



Relationship Between Workplace Characteristics and Technical Education Teachers Job Performance and Job Satisfaction in Government Technical Colleges in North-East, Nigeria

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Abstract: *The study was carried out mainly to ascertain the relationship between workplace characteristic and technical education teacher's job performance and job satisfaction among technical teachers in the technical colleges in North-East. The population of the study comprised all serving technical teachers in the colleges while the sample for the study was (215) Technical teachers in Government technical colleges in North East. The instrument used for the study was a well-structured questionnaire while the mean, frequency and percentage were used for the analysis of the data. The results indicated that; the level of workplace characteristics, and job performance among technical teachers was very low, the job satisfaction also was low, and the level of relationship existing between job performance and job satisfaction among the technical teachers is significant to both male and female technical teachers. Based on the findings, it was recommended that, to raise the level of technical teachers' job performance and job satisfaction, their conditions of service should be improved; finally, parents of wards should be made to cooperate with technical teachers on matters affecting the well-being or welfare of technical teachers for the purpose of academic progress.*

Keywords: *Job Satisfaction, Technical Teachers, Job Performance, workplace characteristics.*

Introduction

Education is widely recognized as one indicator of development. One of the basic purposes of educations is to produce trained human resource, which can overcome development impediments of a given country (Serageldin & Grootaert, 2017). To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Abdirahman, 2018). As Wang, Pollock, and Hauseman (2018), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction.

Accordingly, Miao, Humphrey, and Qian (2017), job satisfactions as the attitudes and feelings people have about their jobs. For Armstrong, positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work indicate job dissatisfaction. Kouali (2017), viewed

teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Aldridge and Fraser (2016) add, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession.

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Darling-Hammond, 2017). Teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Hickman, 2017). Related to this, Crain (2015) defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes beyond teaching into moulding young lives, guiding youth, motivating students and general character training. A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process (Gaudin & Chaliès, 2015). A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills which may require the teacher to be satisfied (Pennington & Richards, 2016).

Satisfaction with the teaching component has important consequences. It means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Kapa & Gimbert, 2018). Teachers', like other employees have moral obligation for over all development of their Country. On the way of doing that, they want to be professionally effective and satisfied on their job. As indicated by Nasra and Heilbrunn (2016), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators.

According to Nasra and Heilbrunn (2016) defined workplace as a location where someone works for their employer or themselves. Such a place can range from a home office to a large office building or school. It involves many characteristics such as appreciation, flexibility and work life balance, trust and autonomy, respect and fairness, clear goals and expectations, challenging responsibilities, training and professional development opportunities and benefits packages design for more individual choice.

Great workplaces are led by exceptional and inspiring leaders set the example from the top and lead the organization well. They genuinely care about the value employees relationship between leaders and employers are characterize by mutual respect, trust, honesty and support. Honesty or truthfulness is a facet of moral characteristics that connotes positive and rigorous attributes such as integrity, truthfulness, straight forwardness of conduct along with the absence of lying, cheating and theft etc (Nasra & Heilbrunn, 2016).

Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Reeves, Pun, & Chung, 2017). The availability of competent teachers with the required knowledge, skill and attitude is a key factor for providing of quality of education, yet lack of job satisfaction may affect the productivity of even those well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity. Supporting this idea Allen, Golden, and Shockley (2015) indicate, job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity

and quality products and services, as well as to maintenance objectives of low absenteeism and turnover.

The changing world of work requires productive individuals in the environment, for them to be functional and production they must be physically, fit and perform these functions and derive pleasure and satisfaction from their inputs into the productive processes and the output. Apart from the sheer necessity of sustaining a living, work is necessary for satisfying certain basic needs (King-Hill, 2015). There are two School of thought that name evolved theories about work. One school of thought considers work as a forced labour and a mean to an end, while the other sees work as pleasurable and satisfying in itself. These two different version of work have led to individualize perceptions of work and other related variables both intrinsic and extrinsic which account for the satisfaction people deprive from the job their perform (Jalagat, 2016). Many studies have looked into job satisfaction of technical teachers, thus giving different meaning and versions of job satisfaction. Pedersen, Gao, and Wierzbicka (2021) observed that work satisfaction and life satisfaction depend on the extent to which “the individual finds adequate lets for his abilities interest, personality traits, valves and upon his establishment in a type of environment or climate in which he can play the roles that are appropriate to his growth and experiences. “While Raziq and Maulabakhsh (2015) saw “job satisfaction as that effective reaction or feeling by an employee on how happy or satisfied he is with the job, the supervisor, co-workers, pay and his current and future career progress and potential”.

The accord of job satisfaction influencing job performance relates to be the oldest accord as Rizky and Ardian, (2019) reported that elevated morale of workers would enhance their productivity. Furthermore, Sony and Mekoth (2016) recommended that earlier research related to job satisfaction and performance is related by seven models. Thereby, prompting a re-established optimism about the possibilities of finding important relations among job satisfaction and job performance (Chen, 2015). Hence, for which the opportunity has been taken in the current study to accommodate motivation as moderator between job satisfaction and performance, which has also been recommended by (Homberg, McCarthy, & Tabvuma, 2015).

Various researchers have defined job satisfaction. Garg, Dar, and Mishra (2018), job satisfaction relates to an employee having an effective direction towards their job/work. Job satisfaction has been extensively utilized by many researchers and is explained as a desirable state where an individual achieves work values (Inuwa, 2016). Furthermore, it has been argued that if employees are not satisfied they feel unclear about the work, feel that supervisors give them less attention, perceive working environment as dubious which may lead employees feeling that they are not included as an active part of the organization (Wang, & Brower, 2019).

Raziq and Maulabakhsh (2015 claimed satisfaction to have a positive relationship with opportunities of employees at the work. Furthermore, another researcher found satisfaction to have a positive accord with performance of employees (Inuwa, 2016). Job satisfaction is influenced by various factors such as salary workload, relationship with colleagues and management, working conditions, promotion, infrastructure, workload and participation in decision making. Therefore, job satisfaction is viewed as a decisive factor as to the general efficiency of an organization (Jung & Yoon, 2015).

Many research started in the field of Industrial and business administration, with special emphasis being laid on the working classes. Job satisfaction among technical teachers is considered to be important for the prospective of motivation, and right attention to technical

teacher satisfaction becomes more and more important because, dissatisfaction among technical teachers can lead to absenteeism, turnover and aggressive behaviour. Dissatisfied technical teachers, who are not satisfied with their job are not committed and productive, and would not be performing at the best of their capabilities. A technical teacher can perform to the maximum of his capacity if he/she is satisfied with his/her job. Only satisfied and well-adjusted technical teacher can think of well-being of the pupils. Hence, it is inevitable; they should be satisfied with the job.

Statement of the Problem

Technical teachers are the source of guidance on all crucial steps in the academic life of the students. When the technical teachers were satisfied with their job, at that time only they are interested to teach students effectively and efficiently. The general purpose of this study therefore, was to determine factors that might affect the job satisfaction and job performance of technical school teachers in North East. Specifically, the study sought to determine the:

1. The factors that influence workplace characteristics, job performance and job satisfaction of technical school teachers in North East.
2. The relationships between workplace characteristics on job Performance and job satisfaction among technical teachers in North East.

Research Questions

1. What are the factors that influence job satisfaction and job performance among technical teachers in North East?
2. What are relationships between workplace characteristics on job Performance and job satisfaction among technical teachers in North East?

Null Hypotheses

For the purpose of this study, the following null hypotheses were formulated:

- H01: There is no significant difference between the mean responses of male and female respondents on the factor that influence on job performance and job satisfaction among technical teachers in North East.
- H02: There is no significant difference between the mean responses of male and on the workplace characteristics on job Performance and job satisfaction among technical teachers in the Northeast.

METHODOLOGY

Design for the Study

The descriptive survey design will be use in this study. Neeru and Kaur (2016) stated that descriptive survey is the method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends. Nwosu and Uzoagulu (2016) further affirmed that in descriptive survey research design, data are collected, analyzed and then described as they exist without interfering with them. Descriptive survey is considered appropriate for this study because it collects data, examines and describes it in a systematic manner on the relationship between job performance and job satisfaction among technical teachers in Government Technical Colleges in North East, Nigeria.

Area of the Study

The study was conducted in Government Technical Colleges in North East; Nigeria. North East comprises of the following states Borno, Gombe, Adamawa and Yobe State.

Population for the Study

The population for this study is 215 Government Technical Colleges Teachers, comprising 96 Technical Teachers from Government Technical College Damboa, Borno State and 119 Technical Teachers from Government Technical College Yola, Adamawa State. The data were obtained from the Borno State Ministry of Education and Adamawa Ministry of Education.

Sample and Sampling Techniques

The entire population will be use because the size is manageable. No sampling will be done, due to manageable size of the population.

Instrument for Data Collection

The instrument used by the researcher in this study will be a structured questionnaire titled: Technical Teachers Job Satisfaction Questionnaire (TTJSQ). The instrument was develop by the researcher from the literature that will be review and it has parts A and B. Part A sought for the demographic information of the respondents while part B contains the questionnaire items that was use to elicit information from the respondents on the relationship between job performance and job satisfaction among technical teachers in Government Technical Colleges in North East, Nigeria. Part B was further divided into four clusters according to the research questions and has 40 items.

Cluster one of the questionnaire has ten items for the Technical Teachers to respond to on the relationship between the school environment and technical teacher's job satisfaction. Cluster two hasten items and sought the relationship between teaching and learning facilities and technical teacher's job satisfaction, while cluster three contains ten items on the relationship between school administration and technical teacher's job satisfaction. Finally, cluster four contains ten items on the relationship between staff welfare and technical teacher's job performances.

Validation of the Instrument

The instrument was subjected to content and face-validation by three experts. Two from Department of Industrial Technical Education University of Nigeria, Nsukka and One is from Measurement and Evaluation unit of Science Education Department, University of Nigeria, Nsukka. The experts validate the instrument in terms of clarity, relevance and appropriateness to ensure that the items are related to the purpose of the study and research questions. The corrections and inputs of the experts were used to produce the final draft of the questionnaire.

Reliability of the Instrument

The instrument was trial-test on 20 Technical Teachers in Government Technical College Buni Yobe State to ascertain the internal consistency of the items in measuring the relationship between job performance and job satisfaction among technical teachers in Government Technical Colleges. The choice of Government Technical College Buni is due to the similar characteristics with Government Technical College Damboa and Government Technical College Yola. Cronbach

Alpha statistical tool was used to test the reliability of the instrument and found to be 0.79 which is good for the study.

Method of Data Collection

Data will be collect by the researcher with the help of four research assistants. The research assistant was brief by the researcher on how to administer and collect the questionnaire. Both the researcher and the assistants will collect questionnaires from the respondents within two weeks. Each of the respondents will be reached in his/her respective schools to be administered with the questionnaire. The researcher and the assistants administered 215 copies of the instrument to the respondents in their respective schools.

Method of Data Analysis

The Data collected from the respondents was analyzed using mean and standard deviation for data relating to research questions. The null hypothesis was test using analysis of variance (ANOVA) statistic at 0.05 level of significance. Hypotheses was rejected when the p-value is greater than the critical value at 0.05 level of significance ($P > 0.05$), otherwise, the null hypotheses was upheld.

Result and Discussion

Research Question

1. What are the factors that influence job satisfaction and job performance among technical teachers in North East?

Table1:

What are the factors that influence job satisfaction and job performance among technical teachers in the Northeast?

S/No	Items	N=215		Remark
		\bar{X}	SD	
1	Recognition	3.67	0.97	High +ve influence
2	Regular promotion	3.81	0.96	High +ve influence
3	In service training	3.56	0.99	High +ve influence
4	Academic achievement	3.72	0.95	High +ve influence
5	Responsibility	3.83	0.95	High +ve influence
6	Administrative involvement	3.93	0.77	High +ve influence
7	Financial value	3.78	0.98	High +ve influence
8	Condition	3.88	0.94	High +ve influence
9	Social relationship	3.71	0.60	High +ve influence
10	Affiliation	3.60	0.88	High +ve influence
11	Student's discipline	3.57	0.80	High +ve influence
12	Students' cooperation	3.88	0.80	High +ve influence
13	Students' good academic performance	3.92	0.93	High +ve influence

Where: +ve = Positive x = mean

From Table 1 above, the results show that, all the listed factors such as Recognition, Regular promotion, In-service training, Academic achievement, Responsibility, Administrative involvement, financial value, Condition Social relationship, Affiliation, Student’s discipline, Students’ cooperation, and Students’ good academic performance had their mean value ranges from 3.56 to 3.93. This shows that the mean value of each item was above the cut-up point of 3.50. Indicating that all the factors listed have positive influence on job performance and job satisfaction among technical teachers in North East, Nigeria.

Research Question 2

What are relationships between workplace characteristics on job Performance and job satisfaction among technical teachers in the Northeast?

s/no	Items	N= 215		Remark
		\bar{X}	SD	
1	Promotion of serving staff	3.56	0.86	High +ve influence
2	Training and re-training of staff	3.75	0.84	High +ve influence
3	Praise of well being for staff	3.67	0.82	High +ve influence
4	Cash reward of faithful staff	3.81	0.86	High +ve influence
5	Empowerment to reach full potentials	3.68	0.86	High +ve influence
6	Clear goals and expectation	3.55	0.84	High +ve influence
7	Career and promotion opportunities	3.59	0.82	High +ve influence
8	Flexibility and work life	3.66	0.86	High +ve influence
9	Training and professional development	3.82	0.86	High +ve influence
10	Benefits packages design for more individual choice	3.71	0.84	High +ve influence

Where: +ve = Positive x = mean

From Table 2 above, the results show that, all the listed factors had their mean value ranges from 3.56 to 3.81. This shows that the mean value of each item was above the cut-up point of 3.50. Indicating that Promotion of serving staff, Training and re-training of staff, Praise of well being for staff, Cash reward of faithful staff, Empowerment to reach full potentials, Clear goals and expectation, Career and promotion opportunities, Flexibility and work life, Training and professional development, Benefits packages design for more individual choice have significant relationship between workplace characteristics on job performance and job satisfaction among technical teachers in North-East.

H₀₁: There is no significant factor influence on job performance and job satisfaction among technical and vocational college teachers in North-East.

Table 3: Analysis of Variance of the mean response of Respondents on the Factor that Influence Job performance & Job Satisfaction

Source of variance	Sum of squares	Df	Mean square	F-cal	F-tab	P-value	Level of sig	Rmk
Between Groups	1.340	2	0.670	0.581	3.00	0.560	0.05	NS
Within Groups	257.125	213	1.153					
Total	258.466	215						

Data presented in table 4 showed that the factors that influence Job performance and Job Satisfaction had P-value of 0.560 and was greater than 0.05 at degree of freedom 2 and 213. This indicated that there was no significant difference between the mean responses of male and female technical teachers on the listed factors that influence job performance and job satisfactions in North-East. The listed items on the factors that influence job Performance and job satisfaction had their p-values ranged from 0.097 to 0.956 and were greater than 0.05. This indicated that there was no significant difference between the mean response of male and female technical teachers. Therefore, the null hypothesis of no significant difference was upheld for all the items.

H₀₂: There is no significant between the mean responses of male and female on the workplace characteristics on job Performance and job satisfaction among technical teachers in North East.

Table 4: Analysis of Variance of the mean response of male and on the workplace characteristics on job Performance and job satisfaction

Source of variance	Sum of squares	Df	Mean square	F-cal	F-tab	P-value	Level of sig	Rmk
Between Groups	1.430	2	0.690	0.562	3.00	0.573	0.05	NS
Within Groups	256.126	213	1.193					
Total	228.388	215						

Data presented in table 4 showed that workplace characteristics on job Performance and job satisfaction on technical teachers had P –value of 0.573 and was greater than 0.05 at degree of freedom 2 and 213. This indicated that there was no significant difference between the mean response of male and female technical teachers on the workplace characteristics on j ob Performance and job satisfaction. The listed items on workplace characteristics on job Perf ormance and job satisfaction had their p-values ranged from 0.087 to 0.976 and were greater than 0.05. This indicated that there was no significant difference between the mean response of male and female technical teachers. Therefore, the null hypothesis of no significant difference was upheld for all the items.

Discussion of Findings

The study found that Recognition, Regular promotion, In-service training, Academic achievement, Responsibility, Administrative involvement, financial value, Condition Social relationship, Affiliation, Student's discipline, Students' cooperation, and Students' good academic performance had their mean value ranges from 3.56 to 3.93. This shows that the mean value of each item was above the cut-up point of 3.50. Indicating that all the factors listed have positive influence on job performance and job satisfaction among technical teachers in North East, Nigeria. This finding were in agreement with the finding of Hickman (2017) who carried out the study on the factors that influence job performance who found out that Administrative involvement, financial value, Condition Social relationship, Affiliation, Student's discipline, Students' cooperation, and Students' good academic performance influenced job performance. The study found that the factors that influence Job performance and Job Satisfaction had P-value of 0.560 and was greater than 0.05 at degree of freedom 2 and 213. This indicated that there was no significant difference between the mean responses of male and female technical teachers on the listed factors that influence job performance and job satisfactions in North East. The listed items on the factors that influence job Performance and job satisfaction had their p-values ranged from 0.097 to 0.956 and were greater than 0.05. This indicated that there was no significant difference between the mean response of male and female technical teachers. Therefore, the null hypothesis of no significant difference was upheld for all the items.

The study found that, Promotion of serving staff, Training and re-training of staff, Praise of well-being for staff, Cash reward of faithful staff, Empowerment to reach full potentials, Clear goals and expectation, Career and promotion opportunities, Flexibility and work life, Training and professional development, Benefits packages design for more individual choice have significant relationship between workplace characteristics on job performance and job satisfaction among technical teachers in North-East. This finding was in agreement with the finding of Jalagat (2016) who carried out a study on the relationship between workplace characteristics on job performance and job satisfaction. The study found out that Cash rewards of faithful staff, Empowerment to reach full potential, Clear goals and expectations, Career and promotion opportunities, Flexibility and work life, Training and professional development have a significant relationship on workplace characteristics on job performance and job satisfaction.

The study found that there was no significant difference between the mean response of male and female technical teachers on the workplace characteristics on job Performance and job satisfaction. Therefore, the null hypothesis of no significant difference was upheld for all the items.

CONCLUSION

It was emphasized in the study that to gain competitive advantage, it is important for the school to achieve management efficiency by increasing teacher satisfaction. Now days, the working environment condition is most critical factor in keeping a technical teacher satisfied in today's competitive world. The present study selected many factors responsible for the job satisfaction. The factors that influence job satisfaction are salary, infrastructure, recognition, promotion opportunities and relationship with colleagues and students. Most of the respondents were satisfied with working condition; promotion and opportunities for growth; relationship with management, colleagues and parents and administrative management support. The factors

responsible for lowering job satisfaction were salary not as per qualification and workload; undisciplined students; biasness in promotion. Majority of respondents are positively influenced by factors responsible for job satisfaction.

Recommendations

Based on the findings of the study, it is hereby recommended that, technical teachers in North East should be promoted regularly; technical teachers' conditions of service should be improved upon by government; technical teachers should be regularly sent on in-service training, and technical teachers should be recognized and rewarded whenever the need arises.

It is also recommended through the study that technical teachers should be given freedom to express their ideas, because, it will give new and innovative ideas for the development and improvement of the school. A healthy relationship between teachers and colleagues as well as with parents should be maintained by administering. It will help in maintaining a healthy and positive environment in school. The appraisal system should be good enough for employee job satisfaction. A good appraisal system motivates teachers to work and it also increases productivity. An equal workload for a better working environment will promote fairness among technical teachers.

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