

CHAPTER ONE

INTRODUCTION

Background to the Study

The role of the teacher in the society cannot be quantified, since this transcends the whole spectrum of society. In fact, the teacher's work is not limited to the classroom or school alone. The whole community looks up to the teacher as a beacon of hope for shaping the life of future generations. The responsibilities and roles of a teacher as a leader, counsellor, tutor, manager and team member are very difficult. These roles performed by teachers make them unique. In performing these responsibilities, the teacher requires a high degree of sheer professional competence and motivation. A high quality teaching staff is the cornerstone of a successful educational system. The teacher occupies a strategic position to realize the goals of national education because the teacher is directly involved in the activities of the learning in the classroom and the whole process of education in the school. Teachers are required to always have productive work in the learning process which functions as the most important factor among other factors in the organization which functions to plan, implement, and control every activity to achieve school goals. The habitual pattern of abstaining from obligation or duty with no good reason can be said to be absenteeism which could be unplanned absences from duty or assignment. Absenteeism has been viewed as a breach of contract between employee and employer.

Donkor (2017) explains that teacher absenteeism is synonymous to loss of contact hours by teachers with their pupils or students. Furthermore, (Gyansah, Esilfie, & Atta, 2018) explain that:

When there is a high teacher absence, it tends to lower the morale of the remaining teachers resulting in high teacher turnover. Other teachers tend to feel more burdened because

they may have to plan for the absent teacher. Teacher absenteeism contributes to the declining image of the teaching profession and school reputation (p. 14).

Steady attendance is one of the several important qualities of a good classroom teacher. Teacher attendance affects student attendance, especially, as teachers often serve as role models and influence students' perceptions about acceptable and unacceptable behaviours. Moreover, prolonged teacher absenteeism sends a fundamental message that school attendance is not important. Teacher absenteeism will in most cases have a negative correlation with student outcomes. This means that as the number of days that a teacher is absent increases, the level of student achievement decreases. Importantly, the presence of a classroom teacher is an important factor in education, especially for the average- performing students. Consequently, teacher absenteeism is related to teachers' job dissatisfaction. Cascio (2013) sees employee absenteeism as "any failure of an employee to report for or to remain at work as scheduled, regardless of the reason" (p. 25). (Absenteeism, reflects legitimately excused time off work as well as disinterest and low morale. An employees' ability to attend work may be influenced by factors such as family commitments, transport problems, ill-health, injuries, accidents, and disinterest among other things.

Many studies have reported teachers' dissatisfaction with teaching. Some of the reasons proffered for low teacher job satisfaction include lack of professional autonomy, poor salaries, and unavailability of teaching resources. The effects of teacher job dissatisfaction on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor student performance. Other effects of teacher job dissatisfaction include leaving the profession suddenly in search of greener pastures and inefficiency on the part of teachers (Tshannen-Moran & Hoy, 2008). One begins to wonder that if teachers are satisfied with their job the level of absenteeism

will be low. Job satisfaction is the effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. Job satisfaction of a teacher could be stimulated by a number of factors, among which are; salaries, availability of learning materials, regular teacher's promotion and the level of work stress (Komolafe, 2010).

Teachers' regular promotion is also likely to exert an influence on job satisfaction. By supporting this, Robbins and Coulter (2008) maintain that regular promotion will lead to personal growth, increased responsibility, and increased social status. Limited or lack of teachers' promotion affects educational outputs negatively. According to Luthans, McCaul, and Dodd (2008), teachers' salaries also influence their level of job satisfaction. Salary does not only assist people to attain their basic needs, but it is also instrumental in satisfying the higher level needs of people. Monetary and other kinds of equitable incentives encourage teachers' job satisfaction. Offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances.

Learning/ instructional materials are learning and teaching tools that supplement with the textbooks provided to teachers. They include teaching aids which can help teachers in presenting lesson to learners logically. Lack of instructional material makes learning very abstract and may reduce the teachers' effectiveness and their performance in the teaching and learning process.

Another factor that influence the job satisfaction of teachers is the level of work stress. According to Markow (2013) higher levels of teachers' sense of stress are associated with lower levels of job satisfaction. Ongoing stressors of teachers' jobs has a great effect on teachers' job satisfaction, and reduces the motivation of teachers. The teaching job can sometime be stressful

and hectic to teachers and may affect them psychologically. Teachers who are experiencing higher levels of perceived stress are at risk for developing health problems and sleep disturbances.

Generally, schools will not be operated smoothly and cannot achieve their objectives and goals if the teachers are not satisfied on the job. International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006).

Statement of the Problem

Absenteeism is a major work place problem. Employees' not showing up for work when scheduled is a serious human capital risk. This is because an employee can only contribute meaningfully to the achievement of organizational objectives when the staff makes himself/herself available for work. Therefore, absenteeism negates the goal of productivity improvement as it translates to lost productivity. Like in many other developing countries, teacher absenteeism is a growing dilemma in Nigerian Education. In Nigeria, it is currently estimated that about 20% of the teaching workforce in secondary schools are absent on a given work day (World Bank, 2010; Champion, 2010). Teacher absenteeism is prevalent in most secondary schools in Oredo Local Government Area. One begins to wonder if the negative trend in schools could be because most teachers are not satisfied with their job. They seem to experience irregular payment of salaries and allowances which hinders their dedication to duties. The researchers has observed that; most teachers experience irregular promotion, lack necessary teaching materials, and work under unconducive learning environment resulting in serious work stress.

It could be speculated therefore, that if these extraneous factors are addressed by employers' teachers will become satisfied on their job. The thrust of this study, stated in a question form therefore, is: could it be that teachers absent themselves from work because they are not satisfied with their job?

Purpose of the Study

This study examined the relationship between job satisfaction and the level of absenteeism of teachers in private secondary schools in Oredo Local Government area, of Edo State. Specifically, the study investigated the:

1. relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area;
2. relationship between availability of learning materials and the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area;
3. relationship between teachers' promotion and level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area;
4. relationship between work stress and the level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area; and
5. relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?

2. What is the relationship between availability of learning materials and the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?
3. What is the relationship between teachers' promotion and level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?
4. What is the relationship between work stress and the level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?
5. What is the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?

Hypotheses

The following null hypotheses were formulated and would be tested at 0.05 level of significance.

1. There is no significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
2. There is no significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
3. There is no significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
4. There is no significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
5. There is no significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area in Oredo Local Government Area of Edo State.

Significance of the Study

The findings of the study would be of benefit to students, teachers, curriculum planners, researchers, school proprietors, psychologists and the public. The findings of this study will be beneficial to students as it will provide them with ways they can cooperate with teachers in order to increase teachers' interest in their job which will in turn enhance their academic performance.

This study would also provide the teachers with the knowledge of the various dimensions of job satisfaction with the intention of exposing them to how to harness the resources provided by intrinsic satisfaction that could reduce the level of absenteeism in private secondary schools.

The parents would use the findings of this study to understand the need to provide learning materials to their children with a view to stimulating the interest of teachers in their Job.

The findings of this study would be beneficial to future researchers, as it would serve as a pointer from which other studies could be carried out to determine other issues that may also influence teacher's job satisfaction and their level of absenteeism in secondary schools. More so, the study will be significant to psychologists, as it would help reveal the correlation between a teacher's amount of perceived stress, and their level of absenteeism from school.

Other agents of education, which include the school proprietors, counsellors and other stakeholders, even the school management would benefit from this study, considering the fact that most teachers may not have been fully committed to their job due to poor salaries, unavailability of learning resources and work stress and these have reduced the teacher's satisfaction towards their job. The study would therefore serve as an appeal to school proprietors and school administrators to give teachers good salary packages and attractive conditions of service in order to stem the tide of absenteeism in private secondary schools in the area of study.

Scope of the Study

The study investigated dimensions of job satisfaction and the level of absenteeism of teachers in private secondary schools in Oredo Local Government area, of Edo State. Specifically, the study covers the dimensions of job satisfaction such as salary, availability of learning materials, regularity of promotion and work stress as predictors of the level of absenteeism among teachers of private secondary schools. Geographically, the study covers some selected private secondary schools in Oredo Local Government Area of Edo State.

Definition of Terms

Absenteeism: Absenteeism is a habitual pattern of absence from a duty or obligation without good reason. Generally absenteeism is a poor individual performance as well as a breach of an implicit contract between employee and employer.

Job Satisfaction: This is a feeling of fulfillment or enjoyment that a person derives from their Job. It is a measure of workers' contentedness with their job whether they like the job or individual aspect or facets of job, such as nature of work or supervision.

Work Stress: This is an harmful physical or emotional behavior people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

CHAPTER TWO

LITERATURE REVIEW

In this chapter of the study, effort is made to review works done by other researchers which are related to this study. To achieve this, the researcher has organized the chapter under the following subheadings: conceptual framework; theoretical framework; empirical review; and summary of literature review.

Conceptual Framework

The conceptual framework of this study shows the relationship between job satisfaction and absenteeism of teachers in private secondary schools. It also show some job satisfaction dimension, which includes Salaries, Availability of learning materials, Teachers' promotion, Work stress, Job insecurities and their influence on teachers absenteeism in private secondary schools in Oredo Local Government area of Edo state.

Independent Variables

Dependent Variable

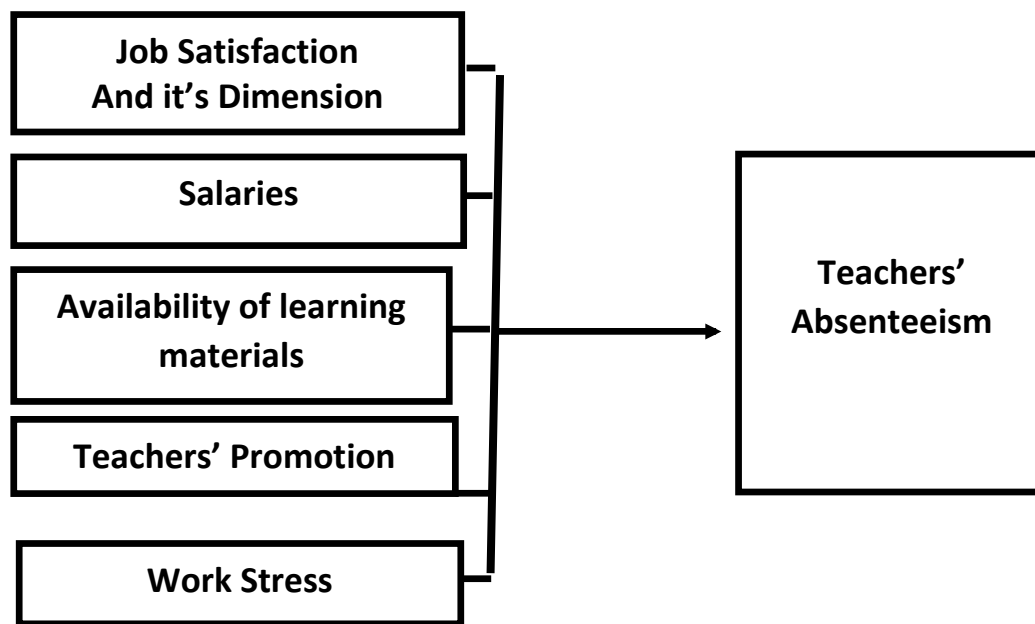


Figure 1: Conceptual Framework

Source: Researchers' Model

Concept of Absenteeism

Absenteeism is a major problem at work place. Employees' not showing up for duty when scheduled is a serious human capital risk. This is because an employee can only contribute meaningful to the achievement of organizational objectives when he/she makes himself/herself available for work (Armstrong, 2009). When an employee does not report for work after obtaining prior permission, it is not absenteeism. Absenteeism is unauthorized, avoidable and willful absence from duty. Excessive absenteeism is harmful to both employee and workers. Absenteeism is a serious problem in all countries. Therefore, managers are concerned about this problem and strive to check them so as to maintain efficiency and stability in the organization (Gupta & Joshi 2008). Absenteeism contradicts the objective of productivity improvement as it translates to lost productivity. An absentee is a person who is expected to be in a particular place at a particular time but who is not there.

According to Cascio (2013), employee absenteeism is any failure of an employee to report for or to remain at work as scheduled, regardless of the reason. Absenteeism reflects legitimately excused time off work as well as disinterest and low morale. Unplanned absence is disorganizing, frustrating and expensive for organizations. Absenteeism is positively related with employee motivation and satisfaction. Absenteeism is an unplanned or planned absence created by an employee intentionally such as deliberately avoiding work through non-attendance for personal reasons or unintentionally, like maternity leave, bereavement and ill-health (Cascio, 2013). Armstrong (2009) points out that the causes of absenteeism could be broadly attributed to two factors: situational factors and personal factors. Situational factors include the nature of the job itself. This inquires if the job is repetitive and boring or if it is interesting and challenging enough. A repetitive job may generate stress and job resentment. Personal factors are the worth of an

employee, his or her personality, age and sex may contribute to an employee absence. This employee's sudden absence due to either situational or person factors may stir up negative feelings among his fellow work-colleagues. It is a convincing fact that more often, managers are unable to fill in or organize a quick replacement for an absent employee but rather overburden their subordinates with the same magnitude of workload. This may also result to an increase on the work load of their subordinates. In the educational sector, teachers who are to being tasked to stand in for their absent colleagues will finds it difficult to cope with their job activities especially during examination period and this may hamper on the academic performance of students as well.

Teachers Level of Absenteeism

A teacher's tendency to accept absenteeism, which feeds into the school culture at large, is commonly referred to as absenteeism acceptance. Absence from the classroom can be contagious among teachers within a school. Not only can absences prove transmissible, but the idea of them being widely accepted can increase the likelihood and prevalence of absences among teachers. If the school culture tolerates absenteeism, teachers are more likely to be absent (Bradley, Green, & Leeves, 2007). The acceptance of absenteeism by their peers is a better predictor of absences than general attitudes at work. When teachers are moved or transferred, their absence rate shifts to match that of the average of their new school. This shows that the issue is one that can be improved and that school culture, hold the potential to prioritize teacher presence in the classroom more than individual attitudes. If a teacher is repeatedly absent from school, students are more likely to be absent. Higher teacher absentee rates may reduce students' motivation to attend school and further lead to higher student absentee rates. School systems strive to provide students with resources to support their academic success. Stronge (2018), posited that Teachers are perhaps the most valuable and most effective resource for students within a school when it comes to the impact they

make on students. This takes on additional importance when it comes to reading achievement on the elementary school level. Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways in which they interact with one another and the world around them. However, not every teacher provides the same amount of influence on their students.

Araujo, Carneiro, Cruz-Aguayo, and Schady (2016), explains that teacher quality is often measured through student learning outcomes and assessment scores, as well as, the relationships that teachers build with students. Teacher quality is something to consider when measuring the connection between teachers and student outcomes. Teacher quality is significantly positively correlated to student success and achievement (Rockoff, 2004). According to Griffith (2017), teachers are the single most powerful instrument that schools have to boost student learning. When teachers miss school, students miss out on education. In fact, students in classes taught by teachers with the lowest absence rates outperformed their peers in classes taught by teachers with the highest absence rates (Griffith, 2017). The consistent presence of the teacher in the classroom is of supreme importance to provide effective instruction to students. When teachers are absent from school, their students are less successful academically. The curricular pace of instruction is interrupted when teachers are absent and simple classroom routines are off, causing students to suffer. When a qualified teacher is absent from the classroom, student achievement is negatively affected. Teachers are the educational leaders in the classroom and their roles cannot be compromised. Student achievement, to a large degree, depends on the continuity of instruction. Continuity of instruction depends not only on the presence of an instructor, but also their qualifications. Teacher qualifications and level of education have a positive relationship with student achievement. The higher ranked the college programme attended and the higher a

prospective teacher scores on licensure assessments, the better students tend to do in that teacher's classroom (Wayne & Youngs, 2003). When the idea that early reading comprehension is critical to development is coupled with the notion that substitute teachers are often underqualified, it becomes crucial to better understand the impacts of absenteeism on student literacy development, particularly at the early stages. As teacher absence increases, student achievement scores go down and also, schools that performed the best on assessments of academic standards have the highest rates of teacher attendance.

Teachers' Job Satisfaction

Many experts have explored the subject of job satisfaction and have come out with various definitions. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement with regard to what job satisfaction is. In fact there is no final definition on what job represents. Therefore, before a definition on job satisfaction can be given, the nature and importance of work, as a universal human activity, must be considered. Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. According to him, this definition incorporates both cognition (appraisal) and affects (emotional state). Thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) agreed with Anderson (2001) by defining job satisfaction "as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job".

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2001) define job satisfaction as an

effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Saiyadain (2007), defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similarly, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for ones efforts. It implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

For teachers, job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his/her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Judge, Thoresen & Patton, 2001). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching. Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. Some factors are responsible for job dissatisfaction among teachers which could be administrative problems, evaluation of students'

performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for the teaching profession and promotion bottlenecks.

However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. When teachers have job satisfaction, they tend to teach well. However, the widely held belief in Nigeria is that there is generally low teacher satisfaction and low morale amongst Nigerian school teachers. Furthermore, most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government must develop a remuneration and reward system that will promote job satisfaction" (Komolafe, 2010; 30).

Job satisfaction is impacted by the intensified work that teachers are now expected to carry out, and mirrors the societal trends of overworking teachers. This can be understood in terms of its relationship with other key factors, such as general wellbeing, quality of life, stress at work, stress at organizational matters, control of things, work and social life. Job satisfaction has emotional, cognitive and behavioural components. It may consist of different levels of boredom, anxiety and excitement; beliefs and feelings; and demanding and challenging work-related actions, such as being tardy, staying late and avoiding work (Bernstein & Nash, 2008).

Teachers' job satisfaction has been found to be an integral indicator of school effectiveness. It is considered as the product and work quality that improves teachers' efficiency. Job satisfaction and motivation of teachers are key interventions and guarantees to quality teaching and high standards of academic performance at all levels and stages of education. It is also said that employees become satisfied

and develop their positive feelings when they reach the ideals in their profession (Sirin, 2009). The level of job satisfaction increases, performance and organizational commitment. It also decrease absenteeism and low turnover, of employees that are given proper participation in decision-making in any organization. In this way, employees can gain freedom as regarding, how to go about their daily activities and they can also acquire empowerment. Money and promotions are the main attractive factors of job satisfaction and motivation of employees, according to Helms (2006). Salary, social status, advancement, ability utilization, good working conditions and relations, and creativity and security are the main factors of job satisfaction among education sector employees. Pensions and profit-sharing plans are positively and directly associated with employees' job satisfaction. An increase in income that can be greater than that predicted in the education sector also enhances job satisfaction of the stakeholders (Helms, 2006). Salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, interaction with colleagues and students, are the main factors of teachers' job satisfaction. On the other hand, poor salary and poor work conditions contribute to low job satisfaction and low motivation of teachers (Okonkwo &Obineli, 2011).

Teachers' Commitment

Commitment is defined as a high level of attachment to an organization. Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to an organization as an object of commitment. Pareek (2004) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. Teacher's commitment is one of the major professional characteristics that influence an educator's success (Cresswell 2006). Affective

professional commitment in education refers to teachers' emotional connection to, identification with, and participation in the teaching profession and its objectives with regard to motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, compliance to teach altruistically and contribute to the success of the teaching profession, and keenness to make special sacrifice do further than regular potential and to tolerate challenging situations.

Teachers with continual professional commitment remain within the teaching profession because leaving the profession has high cost for them. The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Several variables can determine the level of teacher's commitment to school. This includes the interaction among teachers, relationship between teacher and students, the quality of work done by teachers, the working environment and the rate of available learning resources.

Poor Salaries

The role money plays in the motivation of workers cannot be underestimated. According to Banjoko (2006) many managers use money to reward or punish workers. Money has the power to attract, retain, and motivate individuals towards higher performance. If a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer. Akintoye (2012) supported the assertion on the role played by money in motivating workers as he observed that "money remains the most significant motivational strategy. Also, Akintoye (2012) observed that money is one of the most vital factors in motivating the industrial workers to achieve greater productivity. It motivates workers to higher performance, commitment, and

satisfaction in their profession. Like any other worker, the teacher would be motivated to perform more if he receives good money or salary as a compensation for carrying out his duty effectively.

Non-Implementation of Teachers Promotion and Advancement

Promotion has a long lasting result and therefore regarded as a strong element in determining job satisfaction. Promotion of teachers give a sense of growth and the desire for promotion originates from the need for status, respect, security in the form of higher income, esteem and recognition in society. On the other hand, however, advancement refers to actual change upward in position and can be achieved through the promotion of teachers. Advancement is a key force in motivating teachers to lift their performance to approach their maximum potential. Teacher's advancement is achieved when a teacher is promoted to an assistant head teacher or a head teacher. An individual might view the promotion system in their firm as unfair yet still be personally satisfied because he does not possess the necessary qualifications for promotion or does not have what is required to advance his career (Reche 2012). Alternatively, it may seem logical that an employee could appreciate the opportunity of advancement offered by his company or organization; other employees could still be dissatisfied with the chances for promotion, simply because they do not exist. Such individual's valued standards would depend upon personal ambitions and career aspirations. Studies have identified that the main roots of the desire for promotion would include the desire for psychological growth, the desire for higher earning and the desire for social position to those who base their personality on what others think of them.

Every worker is entitled to a salary in every working environment. Bennell (2015) researched into teacher motivation and incentives in low-income developing countries and noted that teachers are paid considerably less than the other mainstream professions. Nowadays, most educational institutions, especially the private institutions are becoming conscious that they must

become increasingly creative and innovative when it comes to motivating and satisfying their teachers with the view to ensuring full commitment and retention. According to Acheampong (2003), majority of private educational institutions offers a number of incentive packages to keep their members performing higher compared to government institutions. These incentives as noted include free transportation, mortgage facilities, free medical care and rebate or scholarship for teachers' children. Also, Feldman and Landsman (2007) indicated that another strategy for managing employee's performance and retention is designing incentive programmes more purposefully and in such a way that institutional commitment would also be addressed. For instance, incentive packages could be short term focused on driving employee behaviour toward realization of a specific goal. Upon all the important role teacher motivation plays in improving the performance of students, research still shows that the rate of teacher motivation is on the decline.

Work Stress

Steers and Rhodes (2010) employees who experience high levels of stress will be less satisfied with their jobs, less likely to attend work, and more likely to leave their jobs. Selye (2006) popularized the concept of stress, and defined it as the nonspecific response of the body to any demand placed upon it. The World Health Organization, (2014), defines work-related stress as “the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities, and which challenge their ability to cope (p.14). Selye's suggestion that prolonged stress can cause physical and mental disorders is widely recognized. Most researchers describe teacher stress “as the experience by a teacher of negative and unpleasant emotions such as anger, anxiety, tension, frustration, or depression resulting from some aspect of their work as a teacher. Collie (2012) identifies two types of teacher stress: stress related to student

behaviour and stress related to workload. Teacher stress is generally assessed by self-report items that do not provide teachers with any specific definition of stress. Thus, teachers respond according to their own sense, or perception, of stress. Studies have generally found that higher levels of teachers' sense of stress are associated with lower levels of job satisfaction (Markow, 2013). Ongoing stressors of teachers' jobs (that is, unmotivated students, noise, overcrowded classrooms) had a greater effect on teachers' job satisfaction, motivation, and psychological distress (depressive and psychophysiological symptoms) than did episodic stressors (confrontations with unruly students) or being the victim of a crime. Stress has a negative relationship with health (Toker, Shirom, Shapira, Berliner, & Melamed, 2005). Teachers who are experiencing higher levels of perceived stress are at risk for developing health problems and sleep disturbances. Lack of sleep may also, in turn, affect job performance and health. It seems fair to assume then that high levels of teacher perceived stress would likely affect teacher attrition and absenteeism rates.

Job Insecurities

Majority of teachers are exposed to job insecurities which have led to most teachers being dissatisfied with their job. The school head and administrators serve as the motivational backbone of the teachers which help in guiding and supporting teachers toward being productive in their job and also improve their job performance. However, most school administrators has not been prolific in encouraging teachers towards their job and this has led to lack of motivation of teachers towards their teaching jobs. The satisfaction of mind is the right of all employees despite the difference in their cast, worksite, race, and religion. One expectation about continuity in current job situation is job security. It has to do with employee feeling over the lose job or lose of desired job feature such as lack of promotion chances, current working conditions, as well as long-term career opportunities in the employee commitment job security is most important factor. Academics institution job

security of teacher is ensured after the appointment of confirmation. In other words, the staff is accorded their tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, give the teacher a sense of job security (Abdullah, 2012). Many researchers have found that job security induce organization commitment of employees. The school management plays a vital role in ensuring the job security of teachers as they decides on the kind of incentives to give teachers. This enables individual teachers to be rewarded most appropriately. The school management helps in satisfying some needs of its teachers. This is aimed at settling down the teacher so that he/ she can do well in the work. Herzberg uses the phrase “motivating factors” to describe things that, when they are present, have the ability to make the teacher satisfied or even happy at work. He also uses the phrase “hygiene factors” to describe things that, when they are absent, has the ability to make the teacher unsatisfied or unhappy at work.

Herzberg’s two factor model says that basic factors like safety and salary need to be met to prevent dissatisfaction at work, but that another set of higher order motivating factors like autonomy and recognition are required to create actual happiness at work. The school management can therefore try to make teachers satisfied with their job of teaching. This is to boost their self-esteem and continue to work. The school management can also ensure the job security of teachers by motivating its teachers and satisfying their autonomy needs. These need includes an individual needs to participate in making decisions that affect him to exert influence in controlling the work situation, to have a voice in setting job related goals and to have authority to make decisions and attitude to work independently. It is the duty of the school management to helps teachers to realize their psychological states. This helps them to develop and achieve motivation toward the teaching job.

Teacher Dissatisfaction

One of the major underlying causes of teacher absenteeism is considered to be dissatisfaction with working conditions such, supervision, salary, and policies. When dissatisfaction with conditions becomes too pronounced, employees may terminate employment, although some say absenteeism offers an alternative to quitting because it allows them an opportunity to express their dissatisfaction (Jacob & Levitt, 2003). The advantages of high morale include less absenteeism, and a better academic environment for instruction. The more time teachers spend away from class, the more time students spend with substitute teachers. Wiley and Harnischfeger (2011) found in terms of typical gains in achievement over a year period, that in schools where students receive 24% more schooling, they increase their average gain in reading comprehension by two-thirds and their gain in mathematics and verbal skills by more than one-third. If teachers are dissatisfied with their work lives, not only will they suffer, but their students will suffer as well, hence, administrators must not fail to consider the potential impact of substitute teachers on student learning. Substitutes are rarely as effective as the regular teachers they replace. Therefore, valuable instruction is lost and student achievement may suffer as a result.

Theoretical Framework

This study adopts the Frederick Herzberg, Two-factor Theory (1959). The two-factor theory was developed by the American psychologist and theorist, Frederick Herzberg in 1959. The two-factor motivation theory, otherwise known as Herzberg's motivation-hygiene theory or dual-factor theory, postulated that there are separate sets of mutually exclusive factors in the workplace that either cause job satisfaction or dissatisfaction. He specifically looked for two different things and found out which work-related factors lead to job satisfaction, and which work-related factors are associated with job dissatisfaction. He determined that several different factors lead to apparent

satisfaction, meaning that a person will be delighted with his specific position, which will increase his motivation in the work that he performs. On the other hand, certain factors ensured the level of dissatisfaction, at least when they were removed, which meant that the person did not have those that exist in the organizational environment. Therefore, these factors must have been present in order to provide a specific type of reasonable level of satisfaction. Satisfactions describe a person's relationship with what he or she does, many of which are related to the tasks performed. On the other hand, dissatisfaction is associated with a person's attitude to the context or environment in which he performs his work. Hygiene factors that are part of a person's work that must be present to ensure at least a reasonable level of satisfaction. Moreover, this means that these specific factors will not satisfy the person, but if they are not present, they can become a source of dissatisfaction. Thus, some of these specific factors included things such as benefits, such as remuneration, job security, and also included friends in the workplace (social needs).

According to Herzberg, if you do not have good benefits, reasonable wages, any guarantees of security in the workplace, or some level of interaction in the workplace, this can cause dissatisfaction. On the other hand, motivation factors as these factors make a big contribution to job satisfaction if these factors are not present, they do not necessarily cause a level of dissatisfaction. However, if they are present, they can become a source of great satisfaction in the workplace and motivation in a particular workplace. Examples of motives can be recognition, being recognized for a job well done, especially among employees, individual achievements, career opportunities, and additional promotions. Thus, Herzberg stated that factors such as recognition, achievement, career advancement, if they are not present, will not lead to a level of dissatisfaction, however, if they are present, then they contribute to satisfaction at the workplace. Herzberg simply applied to the organizational environment, which meant that we could satisfy any

specific need that we want to do. However, they led to varying degrees of motivation, and these hygienic factors would not be a source of levels of satisfaction. However, if they are not there, foundation dissatisfaction can be produced.

In applying the Herzberg's two factors theory in school organization by teachers, typically, we focused on the teachers' relationship with their job and their attitudes, behaviors as well as their satisfaction and dissatisfaction in their workplace. Hygiene factors/dissatisfiers are about pay, ancillary working conditions, relationship with staff, the position of physical work, and interaction between school administrators and teachers. In his hypothesis, Herzberg guarantees these variables work on a similar plane. In the end, fulfillment and disappointment are not total inverses. Also, there are two factors in the hypothesis that can be applied; the initial one is the fulfillment that has had an impact on the inspiration factors such as duties, achievements and recognition, progress, work itself, and self-awareness. Furthermore, this to improve and expand the performance of the activity. Combined with the various components of cleanliness and this by having a connection

Motivation is one of the most important factors in affecting human behaviour and performance. The level of motivation an individual or team exerted in their work task can affect all aspects of organizational performance. Motivation Factors are Intrinsic Factors that will increase employees' job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any employees' dissatisfaction. Herzberg furthered that full supply of Hygiene Factors will not necessary result in employees' job satisfaction. In order to increase employees' performance or productivity, Motivation factors must be addressed. Two-Factor Theory is closely related to Maslow's hierarchy of needs but it introduced more factors to measure how individuals are motivated in the workplace. This theory argued that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort, but would only prevent

them from being dissatisfied. In order to motivate employees, higher-level needs (intrinsic or motivation factors) must be supplied. The implication for organizations to use this theory is that meeting employees' extrinsic or hygiene factors will only prevent employees from becoming actively dissatisfied but will not motivate them to contribute additional effort toward better performance. To motivate employees, organizations should focus on supplying intrinsic or motivation factors (Robbins, 2009).

According to the setting of theory, Extrinsic Factors are less to contribute to employees' motivation need. The presences of these factors were just to prevent any dissatisfaction to arise in their workplaces. Extrinsic Factors are also well known as job context factors; are extrinsic satisfactions granted by other people for employees (Robbins, 2009). These factors serve as guidance for employers in creating a favourable working environment where employees feel comfortable working inside. When all these external factors were achieved, employees will be free from unpleasant external working conditions that will banish their feelings of dissatisfactions, but remains themselves neutral in neither satisfied nor motivated; however, when employers fail to supply employees' Extrinsic Factors needs, employees' job dissatisfaction will arise. Intrinsic Factors are the actually factors that contribute to employees' level of job satisfactions. It has widely being known as job content factors which aim to provide employees meaningful workers that are able to intrinsically satisfy themselves by their works outcomes, responsibilities delegated experience learned, and achievements harvested (Robbins, 2009). Intrinsic Factors are very effective in creating and maintaining more durable positive effects on employees' performance towards their jobs as these factors are human basic needs for psychological growth. Intrinsic Factors will propel employees to insert additional interest into their job. When employees are well satisfied by motivational needs, their productivity and efficiency will improved.

Empirical Review

Teachers' Salaries and Job Satisfaction

Ehrenberg, Ronald, Daniel, Rees and Eric (2018) carried out a study titled teachers Absence and Incentives in Primary Education: Result from a National Teacher Tracking Survey in Ecuador. The study investigated the High rates of absence of teachers from their posts in Ecuador. The study was carried out as part of a new multi-country survey project in health. Data used in the study was obtained from the nationally representative survey team in Ecuador. The data obtained revealed that teachers in Ecuador were absent from their posts nearly 14 percent of the time. While this overall absence rate is relatively low compared with those of other survey countries, it remains high enough that it is likely to impede learning. The study also found that a major factor influencing absenteeism among teachers in Ecuador was their salary structure. Other variables that were associated with increased absence was community characteristics, such as poverty and urbanization; and poor monitoring and discipline, including infrequent use of discipline by the school director, low rates of school inspections, and distance from the nearest Ministry of Education office.

Abdul (2018) carried out a study on the effect of Salary, Promotion, and Relationships with Colleagues on Secondary School Teachers' Job Satisfaction. The study investigated the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. This quantitative study was based on a descriptive survey design and was carried out by performing a cross-sectional survey. Through simple random sampling technique, 300 teachers were selected as research subjects from the public sector secondary schools of the district Faisalabad, Punjab, Pakistan. Two structured questionnaires were developed to explore the perceptions of respondents about the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. All

psychometric properties were ensured in the development of the final versions of the both instruments. Mean, standard deviation, simple linear regression and stepwise regression were used as statistical techniques for data analysis purpose. The results revealed that salary and promotion had significant relationships with teachers job satisfaction. Availability of learning materials and level of absenteeism.

Adamu and Garba (2019) investigated on Payment of Teachers' Salary and Promotion as Correlate of Teachers' Job Performance in Senior Secondary Schools in Adamawa State, Nigeria. The study aimed at investigating the Payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria. This study adopted two research questions and two hypotheses. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 332 principals and teachers was determined using Taro Yamane's formular. Questionnaire was used to collect data. (PTSPTDQ) and teachers' job performance questionnaire (TJPQ). The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation (PPMCC). Findings indicated that there were significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in Adamawa state, Nigeria. The study concluded that payment of teachers' salaries in senior secondary schools in Adamawa state is moderate and promotion of teachers' in senior secondary schools in Adamawa state is also moderate. The study recommended that government should pay teachers' salaries promptly and promoting them regularly and this will enhance teachers' job performance.

Availability of Learning Materials and Job Satisfaction

Ndambo, Maithya and Mwaura, (2021) carried out a study titled “Effects of Availability of Teaching and Learning Resources On Teacher Job Satisfaction in Public Secondary Schools In Kitui County, Kenya”. The purpose of the study was to determine the effects of availability of teaching and learning resources on teacher Job satisfaction in public secondary schools in Kitui county. The study employed a mixed methods approach and descriptive survey research design to reveal and measure the opinion of teachers. The study targeted 400 public secondary schools and 2417 teachers from Kitui county. Purposive and random sampling was used to select 40 principals and 488 teachers. Fractional method was used to sample 40 teachers from the 400-public secondary schools. 20% of 2417 teachers were randomly selected from each sub-county. Sample size for this study was calculated using hypergeometric formulae where 76 principals and 352 teachers were selected giving a total of 428 respondents. Data was collected using Questionnaires for teachers, interview schedules for principals and document analysis. Validity of the instrument was achieved by reading other research works, books and journals. Split half reliability was used to test teacher’s questionnaire and principal’s checklist. Research instruments were appraised through a pilot study on 25 teachers and 5 principals from Katulani sub-county. Data was analysed qualitatively and quantitatively using Pearson correlation moment to test the questionnaire, Analysis of variance (ANOVA) and multiple regression. Descriptive statistics and inferential statics were used. Descriptive statistics aided by statistical package for social sciences (SPSS) version 21.0 was used. Quantitative data was presented in percentages, t-test, frequencies and tables while qualitative data was organized into thematic categories according to the objectives of the study. The study established that there was a significant relationship between teaching/leaning resources and teachers job satisfaction, $p\text{-value}=0.001<0.00$, the study recommended that there was need for

school principal to avail enough teaching and learning resources and balance teacher's workload and work closely with the teachers to ensure there is enough provision of teaching materials as well as e-resources for use by both the teachers and the students.

Ehinola and Oyewole, (2011) *The Relationship Between Resource Availability and job satisfaction among secondary school teacher in Ondo State*. The study aimed at finding out the extent and direction of relationship between resource availability and job satisfaction of secondary school teachers in Ondo State. The descriptive survey research design, using correlational method was adopted. A proportionate random sampling method was used to select 50 schools from which 3 teachers and the principal of each school were selected. This made a total of 150 teachers and 50 principals. Two sets of research instruments were used for the study. Frequency counts and simple percentages were used to answer research questions 1 and 2 while Pearson Product Moment Correlation was used to analyze the hypothesis. The hypothesis was tested at a significant level of 0.05. Among several other findings, the study established that material resources and human resources (professional teachers) were not adequate in the schools. The study also revealed a significant relationship between resource availability and teachers job satisfaction in Ondo state.

Teachers' promotion and Job Satisfaction

Arogundade (2019) carried out a study titled "Staff Development and Promotion as Correlates of Teachers' Job Satisfaction in Secondary Schools in Ekiti State, Nigeria". The study examined the relationship between staff development, promotion and teachers' job satisfaction in secondary schools in Ekiti State. The study adopted a descriptive survey design. The population of the study consisted of all the 7,538 teachers in 203 public secondary schools in Ekiti State. The sample for the study consisted of 800 respondents made up of 640 class teachers, 128 Head of Departments and 32 Vice Principals from 32 public secondary schools in Ekiti State via multistage

sampling procedure which involved simple random, stratified and purposive sampling techniques. Two sets of instruments tagged “Staff Development and Promotion Questionnaire (SDPQ)” and “Teachers Job Satisfaction Questionnaire (TJSQ)” were used to collect relevant data for the study. The findings of the study revealed that there was a significant relationship between staff development, promotion and teachers job satisfaction. It was recommended that regular staff development programmes should be organized by government for continuous professional development of teachers. It was recommended that teachers should be promoted as and when due and whenever there is delay in promotion, the arrears of the financial benefit of such promotion should be paid in full.

Bala and Waziri (2019) did a study on the Relationship between promotion and classroom teachers’ job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. The study examined the relationship between promotion and classroom teachers’ job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. 2 research questions and 1 hypothesis was formulated and tested at 0.05 level of significance. The population of the study was 3,093 teachers from various public senior secondary schools in the nine education zones in Taraba State. A sample size for the study was 354 participants calculated using Taro Yamane’s Formula. The data collected was analyzed using mean and standard deviation and Pearson product moment correlation was used to analyze the hypothesis at 0.05 level of significance. Findings: There was a statistical significance strong relationship between promotion and classroom teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria ($r_{706} = 0.18, p < 0.05$). This study concluded that promotion is high with a grand mean of (3.76). Classroom teachers’ job satisfaction is low in Senior Secondary Schools in Taraba state, Nigeria with a grand mean score (3.03). It was

recommended that the government should ensure regular promotion of teachers and implement payment of promoted teachers with their promotion status and other allowances.

Abdul (2018) carried out a study on Effect of Salary, Promotion, and Relationships with Colleagues on Secondary School Teachers' Job Satisfaction. The present study attempted to investigate the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. This quantitative study was based on a descriptive survey design and was carried out by performing a cross-sectional survey. Through simple random sampling technique, 300 teachers were selected as research subjects from the public sector secondary schools of the district Faisalabad, Punjab, Pakistan. Two structured questionnaires were developed to explore the perceptions of respondents about the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. All psychometric properties were ensured in the development of the final versions of the both instruments. Mean, standard deviation, simple linear regression and stepwise regression were used as statistical techniques for data analysis purpose. The results revealed that salary, promotion, and relationships with colleagues have significant effect on teachers' job satisfaction

Work stress and Job Satisfaction

Olaniyi, Olaoye, Ogunmilade and Onajite (2020), carried out a study titled "Working Conditions and Salary as Correlates of Teachers' Productivity in Government-Owned Secondary Schools in Emure Local Government Area of Ekiti State, Nigeria. The descriptive survey was adopted for the research study. The population for the study was seven (7) government-owned secondary schools while the sample was four government-owned secondary schools. The study sought to find out the relationship between working conditions and teachers' productivity; salary and teachers' productivity in government-owned secondary schools in Emure Local Government

Area of Ekiti State, Nigeria. The instrument that was used for data collection was a Questionnaire which was used to collect data from sample of 80 respondents. The study revealed that there was significant relationship between salary and teachers' productivity. This implied that salary had influence on teachers' productivity.

Karim and Morteza (2016) carried out a study titled English as a Foreign Language Teachers' stress and job satisfaction, the study was conducted to find out the level of job satisfaction and stress among EFL teachers. The study employed the survey research design. The instrument used for the study was a questionnaire. Data were collected from 149 EFL teachers. The analysis of the data revealed that 29.93% of the teachers reported feelings of stress in one way or another. In addition, more than one-third of the teachers claimed to be somewhat or very dissatisfied with their job. It was also observed that age, marital status and employment played significant roles in the level of occupational stress perceived by EFL teachers.

Koros, Momanyi and Chukua (2018) Investigated the Impact of Occupational Stress on Job Satisfaction Among Kenyan Primary School Teachers. The purpose of the study was to determine the impact of occupational stress on job satisfaction among primary school teachers in Nandi County, Kenya. This study adopted the exploratory survey research design. The study targeted a total of 1652 primary school teachers. Simple random sampling technique was used to select a sample of 312 teachers. The main data collection instrument was a questionnaire for the teachers. The study results indicated that there was a positive relationship between occupational stress and job satisfaction ($\beta = .527$, $p = .000$). The coefficient of determination ($R^2 = .452$) for the estimated model indicated that 45.2% of the deviations in occupational stress contribute towards job satisfaction among primary school teachers. It also showed that majority of the primary school teachers are dissatisfied with teaching and if given an opportunity would leave

teaching for other professions. The study recommends that it is imperative of government and other stakeholders in education to ensure a high level of career satisfaction for highly qualified and experienced teachers.

Asamoah and Amoako (2020), investigated the “Effect of Perceived Job Related Stress on Teacher Job Satisfaction in a High Stakes Testing Environment”. The main aim of the study was to investigate effect of teachers perceived job related stress on their job satisfaction. Twenty (20) public Junior High School teachers were the targeted population, in the study and 120 of them from the public 20 schools were selected using proportionate stratified sampling technique with a common ratio of 4:10. A questionnaire was used to collect data from the respondents. Variance based Structural Equation Modeling (SEM), specifically, Partial Least Square (PLS) model was used to validate the instrument and to test the study hypothesis. Independent sample t test was used in the analysis of the data. Findings from the study revealed teacher Job related stress as a significant predictor of job satisfaction in a high stakes testing environment.

Mwakasangula and Mwita (2020), carried out a study titled “relationship between occupational stress and job satisfaction among teachers in Tanzanian public primary schools”. The study examined the relationship between occupational stress and job satisfaction among teachers in Tanzania public secondary schools. The study used a sample of 618 teachers from 51 public schools located in Morogoro Municipality. Multiple regression analysis was used which involved stress related to working conditions, stress related to leadership and stress related to workload as independent variables. Age, gender and education level were used as control variables. It was found that stress related to working environment ($\beta = -.198$, $p = .001$), stress related to leadership ($\beta = -.141$, $p = .015$) and stress related to workload ($\beta = -.270$, $p = .042$) have a significant negative relationship with job satisfaction. Two control variables; gender (female) ($\beta = -1.735$, $p = .000$) and

education level ($\beta = -.501$, $p=.046$) were also found to have a significant negative relationship with job satisfaction while age ($\beta= .705$, $p= .004$) was found to have a significant positive relationship. The study recommended that more teachers should be employed in schools in order to reduce workloads of available teachers and improve the teachers working environment which will in turn increase job satisfaction among teachers.

Job satisfaction and Absenteeism

Utami and Harini (2019) carried out a study on the “Effect of job satisfaction and absenteeism on teacher work productivity”. The study examined the direct effect of job satisfaction and absenteeism on the work productivity of high school teachers. The research was conducted in Bekasi, Indonesia. The study adopted a survey method with the path analysis approach. Data collection was done using a questionnaires. The sample consisted of 198 teachers which were selected with the simple random sampling technique with Slovin formula. Based on the results of testing the hypothesis in the study it was concluded that: (1) job satisfaction has a positive direct effect on teachers’ work productivity; (2) absenteeism has a direct negative effect on work productivity. Teacher absence has a negative impact on productivity. Absent teachers often cannot contribute to organizational productivity and growth and (3) job satisfaction has a direct negative effect on absence. From the findings of the study it was recommended that teachers should take their job more seriously as their absence may hinder students’ academic progress.

Ansah (2016), carried out a study titled Assessing the impact of teacher job satisfaction among teachers. Three hundred and six (306) teachers were randomly sampled from a total of one thousand four hundred and sixty-one (1461) Junior High School and Senior High School teachers as sample for the study. The instrument used for the data collection was the questionnaire. The researcher, however, had three research questions to work with. The findings of the study showed

that many teachers in the Techiman Municipality perceived teaching as their ideal profession but most teachers will prefer to change their profession as a result of dissatisfaction. Also the study showed that teachers felt their conditions of service were not good enough and most teachers in the Municipality felt dissatisfied with the profession.

Ijiwole, Olawale and Adebayo (2019), carried out a study titled “Job Satisfaction and its Influence on Teachers’ Performance in Osun State, Nigeria. The study examined the influence of job satisfaction on secondary school teachers’ performance in Osun State, Nigeria. A descriptive research design was employed for the study. Purposive sampling technique was used to select 50 Principals and 200 teachers in Osogbo metropolis as the sample for the study. Mean, standard deviation, frequency and correlation were used to analyze data. Results from the study revealed that the level of job satisfaction among the secondary school teachers is below expectation, while low salaries and unavailability of instructional materials was ranked highest among the factors influencing job satisfaction of secondary school teachers. The study also confirmed that job satisfaction dimensions have significant relationship with teacher performance. Based on the findings of the study it was recommended that Osun State government should stop epileptic payment of half salary and full salary should be paid promptly to enable them concentrate on their job for effective delivery. Also promotion of secondary school teachers should be fixed for 3 years interval as it is done in the tertiary institutions.

Summary of Literature Review

The review of literature was done under conceptual framework, theoretical framework and empirical studies. The conceptual framework highlighted factors that show the relationship between teachers' job satisfaction and level of absenteeism of teachers which was discussed under the following subheadings; concept of absenteeism, teachers level of absenteeism, teachers' job satisfaction, teachers commitment, salaries, non-implementation of teachers' promotion and advancement, work stress and teachers dissatisfaction.

This theoretical framework hinges on the Fedreick Herzberg, Two-factor Theory (1959). The two-factor theory was developed by the American psychologist and theorist Frederick Herzberg in 1959. He specifically looked for two different things and found out which work-related factors lead to job satisfaction, and which work-related factors are associated with job dissatisfaction. He determined that several different factors lead to apparent satisfaction, meaning that a person will be delighted with his specific position, which will increase his motivation in the work that he performs.

From the empirical studies it was observed that despite the fact that numerous literature exists on Teachers' Job satisfaction among secondary school teachers, yet not much study has been carried out on the relationship between job satisfaction and the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State, a gap this project work intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the researcher discussed the methods and procedures that were used to obtain and analyze the data for this research work. This chapter is discussed under the following headings: research design; population of study; sample and sampling technique; research instrument; validity of the instrument; reliability of the instrument; method of data collection and method of data analysis.

Research Design

A correlation survey design was used for this research study. The research design simply involved the collection of data to determine whether or not, and to what degree of relationship existed between two or more variables. The design is appropriate for this work in helping to determine the relationship between job satisfaction and the level of absenteeism of teachers in private secondary schools in Oredo Local Government area, of Edo State.

Population of the Study

The population for the study comprised all teachers in private junior secondary schools in Oredo Local Government Area of Edo State. As at the time of this research, there were 158 private secondary school in Oredo Local Government Area with a total population of 5,092 teachers (Source: Ministry of Education, Edo State, 2021).

Sample and Sampling Technique

The sample of this study is 254 teachers. This was drawn from the total population by selecting 5% from the population using the simple random sampling technique in selecting the participants from various private secondary schools within Oredo Local government area. In selecting the teachers that constituted the sample, the private secondary schools teachers in Oredo

Local Government Area were sampled. This sample was randomly selected from the population of the study. This technique was employed to ensure an equal representation of the variables for this study.

Research Instrument

The instrument that was used for data collection was a questionnaire titled “Relationship between Dimensions of Job Satisfaction and the Level of Absenteeism of Teachers Questionnaire (RDJSLATQ)”. The instrument was made up of two sections, A and B. Section A contains the personal data of the respondents while section B comprises of 34 items on a five-point Likert Scale, designed to elicits data on the relationship between dimension of job satisfaction and the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area, Edo State. The likert scale item was weighted as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) =3, Disagree (D) = 2, and Strongly Disagree (SD) =1.

Validity of the Instrument

The instrument was developed by the researcher with the input of the supervisor. This was presented to three experts in the Department of Education, Benson Idahosa University, one each from measurement and evaluation, guidance and counselling and educational administration. The reason for this process was to ensure that the questionnaire met the conditions of face and content validity. Their suggestions were collated and incorporated in the final draft approved by the supervisor.

Reliability of the Instrument

The reliability of the instrument was determined using the Cronbach Alpha statistic in order to measure the internal consistency of the instrument. This was done by administering the questionnaire on thirty (30) respondents who were not part of the sample of the study. The data collected were analyzed and this yielded a reliability co-efficient of 0.86. This high co-efficient indicated that the instrument was reliable and could be used to elicit data from the respondents.

Method of Data Collection

Before the administration of questionnaire on the respondents, first, an introductory letter was given to the school authority to obtain permission to administer the questionnaire. The instrument was then administered on the respondents by the researcher through the help of a trained research assistant to ensure quick response and retrieval of the instrument. The questionnaire was retrieved as soon as they were completed by the respondents in order to avoid misplacement.

Method of Data Analysis

The mean ($\bar{x}$), Standard Deviation (SD), Pearson Product Moment Correlation, and linear regression statistics were used for the analysis of data. The Pearson Product Moment Correlation was used to answer the research questions while the linear regression was used to test the hypothesis at 0.05 level of significance. The Standard Deviation will be used to determine the extent to which the responses clustered to or deviated from the mean responses. With regard to the decision rule, any calculated mean equal or greater than 3.00 is regarded as high extent while any mean lesser than 3.00 is regarded as low extent. Furthermore, any standard deviation value between the range of .00 and .96 indicated that the responses were very close in terms of their agreement. The probability value (p) was used in taking the decisions regarding the hypothesis. If

the p-value was less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter deals with the presentation and analysis of results based on the data collected. The presentation of results is followed by the summary of findings and discussion of the findings.

Analysis of Research Questions

Research Question 1: What is the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?

Table 1: Pearson Product Moment Correlation showing the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Variable	N	r	r ²	%	Remark
Salaries	254	0.71	0.50	50	High
Absenteeism					

r² = coefficient of determination

The data presented in Table 1 showed the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. It was observed from the data in the table that there was a positive relationship (0.71) between salaries and level of absenteeism of teachers in private secondary school in Oredo Local Government Area of Edo State. The coefficient of determination (r²) associated with the correlation coefficient of 0.71 was 0.50 implying that salaries had 50% influence on the level of absenteeism of teachers in private secondary school in Oredo Local Government Area. It is, therefore, concluded that there was a high positive relationship between salaries and the level of absenteeism among teachers in private secondary school in Oredo Local Government Area of Edo State.

Research Question 2: What is the relationship between availability of learning materials and the level of absenteeism of teachers in private secondary school in Oredo Local Government Area?

Table 2: Pearson Product Moment Correlation showing the relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Variable	N	r	r ²	%	Remark
Availability of learning Materials	254	0.68	0.46	46	Moderate
Absenteeism					

r² = coefficient of determination

The data presented in Table 2 showed the relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. It was observed from the data in the table that there was a positive relationship (0.68) between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The coefficient of determination (r²) associated with the correlation coefficient of 0.68 was 0.46 implying that availability of learning materials had 46% moderate influence on the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area. It is, therefore, concluded that there is a moderate positive relationship between availability of learning materials and the level of absenteeism among teachers in private secondary schools in Oredo Local Government Area of Edo State

Research Question 3: What is the relationship between teachers' promotion and level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?

Table 3: Pearson Product Moment Correlation showing the relationship between teachers' promotion and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Variable	N	r	r ²	%	Remark
Teachers Promotion	254	0.61	0.37	37	Low
Absenteeism					

r² = coefficient of determination

The data presented in Table 3 showed the relationship between teachers' promotion and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. It was observed from the data in the table that there was a positive relationship (0.61) between teachers' promotion and level of absenteeism of teachers in private secondary school in Oredo Local Government Area of Edo State. The coefficient of determination (r²) associated with the correlation coefficient of 0.61 was 0.37 implying that teachers' promotion had 37% low influence on the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area. It is, therefore, concluded that there is a low positive relationship between teachers' promotion and the level of absenteeism among teachers in private secondary schools in Oredo Local Government Area of Edo State

Research Question 4: What is the relationship between work stress and the level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?

Table 4: Pearson Product Moment Correlation showing the relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Variable	N	r	r ²	%	Remark
Work Stress	254	0.58	0.33	33	Low
Absenteeism					

r² = coefficient of determination

The data presented in Table 4 showed the relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. It was observed from the data in the table that there was a positive relationship (0.61) between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The coefficient of determination (r²) associated with the correlation coefficient of 0.58 was 0.33 implying that work stress had 33% low influence on the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area. It is therefore concluded that there is a low positive relationship between work stress and the level of absenteeism among teachers in private secondary schools in Oredo Local Government Area of Edo State

Research Question 5: What is the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?

Table 5: Pearson Product Moment Correlation showing the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area.

Variable	N	R	r ²	%	Remark
Salaries	254	0.71	0.50	50	Moderate
Avail. of learning Malt.	254	0.68	0.46	46	
Teachers' Promotion	254	0.61	0.37	37	
Work Stress	254	0.58	0.33	33	
Absenteeism	Aggregate		0.41	41%	

r² = coefficient of determination

The data presented in Table 5 showed the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. It was observed from the data in the table that each of the dimensions of job satisfaction had a moderate positive relationship with (r) values ranging from (0.58-0.71) on the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The table also showed an aggregate percentage of the coefficients of determination (r²) associated with the correlations coefficient of all dimensions of job satisfaction to be (0.41)implying that dimensions of job satisfaction had 41% positive influence on the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area. It is, therefore, concluded that there is a moderate positive relationship between dimensions of job satisfaction and the level of absenteeism among teachers in private secondary schools in Oredo Local Government Area of Edo State

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Table 6: Linear regression showing the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Variable	n	r	r ²	t-value	F- stat	df	p-value	Decision
Salaries	254	0.71	0.50	6.47	41.98	251	0.00	Reject H _o
Absenteeism								
β = 0.71								

The data presented in Table 6 showed the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. From the table, it could be established that the regression coefficient value (r) was 0.71 with an associated (r²) coefficient of 0.50. This implied that salaries had 50% influence on level of absenteeism of teachers in private secondary schools. The table also showed that the probability level was (0.00) which is lower than (0.05) level of significance at 251 degree of freedom with a t-value of 6.47 and F-stat of 41.98. This implied that there was a significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Therefore, the null hypothesis which stated that there was no significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State was rejected. It is, therefore, concluded that there is a significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 2: There is no significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Table 7: Linear regression showing the relationship between learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Variable	n	r	r ²	t-value	F- stat	df	p-value	Decision
Availability of learning materials	254	0.68	0.46	5.27	50.41	251	0.00	Reject H ₀
Absenteeism				$\beta = 0.68$				

The data presented in Table 7 showed the relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. From the table, it could be established that the regression coefficient value (r) was 0.68 with an associated (r²) coefficient of 0.46. This implied that availability of learning materials had 46% influence on level of absenteeism of teachers in private secondary schools. The table also showed that the probability level was (0.00) which is lower than (0.05) level of significance at 251 degree of freedom with a t-value of 5.27 and F-stat of 50.41. This implied that there was a significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Therefore, the null hypothesis which stated that there was no significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State was rejected. It is therefore concluded that there is a significant relationship between availability of learning materials and

level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 3: There is no significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Table 8: Linear regression showing the relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Variable	n	r	r ²	t-value	F- stat	df	p-value	Decision
Teachers Promotion	254	0.61	0.37	6.61	57.23	251	0.00	Reject H ₀
Absenteeism								
$\beta = 0.61$								

The data presented in Table 8 showed the relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. From the table, it could be established that the regression coefficient value (r) was 0.61 with an associated (r²) coefficient of 0.37. This implied that teachers' promotions had 37% influence on level of absenteeism of teachers in private secondary schools. The table also showed that the probability level was (0.00) which is lower than (0.05) level of significance at 251 degree of freedom with a t-value of 6.61 and F-stat of 57.23. This implied that there was a significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Therefore, the null hypothesis which stated that there was no significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State was rejected. It is therefore concluded that there is a significant relationship between

teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 4: There is no significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Table 9: Linear regression showing the relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Variable	n	r	r ²	t-value	F- stat	df	p-value	Decision
Work Stress	254	0.58	0.33	5.91	48.20	251	0.00	Reject H _o
Absenteeism								
β = 0.58								

The data presented in Table 9 showed the relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. From the table, it could be established that the regression coefficient value (r) was 0.58 with an associated (r²) coefficient of 0.33. This implied that work stress had 33% influence on level of absenteeism of teachers in private secondary schools. The table also showed that the probability level was (0.00) which is lower than (0.05) level of significance at 251 degree of freedom with a t-value of 5.91 and F-stat of 48.20. This implied that there was a significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Therefore, the null hypothesis which stated that there was no significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State was rejected. It is, therefore, concluded that there is a significant relationship between work stress and level of

absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 5: There is no significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Table 10: Linear regression showing the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Variable	n	r	r ²	t-value	F- stat	df	p-value	Decision
Salaries	254	0.71	0.50	8.73	62.10	251	0.02	Reject H ₀
Avail. of learning Malt.		0.68	0.46					
Teachers Promotion		0.61	0.37					
Work Stress		0.58	0.33					
Absenteeism								
				β = 0.41				

The data presented in Table 10 showed the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. From the table, it could be established that the probability level was (0.02) which is lower than (0.05) level of significance at 251 degree of freedom with a t-value of 8.73 and F-stat of 62.10. This implied that there was a significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Therefore, the null hypothesis which stated that there was no significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State was rejected. It is, therefore, concluded that there is a significant relationship between dimensions of job

satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

Summary of Findings

Based on the results of the data analysis of this study, the following findings were made:

1. There was a significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
2. There was a significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
3. There was a significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
4. There was a significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
5. There was a significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area in Oredo Local Government Area of Edo State.

Discussion of Findings

The first finding showed that there was a significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The finding showed that compensation plays a crucial role in teacher commitment. It implies that inadequate salary levels may lead to higher rates of absenteeism among teachers. This finding shows the importance of fair and competitive compensation packages in mitigating absenteeism issues. This findings corroborates the finding of Granger, Woolfolk, and Griffin-Brown (2022)

who did a study on teacher salary and how it relates to job satisfaction. The study investigated the relationship between teacher's salaries, their working conditions and their Job satisfaction. The study employed a mixed research method comprising of both quantitative and qualitative research design. The findings of the study showed that teachers with lower salaries were more dissatisfied with their job than teachers with higher salaries, thus implying that a significant relationship exists between teachers' salary and job satisfaction. The finding also agrees with the finding of Olaniyi, Olaoye, Ogunmilade and Onajite, (2020), who carried out a study titled "Working Conditions and Salary as Correlates of Teachers' Productivity in Government-Owned Secondary Schools in Emure Local Government Area of Ekiti State, Nigeria. The study sought to find out the relationship between working conditions and teachers' productivity; salary and teachers' productivity in government-owned secondary schools in Emure Local Government Area of Ekiti State, Nigeria. The result from the study revealed that there was significant relationship between salary and teachers' productivity. The findings also showed a significant relationship between working conditions and teachers' productivity. This implied that salary had influence on teachers' productivity.

The second finding of the study revealed that there was a significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The finding highlights the significance of resources in maintaining teacher engagement. Schools with better access to learning materials may foster a more conducive environment for teaching, resulting in lower absenteeism rates among teachers. This reveals the importance of investment in educational resources as a means to enhance teacher commitment and availability. The finding is in agreement with the finding of Naisianoi, Koome and Marima, (2020) who carried out a study titled influence of teaching and learning materials

availability on teachers' satisfaction in Karunga Zone, Gilgil in Kenyan. The study sought to establish the influence of teaching and learning materials availability on teachers' satisfaction in primary schools in Karunga Zone, Gilgil Sub County in Kenyan. The findings of the study showed that teaching and learning materials availability ($r = .652$, $p .000$; $\beta = .751$, $p .000$) had a positive and statistically significant influence on teachers satisfaction in primary school in Karunga Zone. The finding of the study also agrees with the finding of Ndambo, Maithya, and Mwaura, (2021) who carried out a study titled effects of availability of teaching and learning resources on teachers' Job Satisfaction in Public Secondary Schools In Kitui County, Kenya. The purpose of the study was to determine the effects of availability of teaching and learning resources on teacher Job satisfaction in public secondary schools in Kitui County. The study employed a mixed methods approach and descriptive survey research design to measure the opinions of teachers. The findings of the study established that there was a significant relationship between teaching/learning resources and teachers' job satisfaction, $p\text{-value} = 0.001 < 0.00$.

The third finding of the study showed that there was a significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. This finding suggests that career advancement opportunities can influence teacher attendance patterns. It implies that a lack of promotional prospects may lead to decreased motivation and higher absenteeism rates among teachers. This finding emphasizes the importance of professional growth and development opportunities in retaining teachers and minimizing absenteeism. This finding is in agreement with the finding of Bala and Waziri (2019) who did a study on the relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. The study examined the relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State,

Nigeria. The findings of the study showed that there was a statistical significant strong relationship between promotion and classroom teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria ($r=706 = 0.18, p < 0.05.$). The finding is also in line with the finding of Arogundade (2019) who carried out a study titled Staff Development and Promotion as Correlates of Teachers' Job Satisfaction in Secondary Schools in Ekiti State, Nigeria. The study examined the relationship between staff development, promotion and teachers' job satisfaction in secondary schools in Ekiti State. The findings of the study revealed that there was a significant relationship between staff development, promotion and teachers job satisfaction.

The fourth finding of the study showed that there was a significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The finding shows the impact of psychological factors on teacher attendance. It implies that high levels of work stress may contribute to burnout and exhaustion, leading to increased absenteeism among teachers. This highlights the need for schools to implement strategies to manage and reduce stress levels among teachers to promote job satisfaction and teachers well-being. This finding is in agreement with the finding of Koros, Momanyi and Chukua (2018) who investigated the impact of occupational stress on job satisfaction among Kenyan Primary School Teachers. The purpose of the study was to determine the impact of occupational stress on job satisfaction among primary school teachers in Nandi County, Kenya. The study results indicated that there was a positive relationship between occupational stress and job satisfaction ($\beta = .527, p = .000$). The coefficient of determination ($R^2 = .452$) for the estimated model indicated that 45.2% of the deviations in occupational stress contributed towards job satisfaction among primary school teachers. The finding also corroborates the finding of Asamoah and Amoako (2020), who investigated the "Effect of Perceived Job Related Stress on Teacher Job

Satisfaction in a High Stakes Testing Environment”. The aim of the study was to investigate effect of teachers perceived job related stress on their job satisfaction. Finding from the study revealed teacher job related stress as a significant predictor of job satisfaction in a high stakes testing environment.

The final finding of this study revealed that there was a significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The finding implies that overall job satisfaction plays a crucial role in reducing the level of absenteeism among teachers. Teachers who are satisfied with various aspects of their job are likely to demonstrate higher levels of commitment and attendance. This finding reveals the importance of addressing factors contributing to job satisfaction, such as compensation, timely promotion, supportive leadership, professional development opportunities, and a positive work environment, to reduce absenteeism among teachers. This finding is in agreement with the finding of Utami and Harini (2019) who carried out a study on the “Effect of job satisfaction and absenteeism on teachers’ work productivity”. The study examined the direct effect of job satisfaction and absenteeism on the work productivity of high school teachers. The research was conducted in Bekasi, Indonesia. The findings of the study showed that (1) job satisfaction had a positive direct effect on teachers’ work productivity; (2) absenteeism had a direct negative effect on work productivity. Teacher absence had a negative impact on productivity. Absent teachers often cannot contribute to organizational productivity and growth and (3) job satisfaction had a direct negative effect on absence. The finding of the study is also in agreement with the finding of Ansah (2016), who carried out a study titled Assessing the impact of teacher job satisfaction among teachers. The findings of the study showed that many teachers in the Techiman Municipality perceived teaching as their ideal profession but most teachers would prefer

to change their profession as a result of dissatisfaction. Also the study showed that teachers felt their conditions of service were not good enough and most teachers in the Municipality felt dissatisfied with the profession.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the relationship between job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. The study also investigated some dimensions of job satisfaction which includes teachers' salaries, availability of learning materials, teachers' promotion and work stress and their relationship with absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State. Five research questions and five hypotheses were raised to guide the study as shown below.

1. What is the relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?
2. What is the relationship between availability of learning materials and the level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?
3. What is the relationship between teachers' promotion and level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?
4. What is the relationship between work stress and the level of absenteeism of teachers' in private secondary schools in Oredo Local Government Area?
5. What is the relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area?

The corresponding hypotheses are stated below.

1. There is no significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

2. There is no significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
3. There is no significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
4. There is no significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
5. There is no significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area in Oredo Local Government Area of Edo State

The design of the study was a correlational research design and the population of the study comprised 5,092 private secondary school teachers in Oredo Local Government Area. The sample size of the study was made of 254 teachers which was 5% of the entire population. The research instrument used for this study was a questionnaire. The data collected were analysed using Pearson Product Moment Correlation (PPMC) and Linear Regression. The results obtained showed that:

1. There was a significant relationship between salaries and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
2. There was a significant relationship between availability of learning materials and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
3. There was a significant relationship between teachers' promotions and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.

4. There was a significant relationship between work stress and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area of Edo State.
5. There was a significant relationship between dimensions of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area in Oredo Local Government Area of Edo State.

Educational Implications

The findings of the study implied that when teachers are not adequately catered for or motivated through provision of better salaries, given adequate promotion, and provision of learning materials they will not be satisfied with their jobs. And this would, no doubt, make them not to be committed as expected of them. Owing to this, low productivity and high rate of absenteeism will set in and the adverse effect will be on the students who would irrefutably perform below academic standard. However, these findings provide possible solutions to absenteeism among secondary school teachers and improvement outcome in their job satisfaction. Most implementers of educational programmes can also assist in reducing the rate of absenteeism among teachers toward their teaching profession by maintaining efficiency in educational policies through provision of adequate resource to teachers.

Conclusion

In conclusion, this study has shown that the various dimensions of Job satisfaction investigated in the study significantly influenced the level of absenteeism among private secondary school teachers in Oredo Local Government Area of Edo State. It could be deduced, based on these findings, that with adequate motivational elements such as regular payment of teachers' salaries and allowances, upward review of salaries, implementation of promotions as at when due, provision of learning materials and conducive working environments and reduction of teachers

work load and work stress would help to improve job satisfaction of teachers and also reduce the level of absenteeism among teachers. This would go a long way in improving the standard of education as the punctuality and commitment of teachers to class activities will lead to better academic performance and improvement in the academic achievement of the students.

Contributions to Knowledge

This study has contributed to the body of knowledge as it revealed the significance of teachers' job satisfaction and how it influenced their level of absenteeism. The study showed that teachers' being the drivers of the teaching and learning process need to be satisfied in order to ensure an outstanding teaching and learning process. This would improve teachers' enthusiasm and commitment towards their job as satisfaction has also been shown to develop employees' productivity and lower their absenteeism and turnover rates.

Recommendations

Based on the findings of this study the following recommendations were made.

1. School owners should look into the allocation of monthly salaries and allowances of teachers with a view to reviewing and increasing it, since the economic situation in the country is not static and favourable. This will help to increase teachers' satisfaction on their job.
2. The working environment under which teachers perform their duties should be made conducive enough to boost their interest in the teaching and learning process.
3. Adequate teaching aids and materials should be made available for effective teaching and learning.
4. Yearly promotion process should be in place for deserving and committed teachers to be promoted as at when due

5. More subject teachers should be employed in order to reduce the workload on available teachers.

Suggestions for Further Studies

Based on the findings of this study, the following suggestions were made for further investigation:

1. Firstly, other dimensions of job satisfaction influencing secondary school teachers' level of absenteeism should be investigated.
2. Secondly, this study was carried out among private school teachers in Oredo local government Area. Therefore, other studies should be carried out to investigate the rate of absenteeism of teachers in government schools due to job dissatisfaction.
3. Finally, the scope of this study could be made wider and more investigation on the subject matter can be carried out in other local government areas, senatorial district and states as well to validate the findings from this study.

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APPENDIX A
INTRODUCTORY LETTER

Department of Education,
Faculty of Art and Education,
Benson Idahosa University,
Benin City, Edo State.

7th October, 2022.

Dear Sir/Ma,

I am a postgraduate student in the above named department. As part of the requirements for the program, I am conducting a research on the relationship between dimension of job satisfaction and level of absenteeism of teachers in private secondary schools in Oredo Local Government Area, Edo State.

In this regard, you have been duly selected as a member of the sample. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Thanks.

Yours faithfully,

Imagbenikaro, Caro Eghonghon
Researcher

APPENDIX B QUESTIONNAIRE

Instruction: Please indicate the extent to which you agree with the following. You are to assess the following on a five-point Likert scale with response format of SA= Strongly Agree (5); A= Agree (4); U= Undecided (3); D= Disagree (2) and SD= Strongly Disagree (1).

S/N	Questionnaire Items on dimensions of Job Satisfaction	SA 5	A 4	U 3	D 2	SD 1
	Salaries					
1	Delaying payment of teachers' salaries affects their productivity on their job					
2	Adequate annual salary that is commensurate with work load will raise teachers' motivation.					
3	Granting of study leave with pay will increase teachers' job satisfaction					
4	Regular payment of monthly salaries increase teachers' job satisfaction					
5	Giving of allowances and bonuses to teachers help increase their job satisfaction					
6	Early payment of teachers' salaries before the end of the month increases their productivity on the job					
7	Annual increment of teachers' salaries raises their motivation towards their job					
8	Opportunities and incentives given to teachers will improve their motivation					
	Availability of Learning Materials	SA	A	U	D	SD
9	Inappropriate learning materials reduce the morale of teachers towards their job					
10	Lack of textbooks reduces the job performance of teachers					

11	Lack of teaching aids/ audio visuals reduces the motivation of teachers towards their teaching job					
12	Lack of access to school library hamper on the productivity of teachers on the job					
13	Lack of lab equipment to aid teaching process disrupts the effective delivery of lesson by teachers					
	Teachers' Promotion	SA	A	U	D	SD
14	Regular promotion of teachers increases their job satisfaction					
15	Unbiased supervision of curriculum instructions raises teachers' satisfaction					
16	Societal recognition improve teachers' job satisfaction					
17	Teachers retention raises their Job satisfaction					
18	Annual promotion of teachers raises their level of satisfaction on their job					
	Work Stress	SA	A	U	D	SD
19	Taking extra lesson reduces teachers' job satisfaction					
20	Too many students in a class reduces teachers job satisfaction					
21	Most teachers are always stressed out at the end of the day due to noisy class room					
22	Pressure from students' parents increases teacher work stress					
23	Having to teach too many classes daily increases work stress of teachers					
24	Poor learning attitude of learners increases teachers work stress					

	Absenteeism	SA	A	U	D	SD
25	Most teachers are often absents due to poor salaries from school					
26	Most teachers are often absent from school due to lack of promotion					
27	Teachers exhibits absenteeism due to work load					
28	Excess work load of teachers will lead to lateness to class					
29	Most teachers do not attend school due to lack of learning materials					
30	Lack of appropriate leaning aids will lead to poor class attendance by teachers					

APPENDIX C RELIABILITY RESULT

RELIABILITY

```

/VARIABLES=Q01 Q02 Q03 Q04 Q05 Q06 Q07 Q08 Q09 Q10 Q11 Q12 Q13 Q14
Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26
Q27 Q28 Q29 Q30
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=SCALE
/SUMMARY=TOTAL.

```

Reliability

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
98.7000	192.063	13.29670	30