



ORIGINAL ARTICLE

Work Facets Predicting Overall Job Satisfaction among Teachers in Selected Secondary schools in Ibadan South-West Nigeria: A Minnesota Satisfaction Questionnaire Survey

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Keywords

Workplace;

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ABSTRACT

Background: Global measures are often used to assess employees' job satisfaction. However, important information is lost when this approach is adopted. The use of multidimensional approach provides robust information for potential intervention. This study aimed to assess the work facets predicting the overall single-item job satisfaction measure among teachers in Ibadan, Nigeria.

Methods: This was a cross-sectional descriptive study conducted among 476 secondary school teachers selected using a multistage sampling method. A structured questionnaire was used for data collection while data was analyzed using SPSS version 26. The Minnesota Satisfaction Questionnaire (MSQ) and a single-item satisfaction measure assessed satisfaction. A linear regression model of the overall job satisfaction was developed. P-value ≤ 0.05 was regarded as statistically significant.

Results: The mean age of respondents was 38.1 \pm 9.0 years. Majority of respondents were females 263 (55.3%) and married 363 (76.3%). The respondents expressed above average satisfaction with all work facets except compensation 161 (33.8%) and work conditions 223 (46.8%). The work facets which significantly predicted overall job satisfaction included: supervision-human relations ($\beta = 0.121$; 95% CI = 0.013 to 0.229; $p = 0.028$); policies & practices ($\beta = 0.111$; 95% CI = 0.021 to 0.201; $p = 0.016$); compensation ($\beta = 0.125$; 95% CI = 0.035 to 0.214; $p = 0.006$) and recognition ($\beta = 0.113$; 95% CI = 0.006 to 0.220; $p = 0.039$)

Conclusion: Overall job satisfaction was mostly predicted by factors extrinsic to the job, so these could be specifically targeted for interventions to improve job satisfaction among teachers.

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INTRODUCTION

Job satisfaction is a critical psychosocial construct that has received a lot of attention in the

workplace. This may not be unconnected with the believe that job satisfaction patterns can influence work efficiency, performance,

participation, absenteeism, and employee retention as well as serve as an indicator of overall individual well-being.¹ Job satisfaction for teacher is directly linked to the benefit they receive, which ultimately influence students' learning progress. When teachers are satisfied, they work harder and devote themselves to student's education.² Teachers' dissatisfaction has been noted as an occupational threat to the profession which may lead to high turnover rate particularly in developing countries where the rate of education is still below the standards.³

Several studies on teachers' job satisfaction have been conducted²⁻⁹ and found that secondary school teachers expressed different levels of satisfaction with respect to the factors of the job^{2,3,6,10} especially when teachers' demographic characteristics such as gender, school type and location of school were considered. The socio-demographic variables such as sex, age, marital status and working experience had influence on teachers' job dissatisfaction.¹¹ The teaching profession is one of the most stressful professions all over the world.¹² In comparison to many other occupations, teaching has an

enormous number of teachers quitting, with a rate between 40 and 50 percent for pioneer teachers after five years of service. About two-thirds of all initial teacher attrition was due to dissatisfaction with teaching as a career or with their job specific roles.¹³ In sub-Saharan Africa and South Asia, for example, significant proportions of teachers were unmotivated and had low job satisfaction. The documented effects were absenteeism, lateness, and unwillingness of teachers to do their jobs.¹⁴ Other research done in some developing countries reported that more than one quarter of the teachers quit, because they were not satisfied with their job.³ In Nigeria, some studies among secondary school teachers in Edo State reported job satisfaction varying from of 27% and 60%.^{15,16}

Job satisfaction is a complex concept that can be examined in two ways. The first method uses single-item global measures, which are more biased because they are mostly related to intrinsic factors (recognition, autonomy and responsibility) of the job; yet these metrics have psychometric and practical benefits.^{17,18} The second method employs multi-

dimensional metrics to show a more holistic view of many aspects of the workplace. Employees may assign varying values of different facets of the work environment depending on individual perception. The measurement of job satisfaction through work facets complements the overall global assessment of job satisfaction.¹⁹ On the other hand, the use of single-item global metric could be deceptive because they are viewed as biased.¹⁷ It is thought that the single-item global measure of job satisfaction is more correlated to the intrinsic facets. There is, however, paucity of evidence in this regard.

To measure satisfaction with aspects of the work environment, several multidimensional job satisfaction instruments have been developed and validated. The Minnesota Satisfaction Questionnaire (MSQ) is a multidimensional measure of job satisfaction helpful in measuring different job facet satisfaction among workers.²⁰ This questionnaire is premised on the theory of work engagement, which argues that job adjustment results, such as satisfaction, may be explained by how well a person's capabilities meet the requirements and reinforcement in

the workplace.²⁰ Both intrinsic and extrinsic factors may affect teacher satisfaction. Intrinsic factors come from classroom activities, while extrinsic factors include teacher salaries, school security, and the availability of teaching materials or resources.⁴

Many studies have been carried out on job satisfaction among secondary school teachers in Nigeria.^{9,11,21,22} However, the assessment instruments were mostly non-multi-dimensional. To our knowledge, the MSQ has not been used in assessing job satisfaction among teachers in Nigeria, and the facet satisfaction measures that predict the overall single-item measure have not been studied yet. In the context of this background, we aimed to assess facet-specific job satisfaction among teachers in selected secondary schools in Ibadan Nigeria.

METHODOLOGY

Study design and Study area: This cross-sectional study was conducted in Ibadan the capital of Oyo State, with 11 Local Government Areas (LGAs) located in southwest Nigeria. Ibadan is the largest indigenous city by geographical area and the third

most populated city, in Nigeria. Ibadan Northwest Local Government Area is one of the six local governments located in Ibadan metropolis. It has a population of 180,644 people and a population density of 4,677 persons per km². The inhabitants of the LGA are mostly Yoruba while the main occupation of the people is trading and working in the public service. The LGA is bounded on the north by Ido LGA, on the south by Ibadan Southeast LGA, on the west by Ibadan Southwest LGA, and on the east by Ibadan Northeast LGA.²³ Information was obtained on the total number of secondary schools in the LGA which was 138 out of which 52 were private schools 82 were public schools run under the auspices of the schools' management board, a subsidiary of the Oyo State Ministry of Education.

Study population: A total of 476 respondents, participated in the study from the selected local government. The sample size was originally estimated for comparison between private and public schools. Thus, the sample size for this study was obtained using the sample size formula for two proportions:

$$n = \frac{[(Z_{1-\alpha/2} \sqrt{2P\bar{Q}} + Z_{1-\beta} \sqrt{P_e Q_e + P_c Q_c}) / (P_e - P_c)]^2}{\bar{p}} \quad \bar{p} = (P_e + P_c) / 2, \quad Q = (Q_e + Q_c) / 2 \quad 24$$

⁴ n=desired sample size, $Z_{1-\alpha/2}$ = standard normal deviate at 95% confidence interval =1.96, $Z_{1-\beta}$ = power = 0.84, P_e = prevalence of job dissatisfaction among teachers in private schools = 50% [0.5],¹⁵ P_c = prevalence of job dissatisfaction among teachers in public schools assumed to be 20%, with a difference between private and public of 30%. The sample size was adjusted for 10% attrition giving approximately n= 238 participants for each group of school making a total of 476 teachers. The study population comprised male and female teachers aged 18-65 teaching in secondary schools in Ibadan northwest in Oyo State, Southwest Nigeria. The choice of schools reflects the types of secondary school within the metropolis. These were public and private secondary schools. All teachers who have worked for a minimum of one year in the school, within the age bracket 18-65 years and full-time teachers were included in the study. However, teachers who were sick as at the time of study and those who declined consent to participate were excluded from the study.

Sampling technique: We used a multi-stage sampling technique to select the study participants. Of the 11 LGAs, Ibadan northwest was purposively selected at the first stage. At second stage, 9 public schools and 6 private schools were selected using simple random sampling by balloting. Lastly, the teachers were selected using a systematic sampling approach from their registers.

Data collection: Data were collected between July and August 2021. A pre-tested self-administered structured questionnaire was used for the data collection. The questionnaire contained some background information about the teachers, a single-item overall job satisfaction measure, and the short form version of the MSQ.²⁰ The short-form version consisted of 20 items describing satisfaction with the following facets of: 1-Ability utilization, 2-Achievement, 3-Activity, 4-Advancement, 5-Authority, 6-Company policies and practices, 7-Compensation, 8-Co-workers, 9-Creativity, 10-Independence, 11-Moral values, 12-Recognition, 13-Responsibility, 14-Security, 15-Social service, 16-Social status, 17-Supervision-human relations, 18-Supervision technical (Supervisor

competence), 19-Variety, and 20-Working conditions. The MSQ short form version consist of the three scales, the intrinsic satisfaction, extrinsic satisfaction, and general satisfaction. The responses ranged from 1-5, with 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, and 5 = very satisfied. These items were weighed and scored with high scores indicating greater satisfaction to the items. The reliability of the MSQ has been documented in a Nigerian setting and the intrinsic and extrinsic subscales have Cronbach's alpha of 0.91 and 0.84 respectively.²⁵ The single-item overall job satisfaction measure was similarly scored as well. The general satisfaction scale assigned scores to all 20 mentioned MSQ items, with the scores ranging from 20 to 100.²⁰ The sum score of intrinsic satisfaction ranged from 12-60 and the scale consist of only 12 items of 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20.²⁰ In addition, the sum score extrinsic satisfaction scale ranged from 6-30 and consisted of only six items of 5,6, 12, 13, 14 and 19.²⁰ Not included in the intrinsic and extrinsic satisfaction scales were items 17 and 18 which are only part of the general satisfaction scale like

other MSQ items. The MSQ item scores could be graded to show areas with higher or lower satisfaction rates. According to previous research, the general satisfaction measure is divided into three categories: moderate (score 60 and below), moderate to not fully satisfied (score 61-79), and satisfied (score 80 and above). The percentiles for the three scales could also be presented to provide norm group information. Furthermore, no knowledge regarding any previously reported norm group of teachers exists anywhere in literatures. Thus, this study used score 80 and higher for a composite estimate of global job satisfaction as it was adopted by several other studies.^{19,26,27}

Data analysis: Statistical analysis was conducted using SPSS version 26.0. The distribution of socio-demographic characteristics as well as for the level of satisfaction with each facet were reported using percentages. The mean \pm SD were reported for the scores of each facet and for the three scales of general, intrinsic, and extrinsic satisfaction. The correlation between the scores of each facet and the scores of the single item overall satisfaction measure were

reported using the Pearson's correlation coefficient. Facets with statistically significant correlations ($p \leq 0.05$) were entered into a linear regression model of the overall single-item job satisfaction measure.

The multivariate model exploring the relationship between the work facets and the overall job satisfaction was also controlled for age and work experience. Thus, all estimates were obtained keeping age and work experience constant. Both age and work experience are important covariates which needed to be controlled for to avoid confounding.²⁸ For all analyses, a p-value ≤ 0.05 was taken as statistically significant.

Ethical considerations: Ethical approval was obtained from the Oyo State Ethics Review Committee with approval number AD13/479/4378^A. A written permission was also be obtained from the Oyo state Ministry of Education. Written informed consent was obtained from each participant after explaining the objectives of the study. Codes were used on the questionnaire to ensure confidentiality was maintained for information obtained from each of the teachers

RESULTS

A total number of 476 teachers participated in this study with a response rate of 100%. Age of respondents ranged from 20-65 years with a mean \pm SD age of 38.1 ± 9.02 years. Majority were females 263 (55.3%), Yoruba 448 (94.1%) and married 363 (76.3%). Household size ranged from 1-13 with mean \pm SD of 4.5 ± 2.0 . The mean years of teaching experience was 10.4 ± 7.4 years (Table 1). The mean score for the single item overall job satisfaction was 2.98 ± 1.17 . About two-thirds 307 (64.5%) of respondents expressed overall satisfaction with their work (Table 2)

On the MSQ satisfaction scale with sum score 100, the 25th, 50th, and 75th percentile scores were 62, 73, and 80, respectively. Only 127 (26.7%) of the respondents were fully satisfied based on the cut-off of ≥ 80 . Table 3 shows the distribution of the responses for each MSQ domain as well as the mean scores for each work facet. The respondent expressed above average level of satisfaction in ability utilization 372 (78.2%), social service 366 (76.9%), authority 352 (73.9%), social status

351 (73.7%), supervision technical 341 (71.7%), achievement 335 (70.4%), co-workers 328 (68.9%), variety 310 (65.1%), moral value 310 (65.0%), activity 307 (64.5%), creativity 298 (62.6%), independence 297 (62.4%), policies & practices 293 (61.6%), recognition 292 (61.4%), security 291 (61.2%), advancement 257 (54.0%), responsibility 253 (53.1%). In contrast, the level of satisfaction was very low for the facets of compensation 161 (33.8%) and work condition 223 (46.8%). Overall, the average general satisfaction scale was 70.7 ± 14.0 , the mean of the intrinsic facet was 43.6 ± 8.6 , and that of extrinsic facet was 20.3 ± 5.0 .

The single-item overall job satisfaction score had a significant positive correlation with scores for each domain of the MSQ instrument (Table 4). Similarly, it had a significant positive correlation with the general sum score ($r = 0.362$, $p < 0.001$), the sum score for intrinsic facets ($r = 0.308$, $p < 0.001$), and the sum score for extrinsic facets ($r = 0.405$, $p < 0.001$). However, the correlation between the single-item overall satisfaction score and the general domain sum score was less

Table 1: Socio-demographic characteristics and work history of teachers in selected schools in Ibadan

Characteristic	Frequency (n=476)	Percent
Age group (years)		
20-29	94	19.7
30-39	178	37.4
40-49	139	29.2
50+	65	13.7
Gender		
Male	213	44.7
Female	263	55.3
Religion		
Christianity	297	62.4
Islam	174	36.6
Traditional	3	0.6
Others	2	0.4
Marital Status		
Married	363	76.3
Single	109	22.9
Widow/Widower	4	0.8
Ethnicity		
Yoruba	448	94.1
Igbo	17	3.6
Hausa	3	0.6
Others	8	1.7
Level of Education		
Diploma/NCE	74	15.5
Bachelors' degree	307	64.5
Masters' degree	73	15.3
PhD	1	0.2
Others	21	4.4
Teaching Experience (years)		
0-5	148	31.1
6-10	139	29.2
11-20	131	27.5
21-30	54	11.3
30+	4	0.8
Level of Income (Naira)		
≤30,000	110	23.1
>30,000-50,000	165	34.7
>50,000-100,000	152	31.9
>100,000	49	10.3

Table 2: Level of job satisfaction among teachers in selected schools in Ibadan

Job satisfaction rating	Frequency (n=476)	Percent
Very dissatisfied	26	5.5
Dissatisfied	106	22.3
Undecided	37	7.8
Satisfied	251	52.7
Very satisfied	56	11.8

Table 3: Work facet satisfaction scores among teachers in selected Schools in Ibadan

Dimension	Satisfaction Categories n (%)					Percent satisfied*	Mean ± SD
	1	2	3	4	5		
Activity	38(8.00)	70(14.7)	61(12.8)	229(48.1)	78(16.4)	64.5	3.50±1.16
Independence	36(7.6)	72(15.1)	71(14.9)	218(45.8)	79(16.6)	62.4	3.45±1.16
Variety	33(6.9)	64(13.4)	69(14.5)	213(44.7)	97(20.4)	65.1	3.58±1.16
Social status	29(6.1)	48(10.1)	48(10.1)	201(42.2)	150(31.5)	73.7	3.83±1.16
Supervision-human relation	40(8.4)	62(13.0)	73(15.3)	215(45.2)	86(31.5)	76.7	3.52±1.17
Supervision-technical	24(5.0)	58(12.2)	53(11.1)	254(53.4)	87(18.3)	71.7	3.68±1.10
Moral values	30(6.3)	61(12.8)	75(15.8)	199(41.8)	111(23.3)	65.0	3.63±1.08
Security	32(6.7)	68(14.3)	85(17.9)	224(47.1)	67(14.1)	61.2	3.48±1.03
Social service	26(5.5)	42(8.8)	42(8.8)	239(50.2)	127(26.7)	76.9	3.84±1.02
Authority	24(5.0)	38(8.0)	62(13.0)	250(52.5)	102(21.4)	73.9	3.77±1.03
Ability utilization	19(4.0)	36(7.6)	49(10.3)	238(50.0)	134(28.2)	78.2	3.91±1.02
Policies & practices	43(9.0)	69(14.5)	71(14.9)	208(43.7)	85(17.9)	61.6	3.47±1.20
Compensation	102(21.4)	121(25.4)	92(19.3)	120(25.2)	41(8.6)	33.8	2.74±1.28
Advancement	39(8.2)	98(20.6)	82(17.2)	185(38.9)	72(15.1)	54.0	3.32±1.20
Responsibility	41(8.6)	78(16.4)	104(21.8)	199(41.8)	54(11.3)	53.1	3.31±1.14
Creativity	33(6.9)	58(12.2)	87(18.3)	223(46.8)	75(15.8)	62.6	3.52±1.11
Work conditions	46(9.7)	111(23.3)	96(20.2)	170(35.7)	53(11.1)	46.8	3.15±1.18
Co-worker's-Recognition	22(4.6)	62(13.0)	64(13.4)	232(48.7)	96(20.2)	68.9	3.67±1.08
Achievement	30(6.3)	60(12.6)	94(19.7)	207(43.5)	85(17.9)	61.4	3.54±1.11
	23(4.8)	54(11.3)	64(13.4)	229(48.1)	106(22.3)	70.4	3.72±1.08
Overall Level of Job Satisfaction							70.7±14.0
Intrinsic Job Satisfaction							43.6±8.6
Extrinsic Job satisfaction							20.3±5.0

1= Very dissatisfied: 2=Dissatisfied: 3 = Neither dissatisfied nor satisfied: 4 = satisfied 5= Very satisfied

**Percent satisfied includes 4 & 5*

strong than the correlation between the single-item overall satisfaction score and some of the individual scores of the MSQ domains.

In the linear regression model, the single-item job satisfaction score was the dependent variable, and the facet scores were the predictor variables. The model was controlled for age and work experience. With

the age and teaching experience kept constant, it was shown that only supervision-human relations ($p = 0.028$), security ($p = 0.007$), policies & practices ($p = 0.016$), compensation ($p = 0.006$), and recognition ($p = 0.039$) significantly predicted overall job satisfaction assessed by the single item measure (Table 5).

Table 4: The correlation between overall job satisfaction scores (single-item measure) and MSQ facet scores among teachers in selected schools in Ibadan

Dimension	Pearson's correlation coefficient (r)	p-value
Activity	0.258	<0.001
Independence	0.143	<0.001
Variety	0.204	<0.001
Social status	0.157	<0.001
Supervision-human relations	0.330	<0.001
Supervision- technical	0.195	<0.001
Moral values	0.107	0.088
Security	0.326	<0.001
Social service	0.176	<0.001
Authority	0.263	<0.001
Ability utilization	0.219	0.007
Policies & practices	0.258	<0.001
Compensation	0.356	<0.001
Advancement	0.299	<0.001
Responsibility	0.165	<0.001
Creativity	0.159	0.044
Work conditions	0.201	0.022
Co-worker's-Recognition	0.146	0.006
Achievement	0.276	<0.001
Intrinsic	0.221	0.003
Extrinsic	0.308	<0.001
General Satisfaction	0.405	<0.001
	0.362	<0.001

For a unit increase in the satisfaction score for supervision-human relations, there was a unit increase of 0.121 in the overall job satisfaction score as assessed by the single-item measure, with all other variables kept constant. Similarly, for a unit increase in the satisfaction score for security, there was a corresponding unit increase of 0.137 in the overall job satisfaction score. In addition, for a unit increase in the satisfaction score for policies & practices, there was a unit increase of 0.111 in the overall job satisfaction score, with all other

variables kept constant. Finally, for a unit increase in the satisfaction scores for compensation and recognition, there were unit increases of 0.125 and 0.113, respectively, in the overall job satisfaction score, with other variables kept constant.

DISCUSSION

This study shows that overall job satisfaction was high among the respondents, with two-thirds of them having expressed overall job satisfaction.

Table 5: The linear regression model of overall job satisfaction among teachers in selected schools in Ibadan

Predictors	Coefficient	95% CI	p-value
Age	-0.005	-0.023 to 0.014	0.626
Teaching Experience	0.002	-0.020 to 0.025	0.850
Activity	0.059	-0.039 to 0.157	0.237
Independence	-0.013	-0.106 to 0.080	0.786
Variety	0.018	-0.086 to 0.122	0.728
Social status	-0.051	-0.152 to 0.050	0.325
Supervision - human relations	0.121	0.013 to 0.229	0.028*
Supervision - technical	-0.075	-0.193 to 0.044	0.217
Moral values	-0.005	-0.091 to 0.082	0.917
Security	0.137	0.038 to 0.235	0.007*
Social service	-0.027	-0.135 to 0.080	0.618
Authority	0.058	-0.055 to 0.171	0.316
Ability utilization	-0.007	-0.123 to 0.108	0.899
Policies& practices	0.111	0.021 to 0.201	0.016*
Compensation	0.125	0.035 to 0.214	0.006*
Advancement	-0.015	-0.118 to 0.087	0.770
Responsibility	-0.088	-0.194 to 0.017	0.100
Creativity	-0.005	-0.116 to 0.106	0.928
Work conditions	0.002	-0.096 to 0.100	0.965
Co-worker's	-0.012	-0.111 to 0.088	0.820
Recognition	0.113	0.006 to 0.220	0.039*
Achievement	0.023	-0.084 to 0.129	0.675
Constant	2.495	1.346 to 3.643	0.000

Furthermore, the respondents expressed above average level of satisfaction in ability utilization social service, authority, social status, supervision technical, achievement, co-workers, variety, moral value, activity, creativity, independence, policies & practices, recognition, security, advancement, responsibility. In contrast, the level of satisfaction was very low for the facets of compensation and work condition. Five facets independently predicted overall job satisfaction. These included supervision – human relation, job security, policies &

practices, recognition and compensation.

Previous studies in Nigeria and parts of Africa have demonstrated varying degree of job satisfaction among teachers ranging from as low as 27% in some parts of Nigeria.²² though levels closer to what was demonstrated in our study.^{3,15,16} Understandably, differences and similarity may be due to conditions of service and some other factors such as remuneration. An important consideration could also result from differences in methods applied in studies such as differences in study

tools. Our study is unique in robustness having applied two different types of measures both of which agreed to a large extent. Other studies have adopted a generic job satisfaction scale, single item job satisfaction methods of assessment.^{15,22} Furthermore, respondents expressed an above average satisfaction for majority of the work facets. This was similar to what a study found in Tanzania in which teachers were satisfied with both monetary and non-monetary incentives.⁶ The compensation domain had the lowest proportion of the respondents satisfied with it. This is in line with the findings of Ofili and colleagues which supported that teachers were dissatisfied with their jobs because of poor salary and influenced the increase in intention to quit among teachers.¹⁵ Poor pay has resulted in lack of dedication to duty on the part of teachers which has affected student performance, resulting in low quality of secondary school graduates. Any country's growth has been linked to investment in the education system and this can be achieved through teachers satisfaction.²⁹ Both low salary and poor working conditions

have been linked with high rates of turnover, intention to quit, burnout and psychological distress among teachers, all of which can affect their disposition towards their work and the performance of the educational system.^{9, 22} Providing necessary teaching materials in a conducive work environment can help maintain the wellbeing and satisfaction of teachers.

In addition, findings from this study showed that satisfaction with the individual work facets had a positive correlation with the single-item measure of overall job satisfaction. However, the correlation between each of the scales (extrinsic, and general) and the single-item overall satisfaction was higher than the correlation between individual facet satisfaction and the overall single-item overall satisfaction. Similarly, a positive relationship was found between extrinsic factors and overall job satisfaction which translated to organizational commitment.³⁰ The correlation was stronger for extrinsic scale than for the intrinsic scale. This was also reflected in the five independent facet predictors three (job security, policies & practices,

and recognition) of which belonged to the extrinsic scale. Various facets may exert different influence on the overall job satisfaction according to different profession. In a similar study among doctors, factors intrinsic to the job weigh more influence as predictors compared to the extrinsic factors.¹⁹

Of note, this study was conducted during a period of economic downturn in the country and with continuous devaluation of the national currency, extreme deterioration of factors such as pay may begin to exert greater impact on the overall job satisfaction and the mental health of workers. This influence may be more pronounced on workers who were already lower income earners such as teachers. This was supported by Akanbi who found a strong relationship between extrinsic motivation and work performance demonstrating that extrinsic motivation had a significant influence on the performance of workers.³¹ This is in accordance with the equity theory which affirms that workers tend to perform better when their pay structure is more equitable. This further supports the

finding of Baroudi et al who concluded that when teachers in developed countries are satisfied with extrinsic factors e.g., working conditions compensation they have high levels of job satisfaction.³² The Influence of extrinsic factors on teachers' job satisfaction may warrant further studies.

The study has implications for the general well-being of teachers. The current drive for reform in the education sector should take into consideration factors extrinsic to the teaching profession especially those reported in this study. Job insecurity is an important contributor to turnover rates and the anxiety of impending job loss in a country where there is little or no provision for social security, may impact on the mental health of teachers. Supervision with regards to human relation and school policies/practices are interrelated with recognition. Negative practices against workers impact on the feeling of self-worth and this may further affect the mental health status of workers.

One limitation of this study was that it was conducted after the COVID-19

pandemic period during which teachers mostly in private schools were not paid during the lockdown causing some of them to leave the profession and those who remained may be dissatisfied upon resumption and this may have affected the level of satisfaction reported in this study.

Conclusion: This study showed a high level of job satisfaction among the participants. Respondents were least satisfied with the compensation and work condition facets. The study also demonstrated that satisfaction with extrinsic work facets such as supervision-human relations, policies & practices, compensation, and recognition compensation, predicted single-item overall job satisfaction. It is recommended that salary, support from administrators, improved job security, and availability of teaching material, conducive environment is provided to enhance the satisfaction of teachers.

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Authors' contributions: IMA and SB conceptualized and designed the study. All authors participated in the development of questionnaire used for the study. IMA coordinated data collection. Data analysis and interpretation was done by all authors. All authors were involved in manuscript writing and revision for final submission.

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