



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

THE INFLUENCE OF STAFF WELFARE SCHEME AND CAREER DEVELOPMENT NEEDS AND THE EFFECTIVE IMPLEMENTATION OF THE NIGERIAN NATIONAL POLICY ON EDUCATION (NPE)

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ABSTRACT

The study investigated the influence of staff welfare scheme and career development needs and the effective implementation of the Nigerian National Policy on Education (NPE). Two objectives and two hypotheses were formulated for the study. The study adopted a correlational design research. The population of the study comprised 7,142 teachers including principals in all the 276 senior public schools in the area. The sample size of the study was drawn by taken 30%, of the total population, which is 2,142, while proportionate stratified random sampling technique was adopted in selecting the respondents for the study. The study adopted with (60) self-designed developed questionnaire titled “Influence of staff welfare scheme and career development on effective implementation of Nigerian National Policy on Education Questionnaire (ISWCDEINNPEQ)” to addressed the hypotheses. Validity of the instrument was ensured by giving the first copy of the questionnaire to two other experts in department of Educational Management of IAUE. To established reliability of the instrument, test-retest was used and Pearson’s Product Moment Correlation Coefficient (PPMCC) was employed, and gave the reliability index of 0.82. Data generated was analyzed with SPSS (Version 25). Regression analysis was used to test the null hypotheses at 0.05 level of significance. The study concluded among others that teachers’ staff welfare scheme and staff career development have relationship with effective implementation of National Policy on Education in public senior secondary schools in Rivers State. The study recommended among others that teachers should be highly motivated, and their welfare/condition of service should be included and implemented in the National Policy of Education in Public Senior Secondary Schools in Rivers State.

Keywords: Influence, Staff Welfare, Scheme, Career Development, Effective, Implementation, Nigerian, National Policy, Education.

Reference to this paper should be made as follows:

Gbarage, M. B., & Ololube, N. P. (2022). The influence of staff welfare scheme and career development needs and the effective implementation of the Nigerian National Policy on Education (NPE). *International Journal of Economics, Environmental Development and Society*, 3(3), 262-287.

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INTRODUCTION

In education, we have the teaching staff and non-teaching staff that jointly contribute to the attainment of educational goals. All of them need to be welfare for in the workplace for them to put in their best. Teachers' job satisfaction should serve as the future hope of every professional teacher in public senior secondary schools in Rivers State. In this state, it has been observed that educational management has constantly denied teachers of their conditions of service. Teachers in their job assignments need to be highly motivated for them to perform their role professionally and effectively as to promote meaningful teaching and learning and enhance students' academic performance. Spector (2001) defined job satisfaction as the measure of workers' contentedness with their job, whether or not they like the job; such as the nature of the work. As long as teachers are not motivated, it will be difficult to achieve effective implementation of education policy.

Job signifies workers immediate work task and role in his organization (Thiagaras & Thangaswamy, 2015). That is what the worker does in his workplace. In terms of teachers' jobs, they are very challenging, tactful, committed and hardworking staff with good knowledge of time management. Generally, teachers are involved in teaching pupils in early childhood education centres, primary schools, secondary schools and tertiary institutions. Teaching is a process of attending to students' educational needs, counseling/guidance. The teacher assists students in making specific interventions to help them learn particular course or trade, such as medicine, pharmacy, laboratory technician, mechanical, electrical/electronic engineering, etc.

Teachers indebt knowledge, experiences, training and skills on the job help students to become useful members in society. They spend between four to eight hours a day at different levels to impact knowledge and skills to students in the classroom. A lot of people regard teachers as the "second mother" in playing significant roles in moulding desirable characters in students. The teacher is also seen as students' "role model" in the school. This is why teachers are regarded as nation builders, and as such, they deserve to be encouraged and motivated.

Job is any activities performed for a reward or benefits for which one receives or get paid (Agila, 2012). Job can be seen as one's daily activities, whether paid or not. Job can also be termed as a career, living, work, livelihood, business or profession. It is also an activity, regular and often done in exchange for imbursement "for a living". A job is a task or piece of work given to someone to do. It can be a paid job, or a job that is not for payment. In an organization, when employees are satisfied with their jobs (assigned tasks) they will discharge their responsibility satisfactorily. Satisfaction is fulfilling one's wishes, expectations, and needs.

The researcher defines it as; the joy someone derives from his/her job. Satisfaction is the act of completing one's daily job from his supervisor with good mind. A happy employee carrying out his legitimate duty timely is said to be a satisfied person. Satisfaction is a feeling of achievement, implementation, enjoyment, pleasure or happiness a person derives from his/her daily task. There is no doubt that teachers should be satisfied when they pay them good salary, bonuses, allowances and on time at the end of the month. This will be a driving force to their health and wellbeing and to improve the quality of education that students receive. Teachers desire job satisfaction in their workplace for effective implementation of National Policy on Education in senior public schools in Rivers State. Hence, education board in Rivers State should not delay in implementing agreed teachers' condition of service since 2013, lack of good leadership de-motivates teachers; while good leadership gives job satisfaction in any organization (Gbarage, 2019, 2020a,b).

Teachers' work satisfaction is a multifaceted construct that is crucial to the retention of teachers and has been shown to be a major determinant of teachers' engagement and, in turn, a contributor to the effectiveness of schools (Munoir & Khatoon, 2015). Work satisfaction of teachers is a dynamic variable and is affected by work situational variables as well as the individual's dispositional characteristics. The educational sector consists of teaching and non-teaching staff, students and stakeholders. Without the teaching staff, the business of a school is bound to grind to a halt; thus, educational leaders reliably depend on teachers as one of the resources for goal achievement. Teachers play important roles in the educational system as a role model by imparting knowledge and molding desirable characters in students. FRN (2014) asserted that no educational system can rise above the quality of its teachers, thus, it under-scores the need for professional development and well-motivated teachers. They deserve to be motivated in the school system in order to effectively implement tasks. Teachers' job satisfaction is a complex phenomenon because it is related to various causal factors, like personal, social, cultural, environmental and financial factors (Ndum, 2014). In a similar vein, Hulin and Judge (2003) opined that job satisfaction include multidimensional psychological responses to an individual's job and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioural components.

Thompson and Phua (2012) argued that a complete understanding of job satisfaction requires knowing the employee's age, wealth status, temperament, desire, level of aspiration, family relationship, social status and recreational outlets, activity. Newstrom and Davis (2002) asserted that there are different tactics of approaches to motivation, as well as the factors that influences job satisfaction which refers to the level of contentment employees feel with their job or attitudes of a single employee. Such behaviours related to employment predispose an employee to act in some ways. The correlation between how happy an individual is with his work and his actual job performance is very open for discussion and debate. Ray (2019) stated that when employees find cohesions amongst their colleagues and supervisors, they tend to form team work (Gbarage, 2021). In order wards, when employees connect with co-workers, they develop personal relationships which make them happier at work. Measuring how teachers are satisfied with their job involves a lot of variables such as: good pay, environment, welfare scheme, (health, housing, transport, hazard, etc.).

Teachers need good motivational strategies such as; good financial incentives (better salaries/bonuses) that will enable them meet up their basic family life needs, good working environments (work culture, organizational sect up, good leadership and job security); good housing schemes, better healthcare scheme, and good career development are the expectations of teachers from educational administrators and stakeholders of education. Such actions will surely spur teachers to effectively achieve high academic standard. In this study, the researcher focuses on lack of teachers' motivation as the major factors why education policy in public senior secondary school in Rivers State in not effectively implemented.

Therefore, it become necessary for education managers to realign teachers' condition of service that includes good financial and non-financial incentives in the national policy on education in Rivers State. The various revisions of the national policy on education such as 13th and 14th has not addressed, hence effective implementation of educational goals will only be in the air. It is therefore, observed that no part of the national policy of education in public secondary school in Rivers State is dedicated to teachers' motivation. This is absolutely not welcome by teachers. Policy formulation in secondary schools can include the teachers' incentives in order to enhance active achievement of educational goals.

The study, therefore, is set to investigate teachers' job satisfaction for effective implementation of national policy on education in public senior secondary schools in Rivers State. Hence, the rationale of this study is sought to address the gap noticed in teachers' job satisfaction and the implementation of the education policy.

Statement of the Problem

Teachers' morale seems to be very low towards their jobs because of lack of encouragement by educational managers. Teachers are denied of good and attractive working conditions such as financial incentives (good salary, bonus), working environment (good classrooms, offices and office equipment), principals' leadership styles, welfare schemes (medical care, housing scheme), career development (training, seminars, conference, workshops). Teachers need to be motivated for their commitments with other motivational factors such as praise, recognition of outstanding performances, gift cards, and many more. Their behaviorisms' life in the school have shown that they are not happy, hence no job satisfaction.

These have created negative influences in their life such as; no passion for their jobs, absenteeism, conflicts, truancy, lateness to work, indiscipline, lack of respect to authorities, rudeness to students among others. Therefore, their neglects by the school authority in terms of their welfare is immoral compare with other organizational workers. Consequently, these have resulted in poor performance of students in school terminal and external examinations. Teachers are not enhanced in their workplace, and educational leaders do not care about their living. These experiences have resulted to low productivity of job satisfaction in public senior secondary schools in Rivers State.

Could it be the lack of teachers' job satisfaction that is responsible for ineffective implementation of national policy of education in public secondary school in Rivers State? Or is it indiscipline that is seen in our school system nowadays? Hence, the problem of this study is triggered by these unanswered questions.

Aim and Objectives of the Study

The aim of this study was to investigate 'the influence of staff welfare scheme and career development needs and the effective implementation of the Nigerian National Policy on Education (NPE)'. The study sought to achieve the following specific objectives:

- Determine how staff welfare scheme of teachers influence effective implementation of National Policy on Education in public senior secondary schools in Rivers State.
- Determine how career development of teachers influence teachers and effective implementation of National Policy on Education in public senior secondary schools in Rivers State.

Hypotheses

The following hypotheses are formulated to guide the study:

- There is no significant relationship between staff welfare scheme on teachers and effective implementation of National Policy on Education in public senior secondary schools in Rivers State.
- There is no significant relationship between career development on teachers and effective implementation of National Policy on Education in public senior secondary schools in Rivers State.

Significance of the Study

The study will be significant because the result of the study is hoped to benefits Rivers State Government, Ministry of Education, Civil Service Commission, principals, teachers, parents, students and the society at large on teachers' motivational strategies. These will lead to teachers' job satisfaction and effective implementation of national policy on education in public senior secondary schools in Rivers State' and improve teachers' condition of service by the government and subsequently to attain effective teaching in our secondary schools.

The study will improve among others: staff welfare scheme and staff career development. Furthermore, the findings of the study will encourage teachers to take pride in belonging to the teaching profession and co-operate with the school administrators. When all necessary working materials are provided, and teachers are given the needed recognition they deserved, they will put in their best in teaching the students.

The findings will also help to avoid conflicts and return cordial relationship among school administrators, Ministry of Education on one hand and the Nigerian Union of Teachers' (NUT). The study will contribute to the body of existing knowledge on teachers' job satisfaction as well as conditions of service and incentives. This study will also serve as a reference point to other motivational strategies such as, praise, rewards, and celebration. The study will also build strong team work among the students, teachers, principals, Federal government, government of Rivers State, School Board, stakeholders and the society.

Finally, it is expected that this study will help to promote additional research materials in the existing body of knowledge on educational management that would be accessible to other researchers for further studies in the area. This will be achieved by making the work available in the departments and faculty's libraries.

Scope of the Study

This study was delimited to teachers' job satisfaction and effective implementation of national policy on education in public senior secondary schools in Rivers State. The study is delimited to public senior secondary schools in Rivers State only. This study identified the dependent variable as the implementation of national policy on education, while the independent variable noted the needs for teachers' job satisfaction such as staff welfare scheme, career development and motivation. These variables have been selected for the study because much attention has not been given to them so as to enhance public senior secondary schools' education goals in Rivers State. Thus, this study is carried out in twenty-three (23) local government area of Rivers State that makes up the three senatorial zones in Rivers State.

REVIEW OF RELATED LITERATURE

Herzberg's Two-Factor Theory

The two-factor theory originated from a study conducted by Herzberg and his associates on a group of 200 accountants and engineers in which they tried to explore the correlation between work satisfaction and productivity. Various titles, such as dissatisfiers-satisfiers, hygiene-motivator or extrinsic-intrinsic factors, refer to the two-factor principle. Using a critical incident technique, a semi-structured interview, Herzberg and his colleagues in 1966 created a list of variables based on the principle of Maslow (1970), except that his version is similar to the working environment. Two distinct types of factors-satisfying and dissatisfying-were the product of the study of the accumulated results. This implies that the variables involved in generating work satisfaction and motivation are distinct and different from the variables that contribute to job dissatisfaction (Herzberg, 1968 cited in Ololube, 2017, 2019).

Satisfaction-based variables are called motivators or satisfactors since they are based to the essence of the job. The following six factors were listed by Herzberg as motivating factors: success, appreciation of success, the job itself, accountability, improvement and the prospect of personal development. However, since they are related to the context (environment) of the job, the factors related to dissatisfaction are called hygiene factors or dissatisfied. He described hygiene factors as company policy and management, supervision, interpersonal relationships with superiors, colleagues and subordinates, working conditions, pay, personal life, status and job security.

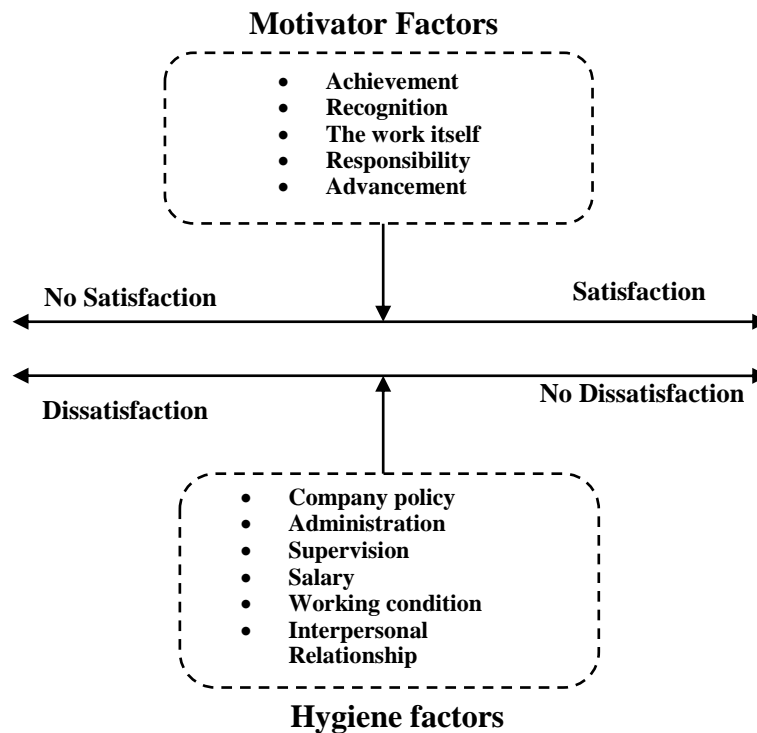


Figure 2: Summary of Herzberg et al two-factor theory.
Source: Ololube (2019).

To make sure that an employee is not unhappy, hygiene variables are required. Motivational variables are necessary to ensure the satisfaction of workers and the incentive of workers for higher performance. The mere existence of hygiene factors does not guarantee motivation, and the existence of motivation factors also does not function in the absence of hygiene factors. Herzberg-The theory of two factors is also called motivation hygiene theory. This theory suggests that there are certain ‘motivating factors’ that cause work satisfaction, and dissatisfaction is caused by motivation and some other separate factors (hygiene factors). That implies that, as it was, these emotions are not opposite to each other. Satisfaction is not the opposite of disappointment, but rather, no satisfaction. Job satisfactors deal with the variables involved in doing the job, according to Herzberg (1987) cited in Ololube (2019), while job dissatisfiers deal with the variables that determine the context of the task.

The relevance of this two-factor theory to this work is that it provides two factors that affect motivation in the workplace (Hygiene and Motivating factors). These two factors are critical to any growing organization and organizational leadership must be knowledgeable to sense workers’ needs to avoid unhappy work life. It can make the organization productive or less productive.

Staff Welfare Schemes on Teachers and Effective Implementation of National Policy on Education in Public Secondary Schools in Rivers State

The healthcare insurance package or policy of companies is a vital aspect of the benefits they provide to their employers. Akinwumi (2000) suggested that healthcare and supervision with good encouragement have a great effect on teachers. Furthermore, the non-monetary form of compensation covers health benefits, employment or employment programmes, social security, family insurance and medical leave. Health services and health education accessible to academic staff members in primary or secondary schools are aligned with medical/health care programmes for teachers. Providing teachers with medical care is a concern for the mental and physical health of the teachers, which impacts their role as educators. In Chapman (2009), Kemmerer listed teachers with the following health care schemes: sick leave, maternity leave, health insurance, medical assistance, use of the Sick Bays school, provision of clinics and dispensaries, occupational hazard medical insurance, among others. Teachers are public servants; they are thus, entitled to all the health benefits they enjoy in other industries from their counterparts.

The health care package provides workers with healthcare benefits in the form of an insurance plan. Generally, these policies should be universal in nature, giving all workers under one boss or management the same advantages. It is unfortunate to note that, even with the implementation of the National Health Fund, the government has failed to make insurance premiums obligatory for both the private and public sectors, resulting in the scheme being introduced in a dangerous manner. It is unfortunate to note that some state governments that have joined the Federal Government in its implementation are doing little or little to enforce the teacher health programme (Ofoegbu & Ezugoh, 2010). Adelabu (2005) argued that the National Health Insurance Scheme set up is intended to allow a certain percentage of the salaries of civil servants to be deducted in order to give the government the incentive to provide contributors with usable and affordable medicare. Employers' health care plans for their employees are considered to have a dramatic impact on the efficiency and morale of companies.

Ayemyo (2015) confirmed that medical services given to workers make them more committed to the state's operation. A positive relationship exists between work satisfaction and

variables of commitment, such as the availability of employee medical services. In addition, employers' utilization of healthcare insurance explicitly promotes the devotion of workers. When supplied with basic physiological needs, including free medical and health services, teachers feel comfortable in their work (Ofojebe & Ezugoh, 2010). The researchers concluded that a teacher, whose health condition is not taken seriously by his employer only means that at the slightest sign of ill-health, such a teacher may be absent because the teacher will feel that the job is not worth his life. Since the role of teachers is to train human abilities, their chronic absence from school will cause student absenteeism and poor academic performance is the result.

In order to stay alive and enjoy their retirement time, teachers need a health and safety programme that can also avoid accidents and occupational diseases. The lack of such a programme would have a negative effect on their level of efficiency at work. Employers and health care providers also need to work together to ensure the health and safety of workers, since they are important to the educational system. Akinyele (2007) pointed out that there are no first aid boxes and fire extinguishers in most schools that can deal with emergency situations. A badly lit staffroom or classroom may also make a teacher strain his or her eyes and then develop eye problems, the scholar persisted. Akpan (2015) also found that especially in female teachers, unhygienic toilets may lead to urinary tract infections. Teachers of science may be exposed to chemicals and reagents with the potential risk of developing serious health problems.

No attention has been given to the housing scheme that will facilitate the implementation of educational policy by teachers. The government did not even acknowledge the high drift of individuals from rural and outside the state that produced a high rise in the state's population. Industries characterize the strategic position of Rivers State, leading to population growth mainly by migration from the surrounding rural areas and other states of the federation. The rapid urbanization and industrialization in Port-Harcourt has led to a rise in house rental prices, housing shortages and other related issues, including related infrastructure. This is known as a shortage of low-income housing for low-income groups in both qualitative and quantitative terms. The rising cost of available units makes it increasingly difficult for low-income households, such as teachers, to maintain an appropriate standard of living in Port Harcourt, driven by the lack of effective government policies to effectively push the housing sector in Nigeria.

Thus, government should intervene immediately to provide staff housing scheme to boost the morale of teachers. According to Agbola (1998), the Housing Policy Formulation and Implementation of Teachers in Nigeria should be reviewed. Affordable housing is part of government tools to provide low-cost housing for higher staff morale and work satisfaction for all educators (Adediji, 2006). Housing or home loans, house ownership/discount market housing, intermediate rent, joint ownership, mutual equity, joint equity and shared ownership structures may be included. Educational workers need their own house for efficient staff efficiency, job satisfaction for educational policy implementation in public secondary schools in Rivers State, like any other staff from other businesses. Providing teachers with housing schemes would go a long way to motivating them to be more dedicated to their work. Monthly house rental drives by landlords would be a thing of the past, so teachers would be comfortable and satisfactorily perform their jobs. In addition to food and clothing needs, accommodation is one of the most essential needs of individuals. Human beings have five stages of needs, according to Maslow's hierarchy of needs, including physiological needs, e.g. housing/shelter, food, clothes, etc. (ii) need for protection and security, (iii) social need, (vi) confidence and (v) self-actualization. To explain human motivation in general, Maslow's needs hierarchy was established. Nonetheless, its

main tenants are relevant to the work environment and have been used to clarify job satisfaction. Healthy work climate, financial incentives, housing scheme, welfare and career growth are some of the benefits within a company that help workers fulfil their basic physiological needs.

Housing means more than just a shelter; in the sense of one's immediate living environment, including the shelter itself and its surroundings, it must be recognized. In addition to providing protection from the elements of the environment, housing offers privacy for relaxation and services; complete family life growth, etc. One of the most rudimentary human necessities is accommodation. As an environmental unit, it has a reflective impact on the community's health performance, social conduct, happiness and general welfare (Onibokun, 1998). It is therefore identified in the social and economic strata as buildings or other shelters in which individuals reside, a dwelling and a country, a critical element (Kabir & Bustani, 2010).

Good housing is very critical for people's welfare, survival and health. A UN research (1996) published in Aribigbola (2011) expressed rising concern about the worsening housing conditions in developing nations' urban areas. The international community developed the Habitat Agenda on Housing in Istanbul to provide shelter for all, to achieve sustainable human settlements and to acknowledge the primary responsibility of the government for the implementation of the Habitat Agenda (Aribigbola, 2011), based on these increasing concerns and to address the numerous housing challenges, especially, in developing countries. Recently, housing standards for low-income earners have become a standard way of summarizing the global existence of housing issues. In the discussion of urban housing issues, the gross mismatch between housing demand and housing supply in urban areas, especially, in developing countries around the world, tends to be the dominant topic. Government may help educators get the under listed loans from banks to allow them to have their own home. This would be another way of inspiring teachers to be happy with their work:

Housing Loan: A house loan or home loan basically means amount of money that is lent to buy a house from a financial institution or bank. Home loans consist of an interest rate and terms of payment that are flexible or fixed. The property is mortgaged as a security before the maturity of the loan to the lender. Housing loans can be used either by real estate investors to raise funds to purchase real estate or alternatively by current property owners to raise funds for some reason thus, placing a lien on the property being mortgaged in the form of a mortgage loan or simply a mortgage.

Home Ownership/Discount Market Housing: Nubi (2008) concluded that teachers in Nigeria require affordable housing. To build or purchase, they can get loans. Jiboye (2011) pointed out that in Nigeria, there are many obstacles to the delivery of teachers' housing schemes, which he called "urbanization challenges." In-home ownership/discount market housing, on selected locations, properties are offered for sale with a full market value discount.

Intermediate Rent: Allows one to rent a property on selected sites at 10% of the full market rent. For example, if the full market rent is N100,000 per month, applicants on the Affordable Housing Scheme will pay N10,000 per month.

Shared Ownership: A part-buy, part-rent system is mutual ownership. It enables one to purchase a share of a property on selected sites and pay the landlord a reduced rent on the remaining share they hold. Depending on their financial circumstances, qualifying applicants

will typically buy between 25 percent and 75 percent of the property initially. This suggests that buyers would need a lower mortgage and deposit (minimum 5% subject to lender requirements) than they would need if the property were purchased directly. If and when they can afford to, they will also have the option to purchase more shares. Monthly costs are typically lower than privately renting the same house.

Shared Equity: Shared equity enables you to purchase a property with the help of a shared equity loan on selected sites. A second charge on your property, representing a percentage of the value of your property, will be the equity loan. Therefore, you will pay it back as a percentage of your home's current market value when you pay back the loan.

Shared equity and shared ownership schemes: This distinct from others. You own all the property in a shared equity arrangement, even though you have a loan on a portion of your deposit. Whereas, you only have a portion of your home in a joint ownership scheme with the potential to buy back more from the landlord whenever you can. Each creation will have its own allocation policy/criteria for full specifics, as and when properties are available, one will need to check the specifications for the particular scheme/property you are interested in.

Career Development on Teachers and Effective Implementation on Educational Policy in Public Secondary Schools in Rivers State

In order to move forward, career advancement is the enduring growth of managing schooling, employment, leisure, and transitions. This is the best way for technical skills to advance and improve. A vital factor for organizational performance is professional development programs, such as: organizational development, personnel development, management development, and professional (career) (Lam., 2001). These services help workers strengthen their skills in current positions, climb organizational ladders, gain personal insights into their strengths and growth needs, and sharpen their ability to advance their careers as opportunities arise. The professional advancement of teachers is important for workforce development (Hall, 1986). This helps employees to understand better aspects of their job and develop their skills. It also allows them to better control their time and ensure that the usage of workers grows over time. Career development focuses on teachers' professional growth and progression. It has been noted that most educators have been taught to upgrade their skills and practices for many years without any form of training and retraining or professional development. Teachers should be retrained in order to avoid the rule of declining organizational productivity. Some teachers continued to teach a specific class in education year after year with the same system of works without training; time will come when the teacher rather than raising his knowledge of the subject; will retrogress in knowledge, particularly, if the subject's curriculum is modified, so teachers should be sent to develop capacity in his field (Nicholas & Gbarage, 2017).

Adeyemi (2009), Akande (2014) claim that training is a learning process aimed at creating a relatively permanent improvement in a person that enhances his ability to perform effectively at work. Training is also a method of equipping both old and new workers with the skills required to carry out their duties satisfactorily. Altinkuri and Yilmaz, (2014) believe that there is a correlation between teachers' occupational professionalism and their job satisfaction, that a well-trained teacher will be pleased with his job, because he/she knows how best to do it in the most effective way. It is no wonder that the FRN, (2014) states that no nation can exceed the

standard of its students. In fact, teacher career development is very relevant in the school system because no one can give what he does not have.

Those nations where teaching has the highest status as an occupation are the most prosperous developed nations. Data from various school systems have shown that the quality of teachers is primarily a major factor in deciding how well children learn. Career growth is the method of developing teachers' pedagogical knowledge and skills through advanced research, conference sponsorship, conferences, seminars, training opportunities, and in-service programs (Nwabueze, 2010). The creation of quality human resources that will contribute to the socio-economic growth of our nation, Nigeria, will go a long way to improving teachers. For Agi (2010), teachers during their career need to obtain successful and consistent professional growth. The sure way to guarantee quality as well as boost their professional competence and productivity is by improving their careers from time to time, having employed teachers on the basis of qualification.

The personal growth and career advancement of teachers can be supported by workshops, refresher courses, action research and by professional interactions with colleagues. Some advantages of the career development of teachers were described by Nwabueze (2010) as follows: improved efficiency, less need for supervision, acquisition of skills and expertise to effectively perform jobs. Teachers, who advance their careers know what is expected of them in the 21st century because they are kept up-to-date with educational developments, emerging ideas and new teaching methodologies (Nosiri, 1997). Emunemu and Isuku (2011) noted that many teachers in Nigeria are stagnant in their work; they have failed to update and upgrade themselves according to the expectations of globalization. There is also a decrease in the effectiveness of teachers, which have contributed to their students' poor academic results. Nwabueze (2010) also found that teachers from public schools complain bitterly about the lack of professional development opportunities. Akporehe (2011) also noted that the apparent lack of interest and focus in the work of teachers in Nigeria, combined with the absence of on-the-job training programs to develop their knowledge and skills, reduces their performance.

Staff preparation helps employees to develop their skills and strengthen them. Organizations worldwide, due to globalization, technological advances, political and socio-economic trends are facing increased competition. For teachers updating themselves and keeping up to date with developments in education is very relevant. The best way to do this is by teaching and re-training. School organizations need to update their personnel in the same way that people update software to get the newest version, so that they can provide the school system with maximum value. Therefore, the accomplishment of organizational objectives depends on the willingness of workers to carry out their duties and respond to evolving conditions.

Armstrong (2012) claimed that developing human resources make workers more qualified and better able to fulfill their particular duties and take on new and higher organizational obligations. He further noted that training for workers must be based on an interpretation of needs generated from a comparison of real results. Employee training is also one of the main ways in which companies invest in the workforce to achieve their objectives.

In the execution of the programme, teachers constitute a significant element. It is recognized that the quality of teachers is a core determinant of the success of students. Stressing that teaching as a discipline, requires the continuous development of knowledge and skills through training programmes and to resolve the inadequacy of pre-service preparation, the FRN (2014) made provision for teacher development in the National Education Policy by stating that teacher education should continue to take cognizance of changes in curriculum and curriculum. It

also underlines the need to control in-service training for teachers and head teachers. Therefore, this illustrates the need for all workers to be continually informed and informed in their skills in order to stay up-to-date with the fast-changing world through employees' training programmes.

In the area of academic achievement and personal growth, career development programmes enable teachers to adequately meet the learning needs of students (Adeyemi, 2009). Continuous involvement in in-service training programs equips the teacher with improved management skills in the classroom that are needed for successful engagement with students and effective instructional delivery. Providing teachers with in-service training programs serves as a motivator and also gives them a sense of belonging, which in turn increases their confidence and trust in the success of their pedagogical assignments. It helps society to produce educators that are productive and successful. In the ever-changing world of technology, a spirit of lifelong learning is sparked by improving the skills of teachers. Lifelong learning may enable individuals to cultivate independent learning in a range of subjects and areas, fostering a passion for learning and self-development. The first step is to train teachers, who are saddled with the burden of transmitting knowledge to learners to achieve the search for quality education in society, since a teacher cannot teach what he or she does not know. Therefore, any community that would like to increase the standard of education should first educate its teachers by providing them with in-service training programs.

Participating in in-service training can allow the teacher to stay up to date with technical developments and to acquire new ideas, such as information and communication technology (ICT) expertise and its implementation in classroom situations (Ololube et al., 2019). It will improve the communication skills of teachers, a teacher, who has earned a number of in-service training programs will be equipped with improved communication skills not only to communicate with the student but also with other employees (Nwabueze, 2010). Providing teachers with in-service training would help them integrate into society's social life, provide them with appropriate intellectual and technical backgrounds for their task, and also strengthen their dedication to the teaching profession. In addition, professional development helps teachers to recognize and help uphold quality standards in the school organization, thus, enhancing students' academic achievement and enabling society at large to achieve its overall educational objectives. The capacity of a nation to develop and produce sufficient manpower for national development is linked to its teachers and if relevant career development is not among the advantages to which they are entitled, it will be a mirage to achieve educational goals, especially, in this technologically advanced world.

METHODS

The Research Design

The correlational research design was adopted for the study. A correlations research design can be described as one in which the variables usually the independent variable has already occurred and it seeks to find the degree of relationship between the dependent and independent variables. In this research, positive correctional design was used. That is when one is increase or decrease, it's also increase or decrease.

Population of the Study

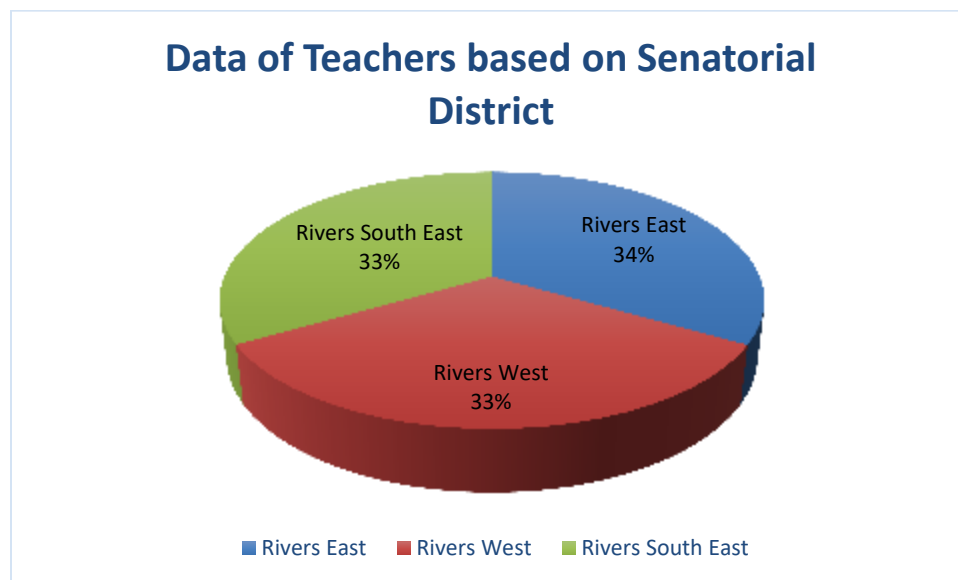
The population of this research study comprised of Seven Thousand, one hundred and forty - two (7,142) teachers including principals in Two Hundred and seventy-six public secondary schools (276) in Rivers State. Out of this Three Thousand, six hundred and eighty-one (3,681) are male teachers; while Three Thousand, Four Hundred and sixty-six (3,466) are female teachers.

Sample and Sampling Techniques

Proportionate stratified random sampling technique was used to draw the sample from the population. This is used to understand existing relationship between two groups. In order to use this technique, the entire population was classified into the two groups; male and female teachers including principals which cut across the three senatorial districts (Rivers South East Senatorial district, Rivers East Senatorial district and Rivers West Senatorial district) of the state. The sample drawn represents the entire population being drawn. Nwankwo (2010) described sample to be number of people or things drawn scientifically from a given population for a study based on the premise that such a number is a true representation of that population.

Demography of Teachers by Senatorial District

Senatorial District	Frequency	Percent
Rivers East	709	33.4
Rivers West	708	33.3
Rivers South East	708	33.3
Total	2125	100.0



Instrument for Data Collection

The instrument for data collection was a structured 60-item self-designed questionnaire entitled: “Teachers’ Job Satisfaction and Effective Implementation of National Policy on Education Questionnaire (TJSEINPEQ)” was used to address the research questions. The instrument contained two sections (A and B). Section ‘A’ contained demographic data of the respondents, while Section ‘B’ contained 60 items, which were designed to elicit relevant information based on the variables of the study. The questionnaires were coded with modified four-point Likert rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Agree (1 point) respectively.

Validity of the Instrument

The validity of an instrument means the extent an instrument measures what it purports to measure. It is an indication of the extent to which a measure provides an accurate representation of what one is trying to measure. Therefore, in order to ensure the face and content validities of the instrument, the first copy it was submitted to the researcher’s supervisor and two other experts in Educational Management in IAUE Rumuolumeni, Port Harcourt.

This was to ensure that the instrument measures the variables it purports to measure. They added, removed and re-phrased some items to ensure the content measure the variables. After making modifications and ascertaining the suitability of the items to the respondents, their suggestions were affected in the final draft of the instrument before using it for data collection.

Reliability of the Instrument

Reliability of an instrument refers to its consistency or precision. Reliability of an instrument refers to the degree to which the instrument consistently measures what it intends to measure. Test re-test method was used to establish the reliability of the instrument. Thirty copies of the instrument were administered to 50 teachers in public senior secondary schools in Rivers State that were not included in the sample of the study. After a period of two (2) weeks, another 50 copies of the same instrument were re-administered to the same group of respondents. At the end of this, their responses at the two intervals were correlated using the Pearson’s Product Moment Correlation to establish the reliability coefficient which yielded, a reliability index of 0.82.

Method of Data Collection

Copies of the 60-self questionnaire (TJSIEPQ) were administered via direct approach. This is an approach where the copies of the instruments were administered directly to the respondents. Therefore, the researcher employs the service of two trained research assistants to distributing and retrieved of the instrument back from the respondents after filling. Out of these 2,142 copies of the instruments that were distributed, only 2,125 (99.2%) were properly filled and retrieved (2,125). Seventeen (17) 8% copies were either misplaced or wrongly filled. Hence, 2,125 was the actual number retrieved for the analysis which represent 99.2%. See the table below.

Method of Data Analysis

Data generated for the study were analyzed with the aid of SPSS (Version 25). Specifically, the hypotheses were tested using Regression analysis at 0.05 level of significance.

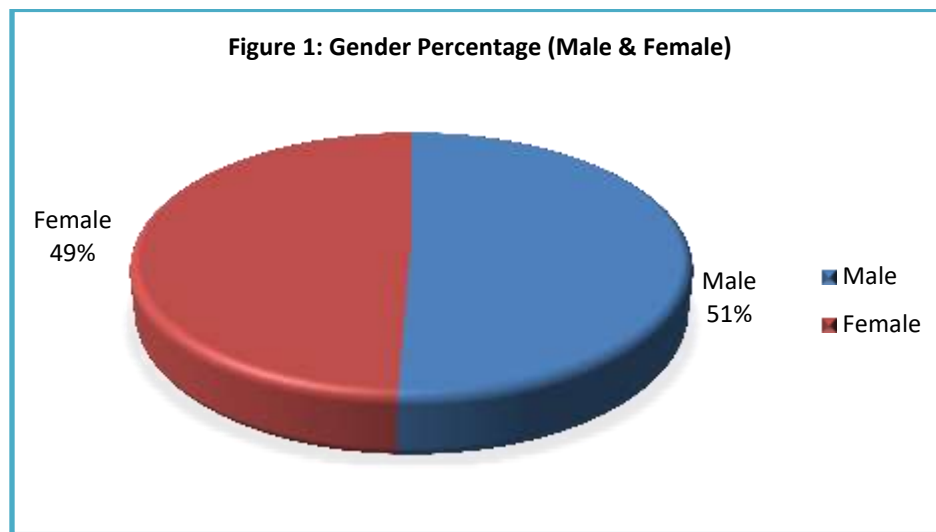
RESULTS

The analysis on Table 1 and Figure 1 below indicated that there was more male in the sample than female. This was made obvious in the result of the study. Out of the 2125 respondents, 1076 representing (51%) was male, while 1049 respondents representing (49%) was female.

Demography of Teachers Based on Gender

Table 1: Demography of Teachers Based on Gender

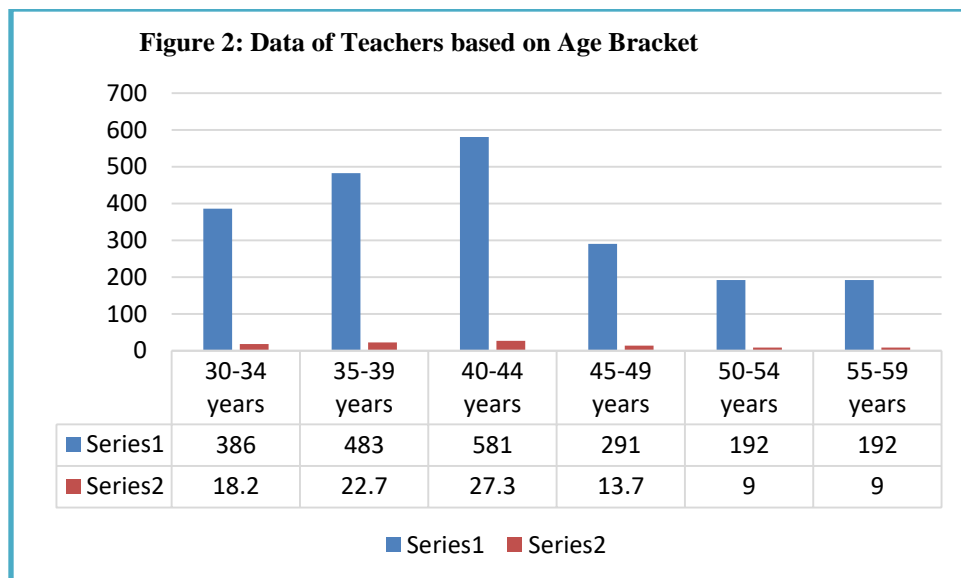
Gender Status	Frequency	Percent
Male	1076	50.6
Female	1049	49.4
Total	2125	100.0



Demographic Data of Teachers Based on Age Bracket

Table 2: Demographic Data of Teachers Based on Age Bracket

Age Bracket	Frequency	Percent
30-34 years	386	18.2
35-39 years	483	22.7
40-44 years	581	27.3
45-49 years	291	13.7
50-54 years	192	9.0
55-59 years	192	9.0
Total	2125	100.0



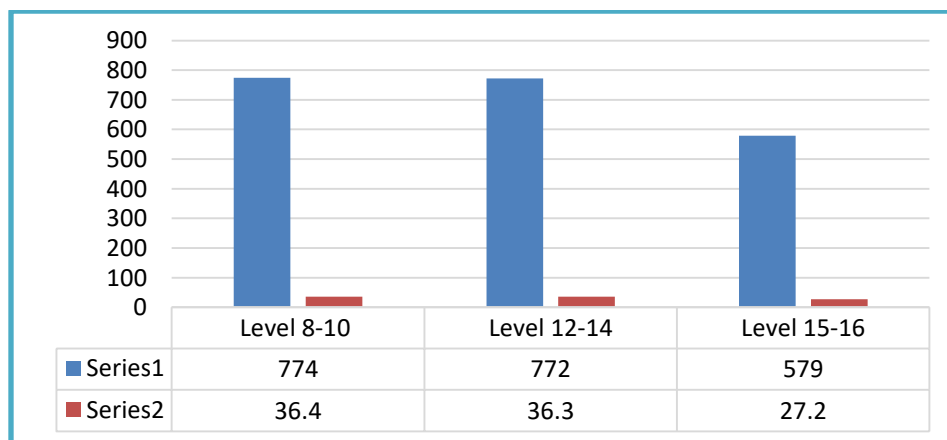
The chart above indicated teachers between the age of 40-44 (27.3%) was more than the rest on the table, followed by teachers between 35-39 (22.7%), followed by teachers between 30-34 (18.2%), then teachers between 45-49 (13.7%), while teachers between 50-54 (9%) and 55-59 (9%) have the same sample.

Data of Teachers Based on Salary Grade Level

Table 3: Demography of Teachers Based on Salary Grade Level

Salary Grade Level	Frequency	Percent
Level 8-10	774	36.4
Level 12-14	772	36.3
Level 15-16	579	27.2
Total	2125	100.0

Figure 3: Data Showing the Demography of Teachers Based on Salary Grade Level

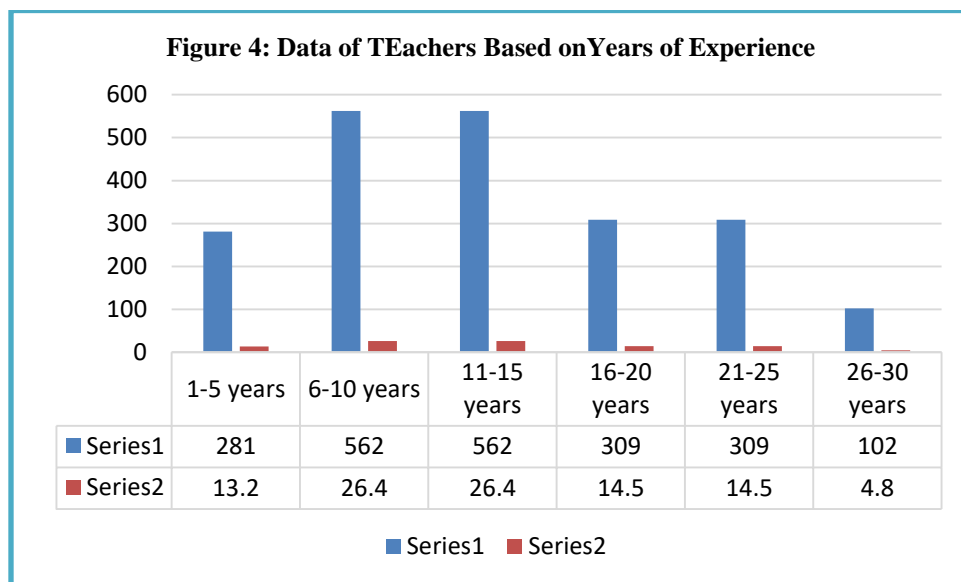


The analysis on Table 3 above indicated teachers between Level 8-10 (36.4%) was more than the rest on the table, followed by teachers between Level 12-14 (36.3%), and lastly followed by teachers between Level 15-16 (27.2%).

Demography of Teachers Based on Years of Experience

Table 4: Demography of Teachers Based on Years of Experience

Years of Experience	Frequency	Percent
1-5 years	281	13.2
6-10 years	562	26.4
11-15 years	562	26.4
16-20 years	309	14.5
21-25 years	309	14.5
26-30 years	102	4.8
Total	2125	100.0

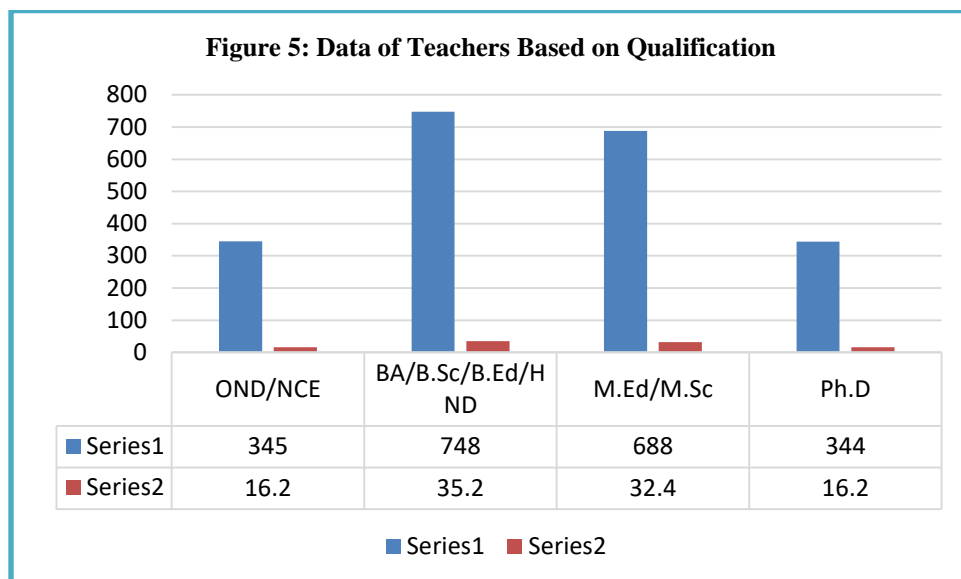


The analysis on Table 4 and Figure 4 above indicated teachers with 6 -10years and 11-15 years of experience (26.4%) and (26.4%) was more than the rest on the table, followed by teachers with 16-20 and 21-25 (14.5%) and (14.5%), then, teachers with 1-5 (13.2%) years of experience and lastly teachers with 26-30 (4.8%) years of experience.

Demography of Teachers Based on Educational Qualification

Table 5: Demography of Teachers Based on Educational Qualification

Educational Qualification	Frequency	Percent
OND/NCE	345	16.2
BA/B.Sc/B.Ed/HND	748	35.2
M.Ed/M.Sc	688	32.4
Ph.D.	344	16.2
Total	2125	100.0

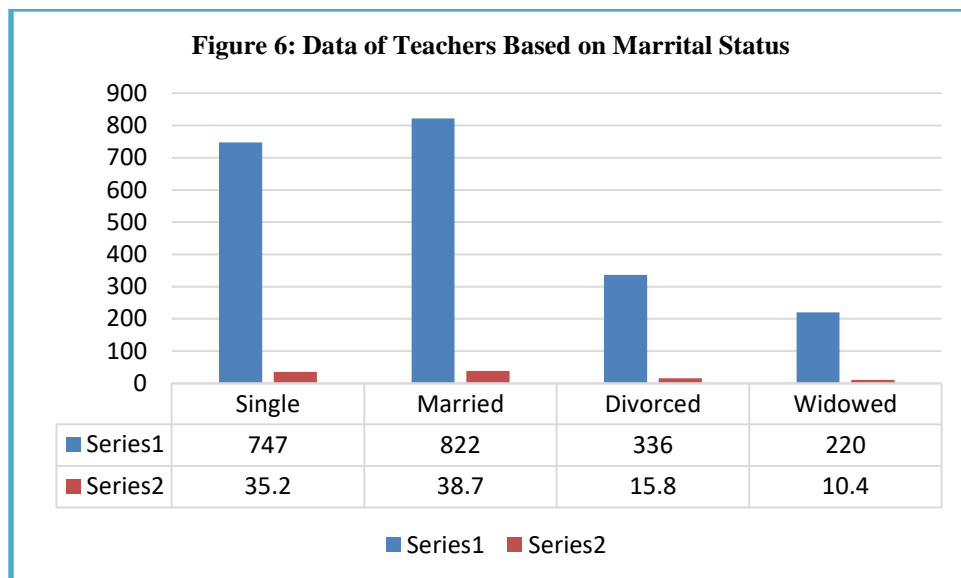


Data in Table 5 and Figure 5 above indicated teachers with BA/B.Sc/B.Ed/HND are 748 (35.2%), and are more than the rest, followed by teachers with M.Ed/M.Sc 68 (32.4%), teachers with OND/NCE 345 (16.2%), and lastly teachers with Ph.D 344 (16.2%).

Demography of Teachers Based on Marital Status

Table 6: Demography of Teachers Based on Marital Status

Marital Status	Frequency	Percent
Single	747	35.2
Married	822	38.7
Divorced	336	15.8
Widowed	220	10.4
Total	2125	100.0

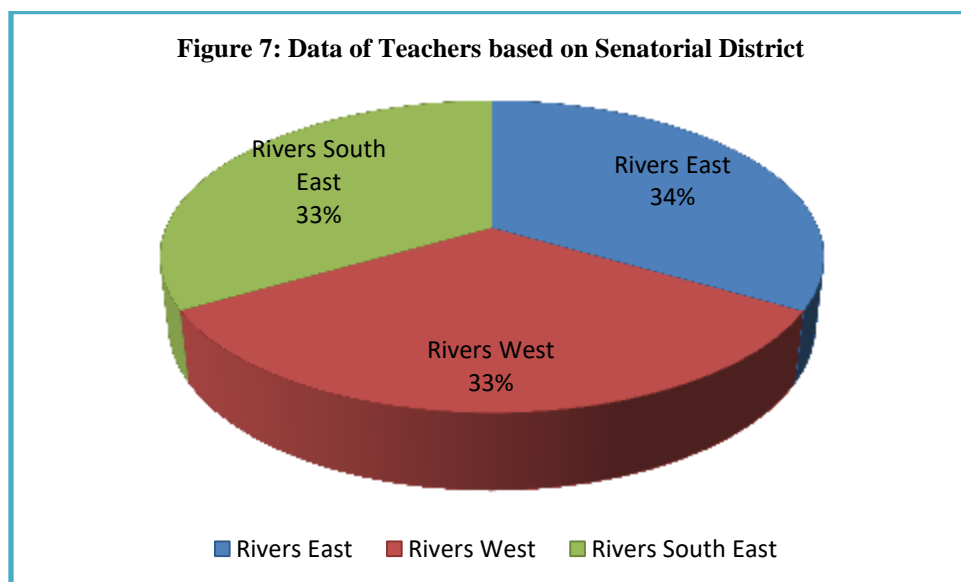


The Table 6 and Figure 6 above indicated married teachers are more 822 (38.7%) than the rest, followed by the single teachers 747 (35.2%), then divorced 336 (15.8%) and lastly widowed teachers 220 (10.4%).

Demography of Teachers Senatorial District

Table 7: Demography of Teachers Senatorial District

Senatorial District	Frequency	Percent
Rivers East	709	33.4
Rivers West	708	33.3
Rivers South East	708	33.3
Total	2125	100.0



The Table 7 and Figure 7 above indicated that the teachers from Rivers East (34%) are more than the rest, while Rivers South East and Rivers West had the same percentage (33%) and (33%).

HO₁: There is no significant relationship between staff welfare scheme on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State

Table 8: Summary of regression on the significant relationship between staff welfare scheme on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.719 ^a	.517	.863	1.84416				
a. Predictors: (Constant), Staff Welfare Scheme								
ANOVA ^a								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	7122.836	1	7122.836	531.515	.003 ^b		
	Residual	7220.139	2123	13.401				
	Total	7222.836	2124					
a. Dependent Variable: Effective Implementation National Policy on Education								
b. Predictors: (Constant), Staff Welfare Scheme								
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	34.121	1.151		29.655	.000	31.865	36.378
	Staff Welfare Scheme	1.031	.034	.517	30.324	.003	-.098	1.037
a. Dependent Variable: Effective Implementation National Policy on Education								

The Model Summary in Table 8 above showed the coefficient of relationship between staff welfare scheme on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State is .719 while the R-squared value is .517 indicating that staff welfare scheme on teachers relates with effective implementation of the national policy on education in public senior secondary schools in Rivers State. The table also showed that staff welfare scheme on teachers account for only 51.7% (0.517x100) relationship with effective implementation of the national policy on education in public senior secondary schools in Rivers State. Meaning that, the remaining 48.3% effective implementation of the national policy on education in public senior secondary schools in Rivers State is explained by other variables not included in the model.

The F-statistic in the table above shows that there is a significant influence of staff welfare scheme on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State $F_{1, 2123}=531.515$, $p<.05$. Therefore, the null hypothesis 1 was rejected at 0.05 alpha level. The regression equation $y=34.121+1.031x$ indicating that an increase in staff welfare scheme will lead to an increase effective implementation of the national policy on education in public senior secondary schools in Rivers

State. Also, in Part C, the column labeled t under Staff Welfare Scheme (30.324) confirmed the significance of F-statistics with Sig<0.05.

HO₂: There is no significant relationship between career development on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State.

Table 9: Summary of regression on the significant relationship between career development on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.914 ^a	.836	.835	.74800			
a. Predictors: (Constant), Teacher Career Development							
ANOVA ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	6035.018	1	6035.018	10786.452	.000 ^b	
	Residual	1187.818	2123	.559			
	Total	7222.836	2124				
a. Dependent Variable: Effective Implementation National Policy on Education							
b. Predictors: (Constant), Teacher Career Development							
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Beta			Lower Bound	Upper Bound
1	(Constant)	9.690	.412	-23.503	.000	-10.499	-8.882
	Teacher Career Development	0.653	.006	14.839	.000	.641	.665
a. Dependent Variable: Effective Implementation National Policy on Education							

The Model Summary in Table 9 above showed the coefficient of relationship between career development on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State is .914, while the R-squared value is .836 indicating that teacher career development relates with effective implementation of the national policy on education in public senior secondary schools in Rivers State. The table also showed that teacher career development account for only 83.6% (0.836x100) relationship with effective implementation of the national policy on education in public senior secondary schools in Rivers State. Meaning that, the remaining 16.4% effective implementation of the national policy on education in public senior secondary schools in Rivers State is explained by other variables not included in the model.

The F-statistic in the table above shows that there is a significant influence of career development on teachers on effective implementation of the national policy on education in public senior secondary schools in Rivers State F1, 2123=10786.452, p<.05. Therefore, the null hypothesis 2 was rejected at 0.05 alpha level. The regression equation $y=9.690+0.653x$ indicating that an increase in career development of teachers will lead to an increase effective implementation of the national policy on education in public senior secondary schools in Rivers

State. Also, in Part C, the column labeled t under Career Development on Teachers (14.839) confirmed the significance of F-statistics with $\text{Sig} < 0.05$.

DISCUSSION

Staff welfare scheme of teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State

The first objective examined the influence of staff welfare scheme on teachers and effective implementation of National Policy of Education in public senior secondary schools in Rivers State. The result showed that staff welfare scheme for teachers and effective implementation of National Policy of Education in public senior secondary schools in Rivers State (Table 8). Also, there is a significant influence of staff welfare scheme and effective implementation of the national policy on education in public senior secondary schools in Rivers State.

The welfare package or policy of staff is a vital aspect of the benefits they provide to their employers. Akinwumi (2000) suggested that staff welfare with good encouragement have a great effect on teachers. Furthermore, the non-monetary form of compensation covers health benefits, employment or employment programmes, social security, family insurance and medical leave. Health services and health education accessible to academic staff members in primary or secondary schools are aligned with medical/health care programmes for teachers. Providing teachers with medical care is a concern for the mental and physical health of the teachers, which impacts their role as educators. In Chapman (2009), Kemmerer listed teachers with the following health care schemes: sick leave, maternity leave, health insurance, medical assistance, use of the Sick Bays school, provision of clinics and dispensaries, occupational hazard medical insurance, among others. Teachers are public servants; they are thus, entitled to all the health benefits they enjoy in other industries from their counterparts. When these are made available, it will make teachers implement effective National Policy on Education. It is unfortunate to note that some state governments that have joined the Federal Government in its implementation are doing little or little to enforce the teacher health programme (Ofoegbu & Ezugoh, 2010). Adelabu (2005) argued that the National Health Insurance Scheme set up is intended to allow a certain percentage of the salaries of civil servants to be deducted in order to give the government the incentive to provide contributors with usable and affordable Medicare. Employers' health care plans for their employees are considered to have a dramatic impact on the efficiency and morale of teachers. Since the role of teachers is to train human abilities, their chronic absence from school will cause student absenteeism and poor academic performance is the result.

The present study is consistent with the study of Asumah et al. (2019) titled 'Can Welfare Management Affect Teachers' Performance? Evidence from Ghana'. Their study showed that fringe benefit had significant positive effect on teachers' job performance. Fringe benefits according to Cushway (2001) and Ololube et al. (2013) are additional payments beyond the basic pays. The provision of fringe benefits otherwise referred to as teachers' welfare will always lead to teachers' job performance (Ololube, 2006, 2007), which implies implementation of National Policy on Education.

Career development of teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State

The second objective examined the extent to which career development influence teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State. The result of the study showed that the extent of career development influence on teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State is high. Moreso, there is a significant relationship between career development of teachers' motivation and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State (Table 9). Career development refers to lifelong process of managing learning, work, leisure, and transitions in order to move towards a personal determined and evolving preferred future. Unfortunately, the reverse is the case as teachers are relegated to lowest reward in our society. In any industrialized nation today, teachers are well catered for in terms of their welfare with better condition of service, good work cultures, and good career development to promote capacity building. Career development focuses on teachers' professional growth and progression. Teacher career development is very relevant in the school system because no one can give what he does not have.

Career development to Mduma and Mkulu (2021) and Awodiji (2020), training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel.

CONCLUSION

This study examined the influence of staff welfare scheme and career development on effective implementation of the Nigerian National Policy on Education (NPE). The research strategy and design were much in line with the two-factor theory of motivation. The study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to the two-factor theory of motivation.

The likely explanation for the findings of this study is that Nigerian teachers need adequate educational policies and administration in terms of reasonable welfare scheme and staff career development commensurate with the job they do for them to be able to satisfy their basic needs of job satisfaction. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Ololube, 2006, 2007). Staff welfare scheme on teachers and effective implementation of National Policy on Education and the influence of career development on teachers and effective implementation of National Policy on Education in public senior secondary schools in Rivers State are of great importance to both the government and schools.

Recommendations

Consequence on the results of the study, this study recommends that:

- Government should implement the National Insurance Health Scheme for teachers in Rivers State. Provision of good healthcare for teachers and families will keep them healthy, thereby, having happy work life for higher productivity.

- Good career development such as; education leave, training, seminars and conferences should be provided for teachers for better implementation of National Policy on Education.
- Education managers should avoid dissatisfying factors that can cause job dissatisfaction among others; bad leadership, poor/late/irregular salary payment, inadequate provision of technology tools and job insecurity These factors have negative impact on the effectiveness of the teachers and education.

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