger were randomly selected for this study.

VIII. POPULATION OF THE STUDY

The population of the study was made up of all private secondary schools (3,090) and all teachers (34,240) in these private secondary schools in the North Central Zone of Nigeria.

IX. SAMPLE AND SAMPLING TECHNIQUES

The sample size for this work was 761 respondents using Table 1: Relationship between Job Satisfaction and Teacher Effectiveness in Private Secondary Schools in North Central States of Nigeria

S/No		No.	Pearson	P-value
1	Job satisfaction	381	.556	0.01
2	Teacher Effectiveness	381		

** . Correlation is significant at the 0.01 level (2-tailed).

B. Interpretation Research Question 1 & Hypothesis 1

Table 1 showed the relationship between teachers' job satisfaction and teachers' effectiveness in private secondary schools in North Central States of Nigeria. The Table revealed a correlation value of .556 for private schools. This implies that there is a moderate positive relationship between teachers' job satisfaction and teachers' effectiveness in private schools in North central States of Nigeria

The test of hypothesis showed a sig. value (p-value) 0.1 for

Table 2: Relationship between Organizational Climate and Teacher Effectiveness in Private Secondary Schools in North Central States of Nigeria

S/No		No.	Pearson	P-value
1	Organizational Climate	381	.697	0.01
2	Teacher Effectiveness	381		

** . Correlation is significant at the 0.01 level (2-tailed).

D. Interpretation of Research Question 2 & Hypothesis 2

Table 2 showed the relationship between organizational climate and teachers' effectiveness in private secondary schools in North central zone of Nigeria. The Table revealed a correlation value of .697 for private schools. This implies that there is a high positive relationship between organizational climate and teachers' effectiveness in private schools in North Central States of Nigeria.

The test of hypothesis showed a sig. value (p-value) of 0.01 for private schools. This means that for private schools (p<0.05), organizational climate and teachers' effectiveness

Krejcie and Morgan (1970), table for determining sample sizes. This was made up of 380 teachers and 381 SS II students from private secondary schools.

X. METHOD OF DATA COLLECTION

Permission was sought from principals of secondary schools for use of their teachers and students. The copies of questionnaire were administered both by the researcher and trained research assistants.

XI. DATA ANALYSIS TECHNIQUES

All the hypotheses were tested using significance of correlation coefficient at 0.05 level of significance. The test statistic was significant for any hypothesis whose p-value is less than the 0.05 level of significance while no significant relationship was retained for any hypothesis whose p-value is greater than 0.05 level of significance.

XII. PRESENTATION OF RESULTS

A. Outcome of Research Question 1 & Hypothesis 1

private schools. For private schools (p<0.05), teachers' job satisfaction and teachers' effectiveness have a statistically significant linear relationship. The direction of the relationship is positive (i.e teachers' job satisfaction and teachers' effectiveness are positively correlated), meaning that these variables move in tandem (i.e greater job satisfaction is associated with greater effectiveness).

C. Outcome of Research Question 2 & Hypothesis 2

have statistically significant linear relationship. The direction of the relationship for both is positive (i.e organizational climate and teachers' effectiveness are positively correlated). This entails that these variables tend to increase together (i.e a better organizational climate is associated with greater teacher effectiveness). The magnitude or strength of the relationship or association is high.

E. Outcome of Research Question 3 & Hypothesis 3

Table 3: Relationship between Job Satisfaction and Teachers' Turnover Intention in Private Secondary Schools in North Central States of Nigeria.

S/No	No.	Pearson	P-value
1	Job satisfaction	381	
2	Teacher Turnover Intention	381	
		-0.74	.001

** Correlation is significant at the 0.01 level (2-tailed).

F. Interpretation of Research Question 3 & Hypothesis 3

Table 3 showed the relationship between teachers' job satisfaction and teachers' turnover in private secondary schools in North central States of Nigeria with a correlation value of -0.74. There is a negative relationship between teachers' job satisfaction and teachers' turnover in private schools in North Central States of Nigeria. This implies that the more teachers are dissatisfied, the more the turnover

intention.

The hypothesis shows a $p < 0.05$ value signifying that, teachers' job satisfaction and teachers' turnover have a statistically significant linear relationship. The direction of the relationship is negative. It means that, the more teachers are dissatisfied the more their turn over intention.

G. Outcome of Research Question 4 & Hypothesis 4

Table 4: Relationship between Organizational Climate and Teachers' Turnover Intention in Private Secondary Schools in North Central States of Nigeria.

S/No	No.	Pearson	P-value
1	Job satisfaction	381	
2	Teacher Effectiveness	381	
		-0.83	0.01

** Correlation is significant at the 0.01 level (2-tailed).

H. Interpretation of Research Question 4 & Hypothesis 4

Table 4 showed the relationship between organizational climate and teachers' turnover in private secondary schools in North central States of Nigeria. The Table showed a correlation value of -0.83 for private schools. This implies that there is a high negative relationship between organizational and teachers' turnover intention in private schools in North Central States of Nigeria.

This study is consistent with that of Annierah, Kamarulzaman, Maeda & Datu (2013) who reported that when teachers are satisfied with job factors such as school policies, supervision, pay, interpersonal relations and other working conditions, they develop and maintain a high level of performance in terms of skills, attitudes, initiative and productivity as they carry out their job.

The test of hypothesis showed a sig. value (p-value) of 0.01 for private schools. It shows that in private schools ($p < 0.05$), organizational climate and teachers' turnover intention have statistically significant linear relationship. The direction of the relationship is negative. It means that the more teachers perceive a better organizational climate, the more they plan to stay but the less they perceive the organizational climate to be favourable, the more their turnover intention.

The Table 2 revealed a correlation value of .697 for private schools. This implies that there is a high positive relationship between organizational climate and teachers' effectiveness in private schools in North Central States of Nigeria. The test of hypothesis 2 also showed a sig. (p-value) of .000 for the relationship between organizational climate and teachers' effectiveness in private schools. This value is less than the significant value of 0.05 which entails that there is a positive relationship between the two variables. Therefore, the null hypothesis is rejected.

XIII. DISCUSSION OF FINDINGS

Table 1 showed the relationship between teachers' job satisfaction and teacher effectiveness in private secondary schools in North Central States of Nigeria. The Table revealed a correlation value of .556 for private schools. This implies that there is a moderate positive relationship between teachers' job satisfaction and teachers' effectiveness in private schools in North Central States of Nigeria. The test of hypothesis 1 showed a sig. value (p-value) 0.01 for private schools.

This finding agrees with Taguiri in Thompson (2005), who asserted that organizational climate influences not only job satisfaction but productivity of the workers as well. It goes on to mean that a favourable climate in a school setting determines the effectiveness of teacher and the realization of the goals and objectives of the school.

For private schools ($p < 0.05$), teachers' job satisfaction and teachers' effectiveness have a statistically significant linear relationship. Since the p-value of .021 is greater than 0.05 level of significance, the null hypothesis is rejected. Meaning that, greater job satisfaction is associated with greater teachers' effectiveness.

Table 3 showed the relationship between teachers' job satisfaction and teachers' turnover in private secondary schools in North central States of Nigeria with a correlation value of -0.74. This value indicates a negative relationship between teachers' job satisfaction and teachers' turnover in private schools in North Central States of Nigeria. This implies that the higher the dissatisfaction of teachers, the more their turnover intention. The test of hypothesis 3 also revealed a negative relationship with a significant value of 0.01 which is less than the p-value of 0.05. The direction of the relationship is negative. Based on the result, the null

hypothesis was accepted. It means that, the more teachers are dissatisfied the more their turn over intention.

The finding of this study tallies with that of Arnoux-Nicola, Sovet, Lhotellier, Fabio and Bernaud, (2018) who researched that working conditions such as physical and psychological factors within a school or work organization are strong motivators that keep employees on their job. They added that adverse working conditions are positively and significantly associated with turnover intentions.

Table 4 showed the relationship between organizational climate and teachers' turnover in private secondary schools in North central States of Nigeria. The Table showed a correlation value of -0.83 for private schools. This implies that there is a high negative relationship between organizational climate and teachers' turnover intention in private schools in North Central States of Nigeria. The test of hypothesis 4 showed a p-value of 0.01 for private schools. With a p-value less than 0.05 in private schools ($p < 0.05$), organizational climate and teachers' turnover intention do not have statistically significant linear relationship. The direction of the relationship is negative (i.e organizational climate and teachers' turnover intention are not positively correlated). The null hypothesis was therefore, rejected (i.e the more teachers perceive a better organizational climate, the more they intend to stay but the less they perceive the organizational climate to be favourable, the more their turnover intention).

The findings of hypothesis 4 is consistent with research report of Okubanjo (2010) which revealed that teacher turn over intention may range from desire to escape from a harsh and unpleasant work environment, a need to align with career goals/aspirations and an innate desire to earn more financial benefits among others.

XIV. CONCLUSION

The result of this study shows that job satisfaction and organizational climate are variables that respectively lead to the effectiveness of teachers in North Central States of Nigeria. The study revealed too that job satisfaction and organizational climate are negatively related to teacher turn-over intention.

XV. RECOMMENDATIONS

Based on the findings of this study, the following were the recommendations of the study:-

1. Private schools should put in place measures such as good salaries, prompt payment, job security, promotions, etc to sustain teachers' job satisfaction so as to be more effective in the discharge of their duties.
2. To forestall teacher turn over intention, private secondary schools should ensure that they have a good organizational climate characterized by good leadership style, rewards, recognition, quick resolution of conflicts, regular promotions to deserving staff, among others.
3. Government and private school owners must take the issues of job satisfaction and organizational climate very seriously and put in place mechanisms to

ensure that it is these issues are top priorities if teacher turnover intention is to be averted and teachers motivated to discharge their duties in a credible manner.

4. Government should put into place strategies to monitor, counsel and ensure that private owners of schools comply with some minimum standards set to ensure that their teachers have job satisfaction and the environment conducive for them to work.

XVI. IMPLICATIONS FOR COUNSELLING

This study has Counselling implications as it provided support for the view school administrators, proprietors/proprietresses, as well as principals ought to be aware that different factors affect/influence the manner in which teachers perceive their job. This eventually impact on their behavior either positively or negatively. It must be noted, however, that human beings are wanting beings and the satisfaction of a need gives rise to other ones. Considering the fact that it is not possible to satisfy every need, Counselling becomes an essential instrument that can assist individuals in understanding themselves as well as making them to understand the need to set their priorities right, adjust appropriately in their desire to meet their needs.

Counselling, therefore, becomes imperative as a tool for sensitizing as well as assisting teachers to bring about a self-examination/reassessment of their values and behaviours so that they all can make the appropriate choices and the needful adjustments in their various positions. The need for guidance counsellors in the educational sector has come to the fore. This is owned to the fact that there is always a need for adjustments which counsellors are trained to assist in bringing it to be in the vocational, educational and persona-social lives of people.

Therefore, there is need to have a Counselling unit in all secondary schools where qualified and trained counsellors can interact with teachers, identify their concerns through these interactive forums and counsel them appropriately. Seminars and workshops can be organized where all teachers from different schools can listen to different counselors speak to them on the adjustments they need to make.

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