

Motivational variables and teacher intentions to quit teaching in secondary schools in Boki local government area in Cross River state, Nigeria

Patrick Ogar Ategwu

(Dr.), Department of Educational Foundations, Saint Augustine University of Tanzania.

Corresponding Author: patrickategwu@gmail.com

Abstract

This research was designed to explore the correlation between specific motivational factors and the intention of teacher to vacate their positions in secondary schools within the Boki Local Government Area of Cross River State. The study was structured around two research questions and two corresponding null hypotheses, utilizing a descriptive survey framework. While the total population of educators in the area was identified as 280, a representative sample of 120 participants was selected for the study. Data acquisition was conducted using a researcher-developed instrument known as the Motivation Variables and Teachers Intention to Quit Teaching Questionnaire (MVTLIQTQ). The analysis of the collected data involved the use of mean scores and standard deviations to address the primary research questions. Additionally, the Pearson Product-Moment Correlation (PPMC) was applied to evaluate the null hypotheses. The statistical outcomes demonstrated a significant relationship between the identified motivational variables and the propensity of teachers to resign. Based on these findings, it is recommended that the government and school administrators prioritize the consistent and timely payment of salaries to enhance educator commitment and instructional output.

Keywords: Motivational variables, Teacher's intention to quit teaching, Secondary schools

Introduction

Teachers occupy unique position in any educational system, the progress and development of any student is drastically dependent on the teachers. Ategwu, Aklah, Fanan and Uzoigwu (2022) attributed the ineffectiveness of teachers to principals' administrative laxity. Subsequently, Ategwu, Kenn-Aklah and Fanan observed that the characteristics exuberated by the principal in carrying out instructional supervision contributed to teacher ineffectiveness and their intention to quit their job.

Historically, the teaching vocation represented the primary aspiration for the majority of educated individuals in Nigeria. This career path garnered widespread respect and was regarded as highly lucrative due to the comprehensive incentive packages then available to educators. During this era, teachers maintained a high social standing, living with significant prestige and financial ease within their local areas. They were viewed with great esteem by the public and wielded substantial social authority. Furthermore, those in the profession benefited from quality housing and various other perquisites as noted by Amakiri (2016). Today, things have changed. These changes have negatively affected the social position of teachers in the society which seems to affect their intention to quit their teaching profession. Despite these shifts in perception, the importance of educators within the academic framework remains unparalleled. Teachers represent a significant portion of the total labor force. In fact, they serve as the primary drivers of

progress toward national growth and advancement. As noted by Nja, Cornelius-Ukpepi, and Orim (2019), the contribution of the teaching profession to the attainment of state objectives and long-term goals is immense. Supporting this view, Esu and Ntukidem (2013) argued that educators are the key agents responsible for the actualization and protection of a society's cultural legacy, the passing down of gathered expertise and abilities, and the overall evolution of the country.

In accordance with the Federal Republic of Nigeria (FRN, 2013), the national educational objectives include the development of classroom instructors who are exceptionally driven, diligent, and effective across every tier of the school system. Furthermore, these policies aim to bolster the dedication of educators to their professional roles.

Nevertheless, certain elements of these aspirations remain unfulfilled. Many of these capable and hardworking teachers eventually abandon the classroom in favor of alternative careers they perceive as providing better incentives. Consequently, the level of professional devotion anticipated by the government is frequently lacking among a segment of the teaching workforce.

This trend results in "teacher attrition," a phenomenon characterized by the exit of skilled and certified educators from the academic environment prior to their reaching the mandatory age of retirement or their natural passing. A shortage of teaching staff persists in several secondary

schools within the Boki Local Government Area of Cross River State, largely driven by systemic issues. Factors such as inconsistent monthly remuneration, a lack of professional incentives, stagnant promotion cycles, and substandard environments appear to be the primary catalysts. These unfavorable conditions significantly heighten the inclination of educators to abandon their careers in the classroom. For instance, available trained, qualified and experienced teachers are busy involved in the search of better opportunities outside. Sixty percent of teachers choose not to enter the classroom after completing their professional training. This is not unconnected to the fact that some teachers do not derive the much-needed satisfaction from their jobs. They get disenchanted with the job and believe that their satisfaction will be derived somewhere else. This shift in attitude has had a detrimental impact on the progression of education within our community. As the departure of experienced staff increases, the remaining teaching workforce often consists of individuals who may lack the necessary pedagogical training and professional certifications. Some of the qualified ones may not have a sense of achievement and fulfillment because they see the job as not being a life-long one, it is seen as a secondary choice, (Omelle, 2014). The desire of secondary school educators to resign may be rooted in several systemic challenges, including interpersonal friction, excessive professional responsibilities, and a lack of dedication to the institution. Furthermore, factors such as professional discontent, inadequate pay, an inhospitable work climate, and ineffective administrative guidance play significant roles in driving teachers away from the classroom. Teaching profession could be considered best if only all these facts are put into effective consideration. Nwagwu, (2018), observed that in some cases, it is after they have struggled to no avail to secure another job that they fall back into teaching. Even while in the teaching job they get themselves busy in acquiring new skills and knowledge that will help them leave the teaching profession. No dedication and commitment, (Okoro, 2015). If these variables are attended to, they could combat teachers' attritional tendencies.

Teachers, however, believe that there are no incentives in the teaching job, no wonder they go in search of greener pastures in other areas. Regarding the essential role of motivation, Hanson (2014), Nja, Cornelius-Ukpepi, Edoho, and Orim (2019), and Nja and Kalu (2013) have noted a pervasive negative bias toward the teaching profession. Their observations suggest that the general public often views educators with disdain, frequently labeling the vocation as one of the least prestigious or desirable career paths. Furthermore, it is evident that the contemporary social climate no longer accords teachers the high level of respect they once commanded. It is imperative for the government to address the difficulties faced by educators.

This process should begin with a comprehensive identification of the core challenges impacting teachers, allowing for the implementation of targeted solutions. By addressing these fundamental concerns, authorities can foster a level of professional fulfillment that encourages teachers to remain dedicated to their roles. After all happy teachers make happy students. Though the government through the Ministry of Education had constituted in salvaging, this menace through provision of incentive such as accommodation prompt payment of salaries, decision of health facilities. Yet the problem still persist. Hence, this draw the attention of this research. Consequently, the objective of this inquiry is to investigate the underlying factors that contribute to the inclination of educators to leave the teaching profession. Furthermore, the study seeks to identify and evaluate effective motivational strategies that could be implemented to minimize, or potentially remove, the inclination of secondary school instructors in Boki Local Government Area, Cross River State, to resign from their positions.

Statement of the problem

Teachers play a very important role in the education system. Without teachers, teaching may not happen, and if this is so, it will be difficult for students to learn and achieve their aims in school. Direct observations and individual engagement with learners indicate a trend of academic underperformance. This decline in student achievement appears to be a consequence of the diminished morale among the teaching staff. In the secondary schools of Boki Local Government Area, Cross River State, the absence of sufficient professional motivation for educators is seemingly reflected in the deteriorating academic results of their students. This has manifested in their academic performance both in internal and external examination.

Regrettably, there is a problem of poor motivation such as lack of teachers' motivation, non-payment of teachers' salaries and inadequate provision for conducive working environment, and lack of incentive for teachers. It being observed that many school principals do not take care of their teachers' welfare and also do not consider it as being important to them. Most of them are not concerned whether teachers have been paid or not. These observations serve as the catalyst for this inquiry, which aims to determine if the high rate of resignation among educators is linked to insufficient motivation, irregular salary payments, and a lack of professional benefits. Notably, the government, via the Ministry of Education, has attempted to mitigate these issues by introducing support measures such as housing assistance, the timely disbursement of wages, and the establishment of medical benefits. Despite these administrative interventions, the phenomenon of teacher attrition remains a persistent challenge in the region. Given

these prevailing circumstances, the researcher set out to investigate the relationship between motivational factors and the desire of secondary school educators to resign from their positions within the Boki Local Government Area of Cross River State, Nigeria.

The central aim of this inquiry is to analyze the relationship between motivational factors and the propensity of secondary school educators in Boki Local Government Area, Cross River State, Nigeria, to exit the profession. In particular, the research was designed to determine if:

The frequency and reliability of salary payments play a role in shaping an educator's decision to remain in or leave the classroom.

The administrative processes surrounding staff promotions and career advancement significantly impact the retention rates of teaching personnel.

Research questions

The study is guided by the following investigative queries:

To what extent does the consistency of salary disbursement correlate with the propensity of secondary school educators to abandon their teaching careers?

What is the relationship between the timeliness of professional advancement and the inclination of teachers to exit the academic system?

Statement of hypotheses

The following null hypotheses were developed and subjected to statistical testing:

HO_1: No statistically significant association exists between the consistency of salary disbursement and the propensity of secondary school educators to abandon the teaching profession.

HO_2: The regularity of professional advancement and career promotions does not significantly correlate with the intention of teachers to exit the academic workforce.

Literature review

Regular payment of teacher salary and their intention to quit teaching in secondary schools

Teachers play a crucial role in shaping students' educational experiences and outcomes. Their attitudes towards work, characterized by their enthusiasm, dedication, motivation, and overall approach to teaching, can significantly impact student interest and performance. The following synthesis evaluates existing scholarly inquiries concerning the correlation between the professional dispositions of educators and the academic achievements of learners within both private and public educational settings. For instance, Adanweli (2024) explored the impact of remuneration on the instructional efficacy of secondary school teachers within the Somali context. The result of the finding revealed a clear connection between fair timely payments of salary which enhances their job effectiveness.

Henderson (2014) identified employees' benefits as those compensation components made available to employees. These benefits include free medical services, sick allowances, vehicle loans, paid vacations, retirement and pension benefits, insurance and bonuses, transport and housing allowances and other compensation components. An employee can live an improved life style with the help of these benefits and meet his family and community obligations. Henderson (2014) also observed that these benefits instill in employees a sense of security. It improves loyalty and heightens workers morale. A particular organization can lose highly qualified and talented workers if the package is not accepted by the workers. It can also cause an employee to move to another employer whose compensations, rewards and services are better. If applied to the school system, schools can lose highly qualified and talented teachers. If the fringe benefit packages are not of good quality, some teachers can as well move from the school system to other jobs which reward and services are better. But teachers will stay back if fringe benefits are attractive.

In a separate qualitative inquiry, Smith and Williams (2018) investigated the ways in which the professional dispositions of educators influence the level of student involvement in the learning process. Their findings emphasize that the psychological and emotional state of a teacher is a critical determinant of how effectively students participate in classroom activities. They found that teachers who displayed enthusiasm and passion for their subject matter created a positive classroom atmosphere that stimulated students' curiosity and interest. These teachers used innovative teaching methods, incorporated real-life examples, and encouraged student participation, all of which contributed to heightened student engagement.

Correspondingly, Johnson et al. (2020) explored the link between the drive of the instructor and the internal motivation of the learner. Their data revealed that educators who demonstrate profound dedication and high morale tend to foster a classroom environment where students exhibit heightened participation and a sincere passion for the material. Such learners are more inclined to involve themselves in classroom discourse, pursue supplementary knowledge independently, and maintain an authentic curiosity regarding the curriculum.

Consequently, it is essential for secondary school administrations to ensure the prompt and effective management of salary structures for their staff. A reliable remuneration system serves as a powerful catalyst for boosting educator morale, which in turn elevates the quality of instruction and academic achievement. Furthermore, Eresimadu and Nduka (2017) suggested that providing additional financial support, such as vehicle loans for eligible

educators, could serve as a significant motivational incentive. This will help to attract and retain teachers in the teaching service. However, employees engage themselves in various employments, so they can earn a living, become independent and take care of their families. The income paid to workers affects their perception and the way they look. It also affects their needs and values in life. Maslow (1943) identified some lower basic needs which are referred to as physiological needs. These needs include food, clothing, shelter, water, air and several other needs.

Behrend (2015) confirmed that most of the teachers left teaching to other areas like the oil companies, business industries and some even left to further their studies. They did that because of the motivating strategies that are absent from the teaching job. Fringe benefits form an integral aspect of employees' incentives. Some organizations offer attractive and quality fringe benefits in order to entice quality and talented employees.

Teachers' incentive are significant and they are positive determinants of job satisfaction. For employers to obtain their employees' loyalty and retention, they have to introduce attractive fringe benefits. In the school system, fringe benefits are not attractive. This is why teachers' retention is almost impossible. Some of them are not even happy picking up the job. Some who have managed to pick up the job are not committed and dedicated. No wonder they leave to other areas where fringe benefits are attractive, thereby causing teachers' attrition of majority of the teachers towards teaching. (Okoro, 2015).

A similar investigation was carried out by Ocho (2018), who explored the impact of motivational factors on the professional retention of secondary school Physics educators within the Uyo Local Government Area of Akwa Ibom State. This research was structured around three specific null hypotheses, evaluated at a significance level of 0.05.

The researcher employed a survey-based methodology, focusing on a cohort of Physics instructors selected from various public secondary schools in the region. To ensure a representative distribution, a combination of stratified and simple random sampling methods was utilized. Data collection was facilitated through a 15-item questionnaire, adapted into a four-point Likert-style rating scale.

The instrument was subjected to reliability measure using test-retest method which gave an index of 0.68 to 0.82. For the purpose of hypothesis testing, the gathered data was processed using the independent t-test statistical method. The resulting analysis indicated a substantial correlation between the availability of fringe benefits and the likelihood of Physics educators in public secondary schools seeking to leave their positions. These findings suggest that non-salary

incentives play a critical role in determining staff retention levels.

Regular promotion of teachers and their intention to quit teaching in secondary schools

Career promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, Career progression has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals.

According to Hodgetts and Attman (2015), an organizational reliance on seniority-based advancement serves as a poor motivator for staff. Their analysis suggests that when promotions are granted strictly on years of service rather than individual performance, there is little incentive for employees to demonstrate exceptional effort. The authors further observed that within the public education sector, the tendency to promote teachers en masse irrespective of their actual productivity or classroom effectiveness effectively removes the competitive reward for professional excellence. According to Altman (2007), a significant source of professional dissatisfaction arises when high-performing educators are promoted at the same rate as those who demonstrate minimal effort. This lack of differentiation can lead to deep-seated frustration among dedicated staff, ultimately fueling the desire to exit the school system entirely. Conversely, when career advancement is tied directly to measurable achievement and professional excellence, teachers are more likely to invest extra effort to meet institutional goals. This sense of earned progress results in higher job satisfaction and a stronger commitment to remaining in the profession.

Expanding on the financial aspects of teacher motivation, Adekammbi and Ukpere (2021) investigated how the implementation of the minimum wage and the punctuality of salary disbursements affected the instructional effectiveness of public secondary school teachers in Ibadan North, Oyo State.

They emphasize on prompt payment of teachers salaries, accommodation influenced their job effectiveness in the study area.

A contemporary investigation by Kenn-Aklah, Ndem, Ategwu, and Egbe (2024) explored the influence of supervisory motivational strategies on the pedagogical efficiency of educators within the Ikom Education Zone of Cross River State. Utilizing a descriptive research framework, the study was centered on a single research question and a corresponding null hypothesis.

From a broad population of 1,536 instructors, data was gathered and subjected to an independent t-test for statistical validation. The findings underscored the critical role of supervisory encouragement, leading to the recommendation that educational supervisors must actively foster a motivating environment to bolster the instructional proficiency of their teaching staff.

Toylyn, Holin and Billiuns (2019) conducted a study on principal motivational strategies and teachers performance in Pgawayn West District. The study utilized a descriptive survey research design, which is appropriate for systematically documenting the current state of motivational factors and their influence on teacher retention. The target population for this investigation consisted of 100 participants, encompassing both administrative school heads and classroom teachers within the study area. This dual-perspective approach ensures that data reflects both institutional leadership and the frontline experiences of educators. Questionnaire titled (PMSTP) was used for data collection. The study recommend that reward systems is used to guide and improve teachers academic productivity.

This inquiry utilized a correlational research design, a framework chosen for its ability to investigate the inherent associations between variables without experimental manipulation. As noted by Idaka and Anagbodun (2012), this approach is designed to reveal the nature and strength of existing relationships within a specific group. Such connections may manifest as positive or negative correlations, or indicate no discernible link, depending on how the variables in this case, motivation and attrition interact naturally.

The geographical scope of the study focused on the Boki Local Government Area of Cross River State. The target population encompassed all educators currently employed across the twenty-seven (27) public secondary schools in the region. According to data from the State Secondary Education Board (SSEB, 2019), this cohort consists of a total of 295 teachers, forming the foundational group from which data was drawn.

Census is used when all the subject in the population is used as the sample. Given the manageable size of the target population, a deliberate sampling approach was employed to select 120 educators from the twenty-seven (27) public secondary schools within the Boki Local Government Area. This sample size provides a robust representation of the

Table 1: shows that all item means exceeded the 2.50 criterion.

S/N	Items	Means	SD	Remarks
1	My wages/salary can make me study on my job in my school	4.34	0.883	High
2	Teachers are well paid in my school	4.02	1.01	High
3	Teachers wages/salary can make them committed to their job	3.86	0.92	High
4	My school management is fun of owing her teachers salary	3.91	0.86	High

professional experiences across the district's academic landscape.

Data collection was facilitated through a specialized instrument developed by the researcher: the Motivational Variables and Teachers' Intention to Quit Teaching Questionnaire (MVTIQTQ). To ensure the instrument's validity, it underwent rigorous screening by a panel of three experts from the Departments of Educational Management and Test and Measurement at the University of Calabar.

The questionnaire is structured into two distinct segments: Section A: Gathers demographic particulars, including institutional affiliation, gender, and professional qualifications.

Section B: Features twenty-five (25) items designed on a four-point modified Likert scale, ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Each item was carefully mapped to the study's core hypotheses to ensure data relevance. During the validation phase, the instrument was refined under the guidance of a specialist in educational measurement and the research supervisor; redundant or ambiguous items were discarded, while those deemed essential to the study's variables were retained.

The quantitative data gathered for this inquiry were analyzed through a two-tiered statistical approach. To address the fundamental research questions, descriptive statistics, specifically mean scores ($\bar{x}$) and standard deviations (σ), were calculated to summarize the central tendencies and variability of the responses.

For the formal testing of the null hypotheses, the Pearson Product-Moment Correlation Coefficient (r) was employed. This inferential statistic was used to determine the direction and strength of the relationship between the identified motivational variables and the intention of teachers to exit the profession. All statistical decisions were evaluated at a significance threshold of $P < 0.05$, ensuring a 95% confidence level in the observed associations.

Presentation of results

Research question 1

The first research question sought to determine the nature of the relationship between the consistency of salary payments and the professional retention of educators. To address this, the mean scores ($\bar{x}$) and standard deviations (σ) were computed based on the responses from the 120 participants in Boki Local Government Area.

5	Teachers wages/salary can't make them to stay on their job of there is no conducive working environment	1.60	1.02	Low
---	---	------	------	-----

Source: Field Work, 2024

Table 1 shows that all item means exceeded the 2.50 criterion. This confirms a consensus among Boki secondary teachers that the listed indicators accurately reflect the regularity of salary disbursements within their specific educational environment.

The second research question examined the relationship between consistent professional promotion and the career stability of educators. To address this, mean scores ($\bar{x}$) and standard deviations (σ) were calculated for the 120 respondents within the Boki Local Government Area.

Research question 2

Table 2: indicates that all item means fell below the 2.50 criterion.

S/N	Items	Means	SD	Remarks
6	My promotion is always regular when it is time to be promoted	4.34		High
7	My promotion always come with bent which boost my productivity			High
8	My promotion boosts my morale to remain in my school			High
9	Promotion is based on my school job specification.			High
10	Promotion in any school is regular which affect my job			Low

Source: Field Work, 2024

Table 2 indicates that all item means fell below the 2.50 criterion. This reveals a collective consensus among Boki secondary teachers that the listed indicators accurately reflect the current irregularity of professional promotion cycles within their educational environment.

Hypothesis one

The first null hypothesis (H_0) states: There is no significant relationship between the regular disbursement of teachers' salaries and their professional intention to exit secondary schools in Boki Local Government Area.

Table 3: Pearson product moment correlation coefficient of the relationship between teachers regular payment of salary. $N = 120$

Variable	ΣX	ΣX^2	Σxy	r-cal
	Σy	Σy^2		
Regular payment of salary	1620	5842	7248	0.68
Teachers' intention to quit job	15218	4024		

$X = 0.05$, critical $r = 0.198$, $df = 118$.

The statistical analysis in Table 3 indicates that the calculated r-value of 0.68 is significantly higher than the critical (tabulated) r-value of 0.190, evaluated at a 0.05 significance level with 118 degrees of freedom (df). Consequently, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_1). This result demonstrates a statistically significant relationship between the punctuality of salary

disbursements and the professional intention of secondary school teachers in Boki LGA to remain in the service.

Hypothesis two

The second null hypothesis (H_0) for this investigation states: There is no significant relationship between consistent career advancement protocols and the attritional tendencies of secondary school educators in Boki Local Government Area.

Table 4: Pearson product moment correlation coefficient analysis of the relationship between regular promotion of teachers and their intention to quit job in secondary schools. $N = 120$.

Variable	ΣX	ΣX^2	Σxy	r-cal
	Σy	Σy^2		
Regular promotion	1431	5928	7024	0.73
Teachers intention to quit job	1363	4226		

$X = 0.05$, critical $r = 0.198$, $df = 118$.

The statistical summary in Table 4 demonstrates that the calculated r-value of 0.73 exceeds the critical (tabulated) value of 0.196, determined at a 0.05 significance level with 118 degrees of freedom (df). Based on this evidence, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is sustained. These results confirm a statistically significant relationship between the frequency of

professional promotions and the career retention intentions of secondary school educators in the Boki Local Government Area of Cross River State.

Discussion of findings

The first null hypothesis, asserting no significant relationship between salary regularity and the intention to quit among

Boki secondary teachers, was rejected as the calculated t -value exceeded the critical threshold. This finding aligns with Ocho (2018), whose survey-based research in Uyo, Akwa Ibom, confirmed that fringe benefits significantly impact the retention tendencies of physics educators.

Furthermore, the results resonate with Adanweli (2024), who examined the influence of remuneration on teacher performance in Somalia. That study established a definitive link between equitable, punctual salary disbursements and enhanced professional effectiveness. Collectively, these empirical evidences suggest that financial stability is a universal determinant of teacher commitment. By ensuring consistent pay, educational authorities can mitigate attrition and foster a more stable academic environment, as corroborated by both local and international scholarship.

The second null hypothesis, which posited no significant relationship between regular promotion and the intention to quit among Boki secondary teachers, was rejected because the calculated r -value surpassed the critical threshold. This finding aligns with Kenn-Aklah et al. (2024), whose descriptive study in the Ikom Education Zone identified job motivation patterns as vital catalysts for instructional delivery. Their research confirms that institutional support and motivational structures significantly influence teacher performance.

Additionally, the results resonate with Adekammbi and Ukpere (2021), who examined teacher effectiveness in Ibadan North. Their study highlighted that timely remuneration and professional incentives are fundamental to job commitment. Collectively, these findings suggest that when career advancement and financial stability are prioritized, educators are less likely to exit the profession. By establishing merit-based promotion cycles, educational stakeholders in Boki can stabilize the workforce and improve instructional quality, as consistent upward mobility functions as a primary driver of long-term professional dedication.

Conclusion

Based on the empirical evidence gathered from this study, the following conclusions are drawn:

- 1) Remuneration and Retention: There exists a statistically significant relationship between the punctuality of salary payments and the career stability of educators. The study confirms that consistent financial remuneration is a primary factor in reducing the intention to quit among secondary school teachers in the Boki Local Government Area.
- 2) Career Advancement and Professional Commitment: Regular professional promotion serves as a critical determinant of teacher retention. The findings indicate that when advancement cycles are predictable and merit-based, teachers demonstrate a higher level of

commitment and a lower inclination to exit the teaching profession in the study area.

Recommendations

Based on the empirical findings of this study, the following recommendation is proposed:

- 1) Educational stakeholders and the State Government should institutionalize a seamless salary disbursement framework to ensure prompt payment of emoluments, thereby enhancing instructional productivity and serving as a strategic retention tool to minimize teacher attrition.
- 2) Promotions should be done either annually or once in three years to enable them have increase in their take home pay.

References

- Altman, I. (2007). *The environment and social behavior*. Montergy: C. A. Brooks and Cole.
- Amakiri, P. C. (2016). The status of the teacher vis-à-vis the quality of Education of a nation.
- Amasuomo, J.O.M. & Ntibi. J.E.E. (2017). An analysis of acoustical effectiveness of hall spaces for teaching-learning: The case of Niger Delta University. *International Journal of Development and Sustainability* 6 (12), 2127-2144
- Ategwu, P. O. (2018). Supervision of implementation of upper basic curriculum and teachers effectiveness in secondary schools in Ogoja Education Zone, Cross River State. Unpublished M.Ed Thesis, University of Calabar.
- Ategwu, P. O., Kenn-Aklah, F. U., Fanan, A. G., & Uzoigwu, M. C. (2022). Availability and utilization of instructional technologies in supervision in public secondary schools during Covid-19 Era in Cross River State. *Global Journal of Educational Research*, vol. 2(1), pg. 175-181. ISSN: 1596-6224.
- Adekanmbi, P. F. & Ukpere, W. (2021). Self-efficacy and social adjustment as predictors of achievement motivation among bank employees. *Banks and Bank Systems*, 16(2), 190-199. doi:10.21511/bbs.16(2).2021.18**
- Adanweli A. A. (2024). The role of salary on teacher performance in secondary school. *Journal of learning and education policy*, Vol. 4 No. 4. <https://doi.org/10.55529/jlep.44.35.45>
- Behrend, H. (2015). Absence and labour turnover in changing economic climate. *Occupational Psychology*, 27. 11 – 20.
- Eresimadu, F. N. J. & Nduka, G. C. (2017). *Educational administration: The Principles and Functional approaches*. Awka: Meks-unique.
- Etuk, E. J. (2013). *Educational management*. Calabar university of Calabar press.
- Federal Republic of Nigeria (2013). *National Policy on Education*, Abuja. Herde press
- Federal Republic of Nigeria (2014) *National policy on education* (reviewed) Lagos: Federal government press.
- Hamza, A. Y. (2017). Leadership and Motivation: The role of staff discipline. Report on Principals Conferences on

discipline and motivation in schools. Lagos: FMI Printing Division.

Hanson, G. A. (2014). *Integrating the individual and the organization*. New York: Wiley and Sons Incorporated.

Henderson, R. I. (2014). *Compensation management: Rewarding performance*. Virginia, Reston.

Herzberg, F., Mausner, B. and Synderman, B. R. (1959). *The motivation to work*. New York: John Wiley.

Ingersoll, R. M. (2003). *Teacher turnover, teacher shortages, and the organization of schools*. Seattle, WA: Centre for the Study of Teaching and Policy.

Johnson, A. O. (2013). Ego involvement, job satisfaction and job performance. *Journal of Personal Psychology*. 5, 159 – 177.

Kenn-Aklah, F. U., Ndem, B. E., Ategwu, P. O., & Egbe, J. E. (2024). Supervisors job motivation patterns as a catalysts for teachers instructional delivery in Ikom Education Zone, Cross River State. Vol. 16(1), ISSN: 6795-3187.

Nja C. O. & Obi, J. J. (2019). Effect of Improvised Instructional Materials on Academic

Nja CO, Ndifon RA, & Cornelius-Ukpep B. (2019). Constructivists' Theory and Science Education

Nja, C. O. Cornelius-Ukpepi, B. U. & Ihejimaizu, C. C. (2019). Influence of age and gender on class attendance plus chemistry education undergraduates SED 281 achievement in University of Calabar, Nigeria". *Educational Research and Reviews* 14(18), 661-667

Nja, C. O. Cornelius-Ukpepi, B. U. & Orim, R. E. (2019) Effect of Simulation instructional ethod on undergraduate Chemistry Education students academic performance in Sodium reactions. *European Journal of Scientific Research* 155(1), 6-12.

Nja, C. O., & Kalu, I. (2013). Kitchen resources classroom interaction and academics performance and retention in thermochemistry in Cross River State, Nigeria. *Journal of Education and Practice (IISTE)* (4) 8 169-172.

Ocho, L. O. (2018). *Teachers and teaching in Nigeria*. Issues, challenges and prospects in Nigeria. Nigerian Academic of Education of the Primary Stage Teachers in Jordan. *American Journal of Applied Psychology*, 3(3), 57-61. Retrieved June 05, 2019 from

Okoro, D.C.U. (2015). Teachers and teaching in Nigeria issues, Challenges and prospects. Nigerian Academic of Education.

Omelle, A. F. (2004). *A guide to school management*. Ibadan. Voluta Educational Publishers.

Smith, T. (2001). *Job satisfaction in America: Trends and socio-demographic correlates*. Chicago: NORC.