

HERZBERG'S DUAL FACTOR MOTIVATION THEORY AND GENDER DIMENSIONS OF TEACHER'S JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

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Abstract

The study investigated the Herzberg's dual factor motivation theory and gender dimensions of Teacher's job satisfaction in public secondary or post-primary schools in Bayelsa. Two questions guide the study: (1) What is the extent of male and female teachers mean rating of the satisfier factors of motivation on their job satisfaction; (2) To know whether there is any variation in male and female main rating hygiene factors of the motivation impact on their job satisfaction. The study also tested two hypotheses in the study; as follows: H01: There is no significant variation in sex dimension of teachers mean rating of dissatisfying factors of motivation impact and job satisfaction; H02: There is no significant difference in sex dimension of teacher's hygiene factors of the motivation and job satisfaction. The study adopted the ex-post facto design with a population 3669 for teachers, with 2069 for males and 1600 for females: with a number of 3689 questionnaires administered and analyzed. The method of data analysis used was the descriptive and inferential statistics. The research question was analyzed with mean and standard deviation and the hypothesis tested with z-test at 0.05 alpha. The finding of the study showed that teacher's gender has significant difference on their mean rating of satisfier factors of motivation impact on job satisfaction. Teachers should be encouraged to appreciate work stability since it can create job satisfaction within the working environment

Key Words: Herzberg, Motivation, Job Satisfaction, Gender, Teachers, Satisfiers, Dissatisfiers

Introduction

The importance of motivation and job satisfaction has led to the development of several theories of motivation that have explained the why and how workers are motivated to derive job satisfaction. Herzberg's dual factor motivation theory (1966) is one of the outstanding theories of motivation that have influenced motivation studies and motivation policies in organisations such as the public school system. Developed by Herzberg and his associates, Mausner and Snyderman (1959), the study, which later became a theory set out to answer determine why individuals work and the reasons for engaging in work. It's a study

involving 200 accountants and engineers. In the view of Herzberg, Mausner and Snyderman (1959), tackling the “hygiene factors” does not necessarily lead to “dissatisfaction” Similarly, the adequacy of these factors does not lead to “dissatisfaction”, neither do they promote satisfaction (Amit, 2015; Anghelanche,2015;)

The focus of the Herzberg's (1959) motivation theory is on the satisfaction derived by a worker on account of those factors which are made available to promote “achievement, responsibility, advancement and growth while on the job”. But Herzberg's (1959) theory did not cover a number of issues including the gender dimension of motivation on teachers' job satisfaction. This neglect of the gender dimension by the Herzberg's (1959) theory and other studies that followed it has turned out to be one of the gaps in the theory that research has given attention to. Studies on motivation and job satisfaction have addressed the impact of Herzberg's (1959) theory on gender in the context of some localities or countries. However, the dimension of differences is not yet ascertained (Ballantine, Spade, & Stuber, J.M.; 2018; Bexheti, & Bexheti, 2016; Donkoh,2016;)

This indicates that the “job satisfaction” of male and female teachers in different work settings may be influenced by different factors or the same factors, but in uncertain varying proportions. Obviously, the focus of Herzberg's theory (1959) is on the satisfaction derived by a worker on account of those factors which are made available to promote “achievement, responsibility, advancement and growth” while on the job (Candidus & Cummins, 2018; Eduwen, & Osagie-Obazee, 2016).). Based on this perceptive, it is likely that the experience of male and female teachers in Bayelsa state may differ with respect to what actually gives them satisfaction as teachers in the public sector. Whether the satisfier factors (“achievement, work itself, recognition and responsibility”) or “dissatisfiers” also known as “hygiene factors” (such as establishment policy, salary, workload, fringe benefits, working conditions, job security and relationship with peers, subordinates and superiors) do motivate and advance their satisfaction on the job as teachers.

In spite of significant findings on the differential impact of motivation and job satisfaction on gender, studies on teacher motivation and job satisfaction in “Bayelsa State” have overlooked the variance of Herzberg's (1959) dual motivation factors and job satisfaction of male and female teachers. This neglect creates a knowledge gap that requires investigation. This paper therefore set out to fill this gap.

Statement of the problem

Notably, there is the dearth of studies on the dimension of Herzberg's dual factor motivation theory on male and female teacher's job satisfaction in government owned post-primary schools in Bayelsa State.

However, these measures of job satisfaction seem to be lacking among male and female teachers in public secondary schools in Bayelsa State, arising from various de-motivational work policies which tend to negate engagement, respect, appreciation, fair compensation, motivation and life satisfaction among teachers. Presently, it is observed that the number of female teachers in “Bayelsa State” public secondary schools is about the same with their male counterparts. One then wonders that given a de-motivational work environment, could it be possible that the female teachers would derive more job satisfaction than their male counterparts or vice versa? Do female teachers feel more contented or have a sense of accomplishment based on satisfaction on the job than their male counterparts or vice versa? What differential impact do motivation, engagement, appreciation, fair

compensation and life satisfaction itself have on male and female teacher's job satisfaction in" Bayelsa state?" It is obvious that the above issues are yet to be addressed empirically particularly in the context of the dimension of Herzberg's dual factor motivation and job satisfaction. This constitutes an existing gap in knowledge which this study intends to bridge.

Objectives of the Study

This study set out to achieve the following specific objectives as stated below:

1. determine the sex dimension of teachers' mean rating of the satisfier factors of motivation impact on their "job satisfaction"; and
2. ascertain the sex dimension of teachers' mean rating of the hygiene factors of de-motivation impact on their "job satisfaction";

Research Questions

1. What is the extent of sex dimension of teachers' mean rating of the "satisfier factors of motivation" on their "job satisfaction"?
2. Is there any variation in sex dimension of teachers' mean rating of the "hygiene factors" of de-motivation impact on their "job satisfaction"?

Hypotheses

Ho₁: There is no significant variation in the sex dimension of teachers' mean rating of the satisfier factors of motivation impact and job satisfaction.

Ho₂: Significant difference does not exist in male and female teachers' mean rating of "hygiene factors" of de-motivation impact on job satisfaction.

Significance of the Study

Ideally teachers (male and female) by the nature of their jobs should feel self-motivated, contented and satisfied with the jobs when it is evident that there is job stability, advancement, career growth and demonstrable comfortable work-life behaviors. However, this measure of job satisfaction seems to be lacking among male and female teachers in "Bayelsa state" arising from various demotivational work place, policies which tend to negate engagement, respect, appreciation, commitment and life satisfaction as a teacher. This makes this study significant as it would most likely be beneficial to the "Bayelsa State" Ministry of education to understand appropriate motivation strategies to ensure teachers commitment, optimism and performance.

The study would also benefit researchers who are interested in furthering motivation research with a view to covering wide areas. It is expected that school principals and other cadres of school administrators would benefit as it would help them to identify what motivates the different sex of teachers as indicated by the different scales of measurement of individual job satisfaction.

Research Methods

The ex-post-facto research design guided this study. The reason for utilization of this design is that, it enabled the researcher to understand the difference in perception between two variables which are quantitative. The use of the ex-post facto-or casual comparative

design was further justified because of the presence of qualitative independent variable (gender), quantitative independent variable (Herzberg's motivation theory) and the quantitative dependent variable (teachers' job satisfaction).

Population, Sample and Sampling Techniques

A total of 3669 teachers working in government owned secondary schools in Bayelsa State of Nigeria constituted the study population. The distribution was 2069 and 1600 male and female teachers respectively

Table 1: Population of Public Secondary School Teachers in Bayelsa State, April 2019 Figures Only

LGA	No of Schools	Number of Teachers		Total
		Male	Female	
Brass	10	82	28	110
Ekeremor	20	201	63	264
Kolokuma/Opokuma	12	190	125	315
Nembe	15	112	51	163
Ogbia	32	390	253	643
Sagbama	24	241	160	381
Southern-Ijaw	43	295	95	390
Yenagoa	35	501	880	1381
Total	191	2,014	1,655	3,699

Source: Bayelsa State Education Information Management System (EMIS), 2019

A sample size of 368 teachers (10 percent) of the total population was selected through the stratified proportionate random sampling technique. The researcher used this technique because the units' populations are different and there is no need to ensure equal representation.

After the stratification, proportional sampling was adopted to select schools from the sample. This justification was that the local government areas do not have the same number of schools, and it would undermine the reliability of the data if the same number of schools are selected for sampling. Accordingly, 20 percent of the schools in each LGA were selected for the sample

Numbers were assigned to all the schools in each state local government area (each will have a number) and these number were written on small pieces of papers and placed in a bag, a number was then drawn from the bag after mixing thoroughly before each drawing. On 40 secondary schools in the state were sampled. Teachers who were the actual sample units were selected through simple random and proportional sampling to ensure a proper mix of male and female teachers. A total of 368 copies of questionnaires were administered to 368 teachers. Table 3.2 shows the sample of teachers by sex.

Table 2: Sample Frame Teachers by Sex

Gender	Population of Teachers	Sample of Teachers
Male	2014	202
Female	1655	166
Total	3669	368

Instrument for Data collection

The dimension of Herzberg motivation theory on teachers’ job satisfaction questionnaire (DHMTTJSQ) was developed by the investigator. The DHMTTJSQ questionnaire for data collection had two sections, A and B, and while section A collected demographic information of the respondents; section B elicited information on Herzberg dual factor motivation theory on teachers’ job satisfaction respectively. The Part B of DHMTTJSQ was further divided into six subsections. Each subsection of DHMTTJSQ measured one Herzberg motivation theory on teachers’ job satisfaction with 7 items. Items 1-7,8-14, sought information on satisfier factors of motivation and hygiene factors of demotivation, work stability, dual factors of motivation, relative and composite satisfiers and relative and composite hygiene factors. All items were measured on 4- points rating scale of Highly Satisfying (HS) 4-points, satisfying (S) 3-points, Partly Satisfying (D) 2-points, Not at all Satisfying (HD) 1-points

Validity and Reliability of Instrument

The face, content and construct validity of the instrument was carried out analyze the clarity and appropriates of each item on the content and construct aspects of the instrument respectively. The instrument’s reliability was authenticated with Cronbach’s alpha analysis method. In order to achieve the determination of the instrument reliability, the questionnaire was administered to 30 teachers in public secondary schools in Rivers State, who were not part of the study population. The scores obtained from the administration of questionnaire were used to establish the consistency of the reliability coefficient values of the instrument for each variable and the entire instrument, because it is a compound instrument. The reliability coefficient analysis results indicated satisfier factors of motivation, 0.78; hygiene factors of de-motivation, the reliability coefficient values were considered strongly adequate and therefore, the instrument was suitable for utilization in the study for data collection.

Administration of Instruments

The researcher administered the copies of questionnaire by hand with the help of two research support staff. Respondents were required to complete the questionnaires and these were retrieved by the researcher in a time frame of two-four weeks. A total of 368 copies of questionnaires were administered and all were retrieved

Data Analysis

The research data were analyzed with descriptive and inferential statistics. The statistical methods of simple percentages, mean and standard deviation were used for the analyses of the demographic data of the respondents. The research questions were analyzed with the mean and standard deviation, while the hypotheses were tested with the z-test analysis at 0.5 alpha

Results and Analysis

(a) Demographic Data

Table 3: Distribution of Respondents by Gender (%)

Sex	Frequencies	(%)
Male	202	55
Female	166	45
Total	368	100

Fieldwork, 2019

The data presented in table 3 shows that the respondents were distributed as 202 (55 %) male and 166 (45 %) female respectively; meaning that male respondents were more in the study.

Table 4: Distribution of Respondents by Educational Qualification (%)

Educational Qualification	Frequencies	Percentage (%)
SSCE	6	1
OND/NCE	28	8
BSc/HND	171	47
PGD	125	34
MSc	30	8
PhD	8	2
Total	368	100

Source: Fieldwork, 2019

The data presented in table 4 shows that 6 (1 percent) were with SSCE, 28 (8 percent) with OND/NCE, 171 (47 percent) with BSc/HND, 125 (34 percent) with PGD, 30 (8 percent) with MSc and 8 (2 percent) with PhD educational qualifications. Respondents with BSc/HND were therefore more than the other categories in the study.

Table 5: Distribution of Respondents by Age (%)

Age	Frequencies	Percentage (%)
21-30 years	31	8
31-40 years	127	35
41-50 years	179	49
51-60 years	31	8
Total	368	100

Fieldwork, 2019

Table 5 reveals that the age of respondent ranged from 31 or 8 % (21-30 years) 127 or 35% (31-40 years) 179 or 49 % (41-50 years and 31 or 8% (51-60 years) respectively. Respondents within 41-50 years were dominant in number.

Table 6: Distribution of Respondents by Years of Teaching Experience (%)

Number of Years' Experience	Frequencies	(%)
1-5 years	66	18
6-10 years	61	17
11-15 years	127	35
16-20 years	83	23
21-25 years	16	4
26-30 years	9	2
31-35 years	6	1
Total	368	100

Fieldwork, 2019

Table 6 indicates that respondents have worked for the following number of years- 66 or 18 percent (1-5 years), 61 or 17 percent (6-10 years), 127 or 35 percent (11-15 years), 83 or 23 percent (16-20 years), 16 or 4 percent (21-25 years), 9 or 2 percent (26-30 years) and 6 or one percent (31-35 years). The number of teachers who have worked for 11-15 years were more in number.

Table 7: Distribution of Respondents by Position (%)

S/N	Marital Status	Frequencies	Percentage (%)
1	Classroom Teachers'	238	65
2	Head of Departments	68	18
3	Vice-Principals	32	9
4	Principals	30	8
5	Total	368	100

Fieldwork, 2019

Table 7 shows that 238 (65 percent) were classroom teachers', 68 (18 percent), head of departments, 32 (9 percent), Vice-Principals and 30 (8 percent) Principals. It demonstrates that classroom teachers were more in the study sample population.

Research Question One

What is the sex dimension e teachers' mean rating of the satisfier factors of motivation impact on their job satisfaction?

Table 8: Summary of mean and standard deviation scores of the sex dimension extent of teachers' mean rating of the satisfier factors of motivation impact on their job satisfaction

Satisfier factors of Motivation	Male		Female		Total		Decision	Rating
	\bar{X}	SD	\bar{X}	SD	\bar{X}	-SD		
Recognition	2.47	0.915	2.20	0.775	2.35	0.864	Rejected	Low
Growth in Professional Achievement	2.59	0.911	2.39	0.843	2.50	0.886	Accepted	High
Responsibility	2.65	0.880	2.47	0.784	2.57	0.842	Accepted	High
Appreciation for work done by students	2.67	0.905	2.40	0.770	2.55	0.856	Accepted	High
	2.46	0.931	2.50	0.851	2.48	0.896	Rejected	Low

	2.41	0.927	1.98	0.879	2.21	0.928	Rejected	Low
	2.78	0.872	2.40	0.824	2.61	0.870	Accepted	High
Grand Mean/SD	2.58	0.906	2.33	0.818	2.47	0.877	Rejected	Low

Cut-off mean = 2.50; Male= 202; Female= 166 and Total = 368

The data in Table 8 shows that, the male teachers' rated item 7 highest, followed by 4, 3, 2, 6, 5 and 1 with mean scores of 2.78, 2.67, 2.65, 2.57, 2.47, 2.46 and 2.41 respectively. This implies items 7, 4, 3 and 2 were accepted and items 6, 5 and 1 were rejected. Alternatively, the female teachers' rated item 5 more than item 3, 4, 7, 2, 1 and 6 with mean scores of 2.50, 2.47, 2.40, 2.40, 2.39, 2.20 and 1.98 respectively. This indicates that, only item 5 is accepted by the female teachers' and items 3, 4, 7, 2, 1 and 6 were all rejected. Table 4.2.1 further reveals that, on the whole the combined rating give item 7 as the highest, followed by 3, 4, 2, 5, 1 and 6 with mean scores of 2.61, 2.57, 2.55, 2.50, 2.48, 2.35 and 2.21 respectively. This implies that items 7, 3, 4 and 2 were accepted and the other items were rejected. The grand mean of the male teachers' rating (2.58) is greater than that of the female teachers' rating (2.33). This simply means that, male rating of the satisfier factors of motivation impact on their job satisfaction is better than their female counterparts.

Consequent upon the observed high extent, the t-test analysis was carried out in order to ascertain if the high dimension is high.

Research Question Two

Is there any variation in the sex dimensions of teachers' mean rating of the hygiene factors of de-motivation impact on their job satisfaction?

Table 9: Summary of mean and standard deviation scores of the difference between sex dimension of teachers' mean rating of the hygiene factors of demotivation impart on their job satisfaction

Hygiene factors of demotivation	Male		Female		Total		Decision
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Interpersonal relationship	2.50	0.899	2.46	0.783	2.68	0.848	Accepted
Job Security	2.62	1.091	1.86	0.966	2.28	1.103	Rejected
Working conditions	1.97	0.992	1.67	0.897	1.83	0.955	Rejected
Policies of the post-primary schools board	1.89	0.888	1.81	0.899	1.85	0.892	Rejected
Prospects for promotion	2.11	1.038	2.01	0.867	2.05	0.964	Rejected
Salary	1.68	1.003	1.52	0.892	1.61	0.956	Rejected
Supervision by superiors	2.44	1.036	2.19	0.836	2.32	0.958	Rejected
Grand Mean/SD	2.17	0.992	1.93	0.877	2.09	0.954	Rejected

Cut-off mean = 2.50; Male= 202; Female= 166 and Total = 368

The data represented in Table 9 indicates that, the male teachers' rated item 9 highest, followed by 8, 14, 12, 10, 11 and 13 with mean scores of 2.62, 2.50, 2.44, 2.11, 1.97, 1.89 and 1.68 respectively. This implies items 9 and 8 were accepted and items 14, 12, 10, 11 and 13 were rejected. Alternatively, the female teachers' rated item 8 more than item 14,

12, 9, 11, 10 and 13 with mean scores of 2.46, 2.19, 2.01, 1.86, 1.81, 1.67 and 1.52 respectively. This indicates that, all items were rejected by the female teachers. Table 4.2.2 still shows that, on the whole the combined rating gives item 8 as the highest, followed by 14, 9, 12, 11, 10 and 13 with mean scores of 2.48, 2.32, 2.28, 2.05, 1.85, 1.83 and 1.61 respectively. This implies that all items were rejected. The grand mean of the male teachers' rating (2.17) is greater than that of the female teachers' rating (1.93). This implies that, male principals' rating of the hygiene factors of de-motivation impart on their job satisfaction is higher than their female counterparts. Consequent upon the noted variation, the t-test analysis was carried out in order to authenticate if the variation in the extent is significant.

Hypothesis One

There is no significant difference in the sex dimension of teachers' mean rating of the satisfier factors of motivation impact on their job satisfaction.

Table 10: Z-test analysis of the difference in the sex dimension teachers' mean rating of the satisfier factors of motivation impart on their job satisfaction

Variables	N	\bar{X}	SD	df	Z-cal.	Z-crit.	Sig	Decision at p < 0.05
Male	202	18.02	3.978	366	4.127	1.960	0.000	*
Female	166	16.34	3.777					

* = Significant at 0.05 alpha level; N = 368

Table 10 reveals that, the Z-test analysis is significant at 0.05 alpha level due to the fact that the calculated Z-test value of 4.127 is less than the critical table Z-test value of 1.960 at 0.05 alpha level with 366 degrees of freedom. Consequently, the null hypothesis which states that, there is no significant difference in the sex dimension of teachers' mean rating of the satisfier factors of motivation impart on their job satisfaction is accepted. Subsequently, the alternative hypothesis which states that, there is a significant difference in the sex dimension of teachers' mean rating of the satisfier factors of motivation impart on their job satisfaction is upheld.

Hypothesis Two

There is no significant difference in the sex dimension of teachers' mean rating of the hygiene factors of de-motivation impact on their job satisfaction.

Table 11: Z-test analysis of the difference in the sex dimension of teachers' mean rating of the hygiene factors of de-motivation impact on their job satisfaction

Variables	N	\bar{X}	SD	df	Z-cal.	Z-crit.	Sig	Decision at p < 0.05
Male	202	15.21	4.200	366	3.930	1.960	0.000	*
Female	166	13.52	3.978					

* = Significant at 0.05 alpha level; N = 368

Table 11 indicates the Z-test analysis to be significant at 0.05 alpha level as the calculated Z-test value of 3.930 is greater than the critical table Z-test value of 1.960 at 0.05 alpha level with 366 degrees of freedom. The null hypothesis is thus rejected while rejected the alternative hypothesis which states that, there is a significant difference in the sex

dimension teachers' mean rating of the hygiene factors of de-motivation impact on their job satisfaction is upheld.

Results and Discussion

The analysis therefore shows that:

1. There is no significant difference in the sex dimension of teachers' mean rating of the dual factors of motivation impact on their job satisfaction.
2. There is a significant difference in the sex dimension of teachers' mean rating of the relative and composite satisfier factors of motivation impact on their job satisfaction.
3. There is a significant difference in the sex dimension of teachers' mean rating of the relative and composite hygiene factors of de-motivation impact on their job satisfaction.

The result in Table 10 indicates that, there is a significant difference in the sex dimension of teachers' mean rating of the satisfier factors of motivation impact on their job satisfaction. This implies that teachers' gender contributes to satisfier factors of motivation impact on their job satisfaction. From Table 10 it shows that, the rating of the male teachers was higher than that of the female teachers. This in agreement with Mocheche, Bosire and Raburu (2018); Oliveira (2011); Ogedengbe, Adelekun, Eyengho, Ogunleye, & Bankole, (2018); Kalaiselvan (2017); Dhanapal, Alwie and Subramanian (2013); and Worley (2006) who reported in their various studies that there was a significant difference in male and female teachers rating of Herzberg's two factor motivational theory.

Table 11 shows that there is a significant difference in the sex dimension of teachers' mean rating of hygiene factors of de-motivation impart on their job satisfaction. This means that, teachers' gender motivates hygiene factors of de-motivation impart on their job satisfaction. From Table 11 it is noted that, the rating of the male teachers was higher than that of the female teachers. This in disagreement with Tinu and Adenike (2015), who concluded in a study that the level of job satisfaction of female lecturers is higher thanthat of their male counterparts.

Conclusion

The following conclusions were made by the study. Firstly, Teachers' gender has significant difference on their mean rating of the satisfier factors of motivation impact on job satisfaction. Secondly, teachers' gender has significant difference on their mean rating of the hygiene factors of de-motivation impact on job satisfaction. The third conclusion is that teachers' gender has significant difference on their mean rating of the work stability impact on job satisfaction. Fourthly, teachers' gender does not have significant difference on their mean rating of the dual factors of motivation impact on job satisfaction. The fifth conclusion is that teachers' gender has significant difference on their mean rating of the relative and composite satisfier factors of motivation impact on job satisfaction. The final conclusion is that teachers' gender has significant difference on their mean rating of the relative and composite hygiene factors of de-motivation impact on job satisfaction.

Recommendations

The following recommendations were made. First is that female teachers should be encouraged to depend on satisfier factors of motivation, since they have the ability to impact on their job satisfaction. The second recommendation states that teachers should rely on

existing hygiene factors of de-motivation. The third is that teachers should be encouraged to appreciate work stability, because it has the ability to enhance their job satisfaction.

The study further recommended that teachers should not depend on the dual factors of motivation, since it does not have the potential for improvement of job satisfaction. Also, it was recommended that teachers should be enhanced to embrace the relative and composite satisfier factors of motivation, because these factors have the capacity to improve their job satisfaction. The final recommendation is that male teachers should be motivated to rely on the relative and composite hygiene factors of de-motivation, since it can contribute to their job satisfaction.

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